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Undergraduate Catalog

This catalog is a record of undergraduate programs, courses, policies, staff, and facilities as of July 2023. Changes that occur after the July 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. 9)
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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 higher education institution by the *U.S. News & World Report* for Best Regional Universities in the Midwest. It has been ranked among the top Midwestern public institutions for more than two decades.

The student body of nearly 10,500 from 44 states and 25 countries is impressive. UWL's retention rate is an outstanding 84% and the current six-year graduation rate is 73%, well above the national average.

UWL offers 102 undergraduate academic programs in 30 disciplines, 30 graduate programs, and 2 doctoral programs. A 19:1 student-faculty ratio means small classes, with an average of 29 students. 78% of full-time faculty hold doctoral or terminal degrees. Students learn directly from professors, including the recipient of the 2021 Board of Regents Teaching Excellence Award - a distinction given to just two instructors across the UW System.

The university is organized into three academic colleges and two schools: the College of Business Administration, College of Science and Health, College of Arts, Social Sciences, and Humanities, the School of Visual and Performing Arts (housed within the College of Arts, Social Sciences, and Humanities), and the School of 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 (<https://www.uwlax.edu/info/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 section.

The university's intercollegiate athletic teams, the Eagles, compete in 21 sports, predominately in the NCAA Division III, and as of March 31, 2022, have earned 71 national titles, 37 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 & Field Championships and has hosted the NCAA III National Track & Field Championships numerous times — most recently for the 2018 NCAA III Men's and Women's Track & Field Championships.

The campus lies in a residential section of the city of La Crosse (population 52,680, metro 139,627). 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 Explore La Crosse (<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 (<https://www.uwlax.edu/#welcoming>).

Freedom of thought and expression

The mission of the University of Wisconsin-La Crosse is to provide "a challenging, dynamic, and diverse learning environment in which the entire university community is fully engaged in supporting student success." In pursuit of this mission, UWL encourages and protects diverse perspectives, the free flow of ideas, and open discussion among students, faculty, staff, and other members of the campus community. Constructive engagement with differing perspectives in a climate of free inquiry is essential to the pursuit of knowledge. UWL is committed to providing all members of the University community the broadest possible latitude to speak, write, listen, challenge and learn.

Encountering new, different or opposing perspectives can be challenging and uncomfortable; this is a necessary feature of the UWL educational experience. Thus, all members of the campus community are encouraged to engage with diverse viewpoints in a manner that affirms our community and furthers our mission, to be thoughtful when participating in the exchange of ideas, and to hold themselves accountable for the impact of their expression on others.

For more information and resources, please see the UWL Civil Discourse and Free Speech (<https://www.uwlax.edu/chancellor/civil-discourse-and-free-speech/>) web page, and the University of Wisconsin System Regent Policy Document 4-21, Commitment to Academic Freedom and Freedom of Expression (<https://www.wisconsin.edu/regents/policies/commitment-to-academic-freedom-and-freedom-of-expression/>).

Civil rights

The University of Wisconsin-La Crosse is 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. 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 Equity & Affirmative Action (<https://www.uwlax.edu/equity/>), 145 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 Office of Equity & Affirmative Action (<https://www.uwlax.edu/equity/>).

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 ACCESS Center 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/>), 124 Wimberly Hall.

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 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-Madison 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. Embrace and encourage student, staff, and faculty diversity in all areas and demonstrate a commitment to equity, diversity, and inclusion.
9. Support activities designed to promote the economic development of the state.

Accreditation

The University of Wisconsin-La Crosse is **accredited by**:

- The Association to Advance Collegiate Schools of Business (AACSB)
- Accreditation Council for Occupational Therapy Education
- Accreditation Review Committee on Education of the Physician Assistant
- American Society for Biochemistry and Molecular Biology
- 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 Radiologic 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/>) (312.263.0456)
- Wisconsin Department of Public Instruction

State Authorization

UWL complies with regulations in other states to offer online education and clinical placement opportunities to students. This is often referred to as "state authorization."

UWL is part of the State Authorization Reciprocity Agreement (<https://nc-sara.org/>) (SARA).

California Residents: University of Wisconsin-La Crosse does not require licensure to offer courses and externships/clinicals in California.

File a Complaint

In compliance with U.S. Department of Education regulations, UWL provides information to students about their rights to make a complaint about the institution.

To file a complaint against the University of Wisconsin-La Crosse directly, students may learn about the UW System Complaint Process (<https://www.uwlax.edu/finaid/resources/uw-system-complaint-process/>) for resolving complaints and complete the form (<https://www.wisconsin.edu/student-complaints/complaint-form/>) at the UW System website.

Professional Licensure Notice

If a student is planning to apply for licensure in a state other than Wisconsin after completion of their program, the student should refer to the Professional Licensure Disclosure (<https://www.uwlax.edu/info/professional-licensure-disclosure/>) website and contact the other state's appropriate licensing board to determine whether the UWL program meets licensure requirements in that state.

Please note that licensure requirements are always subject to change. Although the University of Wisconsin—La Crosse will confirm the licensure requirements on a routine basis, we strongly recommend that you inquire with the state board to confirm that you understand and will meet the requirements for licensure before enrolling in your program of choice.

Additionally, you should note that licensing requirements vary by state and relocating could impact whether you will meet eligibility requirements for licensure. Check with the state licensing board where you desire licensure before relocating to ensure that you will be eligible for licensure or reciprocity.

For individual Professional Licensure Disclosures, student location is determined by the active local address in the Student Information System (WINGS). All students are prompted to update their local address in the Student Information System (WINGS) each term.

Administration and Board of Regents

University of Wisconsin-La Crosse administration

Office of the Chancellor

- Chancellor – Joe Gow

Division of Academic Affairs

- Provost & Vice Chancellor, Academic Affairs – Betsy Morgan
- Associate Vice Chancellor, Academic Affairs – Sandy Grunwald
- Director of Murphy Library – John Jax
- Director of International Education and Engagement – Karolyn Bald
- Graduate & Extended Learning Dean – Meredith Thomsen

College of Business Administration

- Dean – Taggart Brooks
- Associate Dean – Gwen Achenreiner, Interim

College of Arts, Social Sciences, and Humanities School of Visual and Performing Arts

- Dean – Karl Kunkel
- Associate Dean – Marie Moeller

College of Science and Health

- Dean – Ju Kim
- Associate Dean, Interim – Robert Allen
- Associate Dean, Interim - Whitney George

School of Education

- Dean – Marcie Wycoff-Horn
- Associate Dean – Pao Lor

Division of Student Affairs

- Vice Chancellor, Student Affairs – Vitaliano Figueroa
- Assistant Vice Chancellor, Admissions & Recruitment – Corey Sjoquist
- Dean of Students – Kara Ostlund

Division of Diversity & Inclusion

- Vice Chancellor, Diversity & Inclusion – Barbara Stewart, Interim
- Assistant Vice Chancellor, Diversity & Inclusion – Stacy Narcotta-Welp
- Director of Title IX and Compliance – Rachel Cromheecke, Interim
- Director of the Center for Informative Justice - Ashley Nowak

Division of Administration and Finance

- Vice Chancellor, Administration and Finance – Bob Hetzel
- Director, Budget Office – Emily Roraff
- Controller, Business Services – Mark Haakenson
- Director, Facilities Management – Scott Brown
- Director/Chief Human Resources Officer – Craig Bickley, Interim
- Associate Vice Chancellor-IT and Chief Information Officer – David Kim
- Director, Planning & Construction – Scott Schumacher
- Chief of Police – Allen Hill
- Director, Administrative Services – Robin Tuxen

Division of University Advancement

- Vice Chancellor, University Advancement/UWL Foundation President – Greg Reichert

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 2023:

- Karen Walsh, Madison, President
- Amy Blumenfeld Bogost, Madison, Vice President
- Angela Adams, Milwaukee
- Bob Atwell, Green Bay
- Evan Brenkus, Oneida
- Héctor Colón, Milwaukee
- Mike Jones, Milwaukee

- Jim Krueser, Kenosha
- Edmund Manydeeds III, Eau Claire
- John W. Miller, Milwaukee
- Cris Peterson, Grantsburg
- Joan Prince, Milwaukee
- Ashok Rai, Green Bay
- Jennifer Staton, Parkside
- Mark Tyler, Emerald Township
- Jill Underly, Madison
- Dana Wachs, Eau Claire
- Kyle M. Weatherly, Milwaukee

University of Wisconsin System administration

- Jay O. Rothman, President
- Jess Lathrop, Chief of Staff
- Johannes Britz, Senior Vice President, Academic and Student Affairs (Interim)
- David Brukardt, Vice President, University Relations
- Sean Nelson, Vice President, Finance and Administration

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. 337)
- College of Arts, Social Sciences, and Humanities (CASSH) (p. 75)
 - School of Visual and Performing Arts (VPA) (p. 75)
- College of Science and Health (CSH) (p. 367)
- School of Education (SOE) (p. 582)

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 (<http://catalog.uwlax.edu/graduate/programrequirements/>).

A complete list of dual degree programs and undergraduate pre-professional tracks are listed at the end. Dual degree programs are also in the main list. Pre-professional tracks are not majors and therefore are not in the main list.

Program	College / School	B.A.	B.S.	Minor	Teacher Cert.	Graduate
Accountancy	CBA		✓	✓		
Adapted Physical Education	CSH					✓ ¹
Adventure/ Outdoor Pursuits	CSH					✓ ¹
Anthropology	CASSH			✓		
Archaeological Studies	CASSH	✓	✓	✓		
# Cultural Anthropology Emphasis	CASSH	✓	✓			
Art	VPA	✓	✓	✓		
# Education	VPA		✓		✓	
Art History	VPA			✓		
Art Therapy	VPA			✓		
Associate of Arts Degree (A.A.)	all colleges					
At-Risk Child & Youth Care	CASSH			✓		
Athletic Training	CSH					✓
Biochemistry w/ ASBMB Certification	CSH		✓			
Biology	CSH	✓	✓	✓		✓
# Aquatic Science Concentration	CSH	✓	✓			✓

# Biomedical Science Concentration	CSH	✓	✓			
# Cellular and Molecular Biology Concentration	CSH					✓
# Environmental Science Concentration	CSH	✓	✓			✓
# Molecular Genetics and Cell Biology Concentration	CSH	✓	✓			
# Nurse Anesthesia Concentration	CSH					✓
# Physiology Concentration	CSH					✓
# Plant & Fungal Biology Concentration	CSH	✓	✓			
# Science Education	CSH		✓		✓	
# Bachelor of Science in Biology & Doctor of Physical Therapy Dual Degree Program	CSH		✓			✓
Broadfield Social Studies Education	CASSH		✓		✓	
# History Concentration	CASSH		✓		✓	
# Political Science Concentration	CASSH		✓		✓	
# Sociology Concentration	CASSH		✓		✓	
Business Administration	CBA					✓ ²
Business Analytics	CBA		✓	✓		
Chemistry	CSH		✓	✓		
# ACS Certification	CSH		✓			
# Business Concentration	CSH		✓			
# Environmental Science Concentration	CSH		✓			
# Science Education	CSH		✓		✓	

# Bachelor of Science in Chemistry & Bachelor of Science in Engineering Dual Degree Program ³	CSH	✓✓		
Chinese Studies ⁴	CASSH	✓		
Clinical Exercise Physiology	CSH			✓
Clinical Laboratory Science	CSH	✓		
# Bachelor of Science in Clinical Laboratory Science & Master of Science in Clinical Microbiology Dual Degree Program	CSH	✓		✓
Coaching Competitive Athletics ⁵	CSH			
Communication Studies	CASSH			
# Interpersonal Communication Emphasis	CASSH	✓	✓	✓
# Media Studies Emphasis	CASSH	✓	✓	✓
# Organizational & Professional Communication Emphasis	CASSH	✓	✓	✓
# Public Communication & Advocacy Emphasis	CASSH	✓	✓	✓
Communication, Writing, and Critical Reasoning	CSH	✓		
Computational Science	CSH		✓	
Computer Engineering	CSH	✓		
Computer Science	CSH	✓	✓	
# Computer Engineering Technology Emphasis	CSH	✓		
# Cybersecurity Emphasis	CSH	✓		

# Bachelor of Science in Computer Science & Bachelor of Science in Engineering Dual Degree Program ³	CSH	✓✓		
# Bachelor of Science in Computer Science & Master of Software Engineering Dual Degree Program	CSH	✓		✓
# Bachelor of Science in Computer Science: Cybersecurity & Master of Software Engineering Dual Degree Program	CSH	✓		✓
Creative Writing	CASSH	✓		
Criminal Justice	CASSH	✓		
Cybersecurity ⁶	CASSH			✓
Dance	VPA	✓		
Data Science ^{4,6}	CSH			✓
Digital Media Studies & Design	CASSH	✓		
Digital Marketing	CBA			
# Digital Marketing Analytics Certificate ^{6,7}	CBA			✓
# Digital Marketing Management Certificate ^{6,7}	CBA			✓
Earth Science	CSH	✓		
Economics (CBA)	CBA	✓	✓	
Economics (CASSH)	CASSH	✓	✓	
Education, teacher certification - see Teacher Education				
English	CASSH			
# Education	CASSH	✓		✓
# Language and Literature	CASSH	✓		

# Literary and Cultural Studies Emphasis	CASSH	✓	✓	
# Medical Professions Emphasis	CASSH	✓	✓	
# Writing & Rhetoric Studies Emphasis	CASSH	✓		
Ethics	CASSH		✓	
Exercise and Sport Science	CSH			
# Exercise Science Emphasis: Fitness Track	CSH		✓	
# Exercise Science Emphasis: Pre-Professional Track	CSH		✓	
# Physical, Adapted, and School Health Education (PASHE)	CSH		✓	✓
# Physical Education Teaching	CSH			✓ ⁸
# Sport Management Emphasis	CSH		✓	
# Bachelor of Science in Exercise Science: Pre-Professional Track & Master of Science in Athletic Training Dual Degree Program	CSH		✓	✓
Finance	CBA		✓	
# Risk, Insurance & Financial Planning Concentration	CBA		✓	
Financial Technology (FinTech)	CSH			✓
# Emerging Technologies in FinTech Certificate ^{6,7}	CSH			✓
# Leading FinTech Transformation Certificate ^{6,7}	CSH			✓
French ⁴	CASSH	✓		✓

# Business Concentration	CASSH	✓		
# Education	CASSH		✓	✓
# Education & Teaching English to Speakers of Other Languages	CASSH		✓	✓
General Science for Teachers	CSH			✓
Geography	CSH			
# Environmental Science Concentration	CSH	✓	✓	
# Fundamentals of Geographic Information Science Certificate ⁹	CSH			✓
# Geographic Information Science Concentration ⁴	CSH	✓	✓	✓
# Humans and the Environment Emphasis	CSH	✓	✓	
Geoarchaeology	CSH			✓
German Studies	CASSH	✓		✓
# Business Concentration	CASSH	✓		
Gerontology Certificate ¹⁰	CASSH			
Healthcare Administration ⁶	CSH			✓
# Senior Living and Services Leadership Certificate (http://catalog.uwvax.ed/graduate/programrequirement/healthcareadmin/senior-living-and-services-leadership-certificate/) ^{6,7}	CSH			✓
Healthcare Analytics Management	CBA			✓
History	CASSH			✓
# Regional Emphasis	CASSH	✓	✓	
# Topical Emphasis	CASSH	✓	✓	
# World History	CASSH	✓	✓	

Hmong and Hmong-American Studies Certificate ¹⁰	CASSH			
Human Rights and Criminal Justice Certificate ¹⁰	CASSH			
Human and Environmental Geography	CSH		✓	
Inclusive Recreation	CSH		✓	
Information Systems	CBA	✓	✓	
Information Technology Management ⁶	CSH			✓
# Enterprise Infrastructure Certificate ^{6,7}	CSH			✓
# IT Leadership Certificate ^{6,7}	CSH			✓
# IT Operations Certificate ^{6,7}	CSH			✓
International Business	CBA	✓	✓	
International and Global Studies	CASSH		✓	
Leadership Development	CASSH		✓	
Legal Studies	CASSH		✓	
Linguistics	CASSH		✓	
Management	CBA	✓		
Marketing	CBA	✓		
Mathematics	CSH	✓	✓	✓
# Applied Emphasis	CSH	✓	✓	
# Education	CSH	✓		✓
# Bachelor of Science in Mathematics & Bachelor of Science in Engineering Dual Degree Program ³	CSH	✓✓		
Mathematics for Teachers	CSH		✓	
Medical Dosimetry	CSH			✓
Microbiology	CSH	✓	✓	✓
# Biomedical Concentration	CSH	✓		
# Business Concentration	CSH	✓		

# Clinical Microbiology Concentration	CSH			✓
# Environmental Concentration	CSH	✓		
Military Science	CASSH		✓	
Music	VPA		✓	
# Education: Choral & General Music Education Emphasis	VPA	✓		✓
# Education: Instrumental & General Music Education Emphasis	VPA	✓		✓
# Jazz Performance Emphasis	VPA	✓	✓	
# Performance Emphasis	VPA	✓	✓	
# Piano Pedagogy	VPA	✓	✓	
# Theory Emphasis	VPA	✓	✓	
Music Performance	VPA			✓
Neuroscience (Interdisciplinary)	CASSH		✓	
Nuclear Medicine Technology	CSH	✓		
Nutrition	CSH		✓	
Occupational Therapy	CSH			✓
Philosophy	CASSH	✓	✓	✓
Photography	VPA		✓	
Physical Therapy	CSH			✓
Physician Assistant Studies	CSH			✓
Physics	CSH	✓	✓	✓
# Applied Emphasis	CSH		✓	
# Astronomy Emphasis	CSH	✓	✓	✓
# Biomedical Concentration	CSH		✓	
# Business Concentration	CSH		✓	
# Computational Physics Emphasis	CSH		✓	
# Optics Emphasis	CSH		✓	
# Science Education	CSH		✓	✓

# Bachelor of Science in Physics & Bachelor of Science in Engineering Dual Degree Program ³	CSH	✓✓		
# Bachelor of Science in Physics & Doctor of Physical Therapy Dual Degree Program	CSH	✓		✓
Political Science ¹¹	CASSH	✓	✓	✓
Professional & Technical Writing ⁴	CASSH			✓
Psychology	CASSH	✓	✓	✓
Public Administration	CASSH	✓	✓	✓
Public Health and Community Health Education	CSH	✓		✓ ⁶
Race, Gender, and Sexuality Studies	CASSH	✓	✓	✓
Radiologic Science	CSH			
# Radiation Therapy Emphasis	CSH	✓		
# Radiologic Technology Emphasis	CSH	✓		
# Diagnostic Medical Sonography with Echocardiography/Vascular Emphasis	CSH	✓		
# Diagnostic Medical Sonography with General/Vascular Emphasis	CSH	✓		
Recreation Management	CSH		✓	✓
# Community-Based Recreation Emphasis	CSH	✓		
# Generalist Emphasis	CSH	✓		

# Outdoor Recreation Emphasis	CSH	✓		
# Professional Development	CSH			✓
# Tourism and Event Management Emphasis	CSH	✓	✓	
# Bachelor of Science in Recreation Management (four emphasis options) & Master of Science in Recreation Management Dual Degree Program	CSH	✓		✓
## Community-Based Recreation Emphasis	CSH	✓		✓
## Generalist Emphasis	CSH	✓		✓
## Outdoor Recreation Emphasis	CSH	✓		✓
## Tourism and Event Management Emphasis	CSH	✓		✓
Recreational Therapy	CSH	✓		✓
# Bachelor of Science in Recreational Therapy & Master of Science in Recreational Therapy Dual Degree Program	CSH	✓		✓
Russian Studies Certificate ¹⁰	CASSH			
School Psychology ¹²	CASSH			✓
Social Justice	CASSH		✓	
Sociology	CASSH	✓	✓	✓
Society, Health, and Medicine Certificate ¹⁰ (not currently accepting new students)	CASSH			
Software Engineering	CSH			✓
Spanish	CASSH	✓	✓	
# Education	CASSH		✓	✓

# Education & Teaching English to Speakers of Other Languages	CASSH	✓	✓
Spanish for Business and Organizations Certificate ¹⁰	CASSH		
Spanish for Health Professions Certificate ¹⁰	CASSH		
Statistics	CSH	✓	✓
# Actuarial Science Concentration	CSH	✓	
# Applied Statistics	CSH		✓
# Bachelor of Science in Statistics & Master of Science in Applied Statistics Dual Degree Program	CSH	✓	✓
Student Affairs Administration in Higher Education ¹³	CASSH		✓
Student Affairs Administration and Leadership ⁶	CASSH		✓
# Higher Education Leadership Certificate ^{6, 7}	CASSH		✓
Sustainability and Environmental Studies	CASSH		✓
Sustainable Business	CBA		✓
Teacher Education Programs, undergraduate:	SOE		
# Early Childhood Education (birth - grade 3)	SOE	✓	✓
# Elementary/ Middle Education (grades K-9)	SOE	✓	✓

# Elementary/ Middle Education (grades K-9) & French Education (grades K-12)	SOE	✓	✓
# Elementary/ Middle Education (grades K-9) & Spanish Education (grades K-12)	SOE	✓	✓
# Elementary/ Middle Education (grades K-9) & Special Education (grades K-12)	SOE	✓	✓
# Elementary/ Middle Education (grades K-9) & Teaching English to Speakers of Other Languages (grades K-12)	SOE	✓	✓
# Middle/ High School Education (grades 4-12)	CASSH, CSH	✓ ¹⁴	✓
# Grades K-12 Education	CASSH	✓ ¹⁵	✓
Teacher Education Programs, graduate: ¹⁶	SOE		
# Director of Instruction (5010) Add-Certification	SOE		✓
# Educational Leadership (5051) Certificate ⁷	SOE		✓
# Professional Learning Community Certificate ⁷	SOE		✓
# Professional Development - Learning Community Emphasis	SOE		✓

# Professional Development - Educational Leadership Emphasis	SOE			✓
# Reading, non-certification	SOE			✓
# Reading Teacher (1316)	SOE		✓	✓ ¹⁷
# Reading Specialist (5017)	SOE		✓ ¹⁸	✓
# Reading Teacher (1316) and Reading Specialist (5017)	SOE		✓	✓
# Special Education Certificate ⁷	SOE		✓	✓
Teaching English to Speakers of Other Languages	SOE		✓	✓ ¹⁹
Theatre Arts	VPA			
# Arts Administration Emphasis	VPA	✓	✓	✓
# Design/Technical Emphasis	VPA	✓	✓	✓
# General Emphasis	VPA	✓	✓	✓
# Musical Theatre Emphasis	VPA	✓	✓	
# Performance Emphasis	VPA	✓	✓	✓
# Stage Management Emphasis	VPA	✓	✓	✓

¹ Emphasis available only with M.S. ESS Phy Ed Teaching program. The M.S. Phy Ed Program with the Adventure/Outdoor Pursuits Emphasis is offered in both in-person and hybrid/blended formats.

² Open for non-CBA majors only.

³ The engineering program & the second Bachelor of Science degree are offered through a partnering institution. Contact the UWL department offering the dual degree program to find out more.

⁴ Certificate also available.

⁵ Concentration only. Open to all majors.

⁶ Online program only.

⁷ Graduate certificate only.

⁸ Program includes emphasis options in Adapted Physical Education and Adventure/Outdoor Pursuits. The M.S. with Adventure/Outdoor Pursuits Emphasis is offered in both in-person and hybrid/blended formats.

⁹ Graduate certificate. Only open to degree-seeking UWL graduate students.

¹⁰ Open to degree-seeking, undergraduate students only. Available as certificate only.

¹¹ All courses included in this major's requirements may be taken online.

¹² Inperson and online options available.

¹³ Hybrid/blended (in-person and online courses) and online programs available.

¹⁴ Middle/high school education majors housed in the respective content department. Departments include: Biology, Chemistry, English, History, Mathematics, Political Science, Physics, and Sociology.

¹⁵ Grades K-12 education majors housed in the respective content department. Departments include: Art, Exercise and Sport Science, Music, and Global Cultures and Languages (French & Spanish).

¹⁶ Online, hybrid, and face-to-face options available.

¹⁷ Reading Teacher (1316) Certificate available.

¹⁸ Reading Specialist (5017) add-on certification available.

¹⁹ Graduate certificate only. Only completing the graduate certificate qualifies candidates for teacher certification in this area.

Dual Degree Programs:

(College of Science and Health)

Programs	Degrees
Biology & Physical Therapy	BS/DPT
Chemistry & Engineering	BS/BS
Clinical Laboratory Science & Clinical Microbiology	BS/MS
Computer Science & Engineering	BS/BS
Computer Science & Software Engineering	BS/MSE
Computer Science: Cybersecurity Emphasis & Software Engineering	BS/MSE
Computer Science: Embedded Systems Emphasis & Software Engineering	BS/MSE
Exercise Science: Pre-Professional Track & Athletic Training	BA/BS
Mathematics & Engineering	BS/BS
Physics & Engineering	BS/BS
Physics & Physical Therapy	BS/DPT
Recreation Management: Community-Based Recreation & Recreation Management	BS/MS
Recreation Management: Generalist & Recreation Management	BS/MS
Recreation Management: Outdoor Recreation & Recreation Management	BS/MS
Recreation Management: Tourism/Event Management & Recreation Management	BS/MS
Statistics & Applied Statistics	BS/MS
Therapeutic Recreation	BS/MS

Pre-Professional Fields:

(College of Science and Health)

Pre-Athletic Training

Pre-Chiropractic

Pre-Clinical Exercise Physiology

Pre-Dentistry
Pre-Engineering
Pre-Forestry
Pre-Genetic Counseling
Pre-Medical Dosimetry
Pre-Medicine
Pre-Occupational Therapy
Pre-Optometry
Pre-Osteopathic Medicine
Pre-Pharmacy
Pre-Physical Therapy
Pre-Physician Assistant Studies
Pre-Podiatry
Pre-Veterinary

(College of Arts, Social Sciences, and Humanities)

Pre-Law

Admissions - Undergraduate

Admissions office

Building address: Student Union, 521 East Avenue North, La Crosse, WI 54601

Mailing address: Admissions Office, 1725 State Street, La Crosse, WI 54601

Office: 2320 Student Union

608.785.8939

admissions@uwlax.edu

www.uwlax.edu/admissions (<http://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, Admissions Information Sessions, Campus Close-Ups, and individual appointments for prospective first year, transfer, graduate, and international students.

Tours of the campus are conducted Monday through Friday at 11:00 a.m. and 2:15 p.m. when school is in session. Summer term tours are at 11:00 a.m. only. All scheduled 75-minute walking tours originate from the Admissions Office in the Student Union.

Admissions Information Sessions are one-hour presentations by an admissions counselor designed to provide an overview of UWL and the first year admissions process. These sessions are followed by a 75-minute walking tour of campus, led by a member of the Vanguard organization. Admissions Information Sessions are available on selected dates during the fall and spring semesters and daily in July and August.

Campus Close-Ups are held five times during the academic year. Campus Close-Ups provide prospective first year students 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 75-minute 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 3:30 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 an Admissions 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 August 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 April 1 of the previous year.

To be considered for admission, individuals must submit the following items to the Admissions Office, UW-La Crosse, 2320 Student Union, 1725 State Street, La Crosse, WI 54601 USA:

1. Completed UW System application (<https://apply.wisconsin.edu/>)
2. High school transcript
 - a. Prior to enrollment, an official final high school transcript is required. Official transcripts must be 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 envelope from the issuing institution(s).
3. Non-refundable application fee
4. Current courses in progress for academic/senior year (if applicable)
5. Official college transcript(s) (if applicable)
 - a. Official transcripts must be 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 envelope from the issuing institution(s).
 - b. Official college transcripts are required for all college course completed, including those taken during high school.

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

a high school equivalency diploma are considered to have fulfilled these minimum subject matter requirements.

- 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. Four academic credits from the above and/or in the fine arts, computer science, world language, or other academic areas.

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, and grade point average. While academic preparation is the primary criterion used in the admissions review process, other secondary factors may contribute to the strength of an application. These may include ACT/SAT scores, 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 2022. 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
- 3.46 - 3.87 GPA (4.0, unweighted scale)
- ACT Composite: 23 - 27

Credit for prior learning

Students may earn university credit through a variety of options, including retroactive credit, Advanced Placement, and institutional assessment. See the Admissions Office for more information on specific types of credit for prior learning (<https://www.uwlax.edu/admissions/ap-ib-clep-credit/>). Some departments include more information on their department pages in regard to their own policy and procedures.

UWL has an academic policy on how credit for prior learning is earned and recorded on a student's transcript. For the full undergraduate credit for prior learning policy (p. 37), see the academic policies section.

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. 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. Placement exam results expire two years from the date of the exam, after which the placement exam must be retaken.

More information about math and English placement can be found in the remedial math and ENG 100 policy (p. 35).

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 August 1 for the summer and fall terms. Applications may be submitted beginning April 1 for the winter and spring terms. To be considered for admission, the following items must be submitted to the Admissions Office, UW-La Crosse, 2320 Student Union, 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 applicant has earned less than 60 transferable semester credits.
 - a. Official transcripts must be 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 envelope from the issuing institution(s).
3. All official college transcripts.
 - a. This includes transcripts for credit earned at that applicant's current institution and any previous institutions (including college credit earned while in high school). Official transcripts must be 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 envelope from the issuing institution(s).
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, unless directly transferring from a UW System campus within one year.
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. Applicants with at least a 2.25 cumulative grade point average in all previous transferable college level work will be considered stronger candidates for admission. Applicants with a cumulative grade point average between a 2.00 and a 2.24 will be considered for admission on a space available basis. In addition to grade point guidelines, applicants must be in good standing at their previous institution(s) to be admitted to UWL. Applicants 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.

UW System guaranteed transfer admission

UW System students who intend to continue their undergraduate education at the University of Wisconsin-La Crosse will be guaranteed admission provided they meet the following criteria:

1. Submit a UW System application to the UWL Admissions Office.
2. Start college as a first year at a UW System campus.
3. Earn a minimum of 24 transferable degree credits.
4. Be in good standing and earn a minimum 2.00 cumulative grade point average.

The Guaranteed Transfer Agreement Program guarantees admission to the institution and does not assure admission to specific degree programs. Transfer students must meet the same criteria (i.e., grade point average, course requirements, etc.) for admission to specific majors or programs as continuing UWL students.

Academic advising and registration

After being admitted to the university, 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 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/academic services director 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 transfer re-evaluation request may be made. Consult with the academic services director 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.

Undergraduate credit for prior learning policies

UWL-La Crosse appreciates and values students' learning experiences outside of the confines of UWL's sponsored credit instruction and uses a student-centered approach to recognize, evaluate and award credit for that knowledge. Students may be awarded credit for their university-level learning through a variety of ways including but not limited to transfer coursework, credit by national exam, military experience and training, industry-certified and assessed credentials or licensures, and UWL administered prior learning assessments. These methods of gaining credit for prior learning (CPL) foster educational attainment and can shorten time to degree or credential completion.

The University of Wisconsin-La Crosse has established a undergraduate credit for prior learning policy (p. 37) to recognize, evaluate and award credit for learning outside of UWL.

Taking a non-UWL course while at UWL

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 should review the recommended steps (<https://www.uwlax.edu/records/student-resources/taking-a-non-uwl-class/>) before registering

for the desired class. The student should complete an "Off-Campus Course Evaluation Form," which is used to evaluate the course for transferability before taking the course.

Students planning to transfer UWL credits to other universities should check with the receiving institution regarding the transferability of credit.

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, certified, or attested 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 certified English translations. Official transcripts must be 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 envelope from the issuing institution(s).

- **Transfer students:** Course descriptions, course outlines, or syllabi may be requested in order to complete a transfer credit evaluation.

Proof of English language proficiency: Applicants for undergraduate study who are not native speakers of English must meet one of the following for admission:

- Official TOEFL score of at least 73 iBT or 550 pBT - Institution Code: 1914.¹
- Official IELTS score of at least 6.0.¹
- Official PTE Academic score of at least 54.¹
- Official Duolingo English Test (DET) score of at least 100.¹
- Graduation from a U.S. high school or secondary school in a country where English is the official language of education immediately prior to enrollment at UWL.
 - Applicant must have studied in the English-speaking country for a minimum of three consecutive years, not including terms that required English as a second language study.
- Completion of at least 2 years of academic study at an accredited/recognized institution of higher education in a country where the official language of education is English immediately prior to enrollment at UWL.
- Other examinations and educational experiences considered on a case-by-case basis and approved through university governance.

¹ Scores cannot be more than two years old.

Proof of funding: A bank statement and affidavit or letter of support is required for students requesting an F-1 visa. Funding must be equal or greater than International Education & Engagement's estimated costs (<https://www.uwlax.edu/cost/#tab-113814>) for one year (two semesters) of undergraduate study. Students who are requesting 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 page 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
2342 Student Union
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. 46) 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 Admissions Office. 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 Admissions Office at the time they apply 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 academic suspension

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

Students academically suspended 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 Admissions 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.

Admission Policies: High School Students & ECCP Program

Concurrent high school/UWL enrollment and Early College Credit Program

UWL offers enrollment options to high school students who wish to pursue university course work while completing their studies in high school. Special admission is granted only to those highly qualified applicants who demonstrate that they can benefit from entrance into college.

Early College Credit Program (2017 Wisconsin Act 59) stipulates that high school students at public and private high schools in Wisconsin can earn college credit through the Early College Credit Program. A student selected for the program may be permitted to enroll at UW-La Crosse to take one or more courses for which the student may earn high school credit, post-secondary credit, or both. Payment of tuition and fees is determined by the high school. Cost is 1/3 of regular tuition and fees.

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

All applications receive a comprehensive review.

1. Admission consideration for high school juniors and seniors will be primarily based on:
 - a. Rigor of high school coursework
 - b. High school class rank and/or high school grade point average
 - c. Completion of appropriate preparatory high school coursework for college courses
2. High school sophomores with exceptional academic preparation may be considered for admission.
3. Due to enrollment limitations, specific criteria for admission will be determined by the Admissions Office each semester.

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.
2. Submit a completed Early College Credit Program and High School Special Agreement Form (<https://uwhelp.wisconsin.edu/prep-for-college/credits/>).
3. Submit an official high school transcript and, if applicable, ACT/SAT scores.
4. UW Placement Test (p. 22) scores and AP Test (p. 38) scores (if applicable) must be submitted for math, world languages, English, computer science, and some science courses prior to registration.

All required materials (1-3) should be sent to the Admissions Office via email to admissions@uwlax.edu or by postal mail to the Admissions Office, UW-La Crosse, 2320 Student Union, 1725 State Street, La Crosse, WI 54601 USA.

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/>)
- UWL Foundation (<https://www.uwlax.edu/foundation/>)
- It Make\$ Cents! (<https://www.uwlax.edu/it-makes-cents/>)
- 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.

Expenses

- Tuition and fees (p. 26)
- Student billing (electronic) & guest access (p. 26)
- How to pay (p. 26)
- Installment billing & late fee (p. 26)
- Segregated fees (p. 27)
 - Textbooks (p. 27)
 - Health service (p. 27)
- Residence halls (p. 27)
- UWL dining services (p. 27)

Financial aid & scholarships

- Eligibility requirements (p. 27)
- Application procedures (p. 28)
- Notification dates (p. 28)
- Financial aid programs (p. 28)
- Satisfactory academic progress policy (p. 28)
- Evaluation process (p. 29)
- Appeal process (p. 30)
- Additional information about financial aid (p. 30)
- Education abroad program cost and financial aid (p. 54)
- Scholarships (p. 30)
- The University of Wisconsin-La Crosse Foundation, Inc. (p. 30)

Veteran benefits

- Veteran educational benefits (p. 30)
- Priority registration for service members (p. 31)

Expenses - Undergraduate

- Tuition and fees (p. 26)
- Student billing (electronic) & guest access (p. 26)
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- Installment billing & late fee (p. 26)
- Segregated fees (p. 27)
 - Textbooks (p. 27)
 - Health service (p. 27)
- Residence halls (p. 27)
- UWL dining services (p. 27)

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 (<https://www.uwlax.edu/cashiers/tuition-and-billing/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. The fee will be reflected on the next billing statement. The exact amount of the fee is listed in the cost to attend (<https://www.uwlax.edu/cost/>) UWL.

Student bills and parents/guest access

Billing reminders are sent via email to the student's campus email from the email address studentAR@uwlax.edu (around 5 p.m.). **It is the responsibility of the student to check their campus email and make sure the bill is routed to the proper individual for making payment.** Students are able to give parents/guests access to their billing statements in CashNet by following the steps below.

Access to view/pay bill in CashNet:

1. The student logs into WINGS (<https://wings.uwlax.edu/>) with their NetID username and password.
2. Under the "Finances" on the homepage, the student selects "Grant Access to View/Pay Bill." Once that is selected, the student is taken to the CashNet site outside of WINGS.
3. The student scrolls down to the "Parent Pins" section and clicks on "Add New." The student chooses a unique login name for the person they are giving access to, enters the person's email address, and picks a temporary password for the account. Then the student clicks "OK" to create the account.
4. Upon completion, parents/guests will be notified of their unique login information. Additional instructions on how to pay can be found on the Cashier's website (<https://www.uwlax.edu/cashiers/>) under the "Payment Options" button.

How to pay a bill

Payment can be made electronically through the WINGS (<https://wings.uwlax.edu/>) Student Center. Detailed payment directions for a student or parent/guest can be found in the payment options (<https://www.uwlax.edu/cashiers/tuition-and-billing/payment-options/>) listed on the Cashier's website.

Installment billing & finance charges

Semester charges for tuition, room, and board are due no later than the posted due date. Finance charges are based on the outstanding amount and will be reflected one month later on your WINGS account. Please

refer to the Cashier's Office (<http://www.uwlax.edu/cashiers/>) for billing due dates and additional information. All outstanding balances must be paid in full before a student will be allowed to register for future terms.

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/textbook-rental/>). 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 pay 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/student-health-center/>).

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, freshman and sophomores who are not veterans, married, or living with parents or guardians, shall be required to live in a university-operated residence hall when accommodations are available. Due to housing capacity, we only require first year students to live on campus. First year students who have a permanent home address within 25 miles of campus are exempt from this requirement. Requests for exceptions to this policy must be made in writing to the Director of Residence Life.

Once a student has been accepted to UWL and has paid the enrollment deposit, the student will be sent an email with instructions for completing the housing contract and application (<https://www.uwlax.edu/reslife/apply-for-housing/application-process/>), including paying a housing deposit. Residence hall facilities, regulations,

and programs are described in the Residence Life (p. 57) section of this catalog.

UWL dining services

All students living in a traditional residence hall must purchase one of the traditional dining plans (<https://www.uwlax.edu/university-centers/services/dining-services/dining-plans/>). These include the Stryker Classic and the Stryker Deluxe.

The Stryker Classic includes 19 meal swipes per week and \$115.00 in Dining Dollars per semester, and the Stryker Deluxe includes 21 meal swipes per week and \$150.00 Dining Dollars per semester. The Stryker Deluxe also includes 30 block meals per semester. Meal swipes can be used in the Whitney Center dining venues and designated venues in the Student Union. Block meals can be used at any dining location on campus.

Students living in Reuter can select either of the above options, but can also sign up for the Reuter Plan, which includes 45 block meals and \$115.00 Dining Dollars per semester.

Should a student find that the dining plan originally selected is not working, they may request to change it in the first two weeks of classes. If they would like to increase the plan, that can be done at any point in the semester. This can be done by visiting the Eagle ID/Dining Plan office (<https://www.uwlax.edu/university-centers/services/dining-services/dining-plans/>) at 1131 Student Union.

There are limited options and hours during summers and winter intersession. Please contact the Eagle ID/Dining Plan Office at 608.785.8891 or uwlcardoffice@uwlax.edu for hours.

Financial Aid and Scholarships - Undergraduate

- Eligibility requirements (p. 27)
- Application procedures (p. 28)
- Notification dates (p. 28)
- Financial aid programs (p. 28)
- Satisfactory academic progress policy (p. 28)
- Evaluation process (p. 29)
- Appeal process (p. 30)
- Additional information about financial aid (p. 30)
- Education abroad program cost and financial aid (p. 54)
- Scholarships (p. 30)
- The University of Wisconsin-La Crosse Foundation, Inc. (p. 30)

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, Return to Wisconsin scholarships, some UWL Foundation University scholarships, private 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. 28) 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 (for state grant eligibility), 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 (<https://studentaid.gov/h/apply-for-aid/fafsa/>) (FAFSA) which is available October 1 each year. File the FAFSA by February 1 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.gov/>).

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 February 1 priority date can usually expect to receive a financial aid offer by mid-June. Students who complete their application after February 1 will receive a financial aid offer as soon as possible after June. 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 and Engagement.

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 statutorily defined ethnic minority sophomores, juniors, and seniors who are in good standing academically and are residents of Wisconsin or Minnesota.

NATIVE AMERICAN INDIAN GRANTS (FEDERAL/TRIBAL/WISCONSIN): Native American students should file an application with their tribe.

I-ENGAGE SCHOLARSHIP: These programs are student funded and offer funds to international students and students studying abroad. Students should file an application with the Office of International Education & Engagement. 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 borrow from the Department of Education and the federal government pays the interest while the student is in school. Interest is at a fixed rate. Repayment begins six 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 online at studentaid.gov (<https://studentaid.gov/>). Parents must be credit-worthy.

FEDERAL WORK-STUDY PROGRAM: This need-based program provides on-campus and off-campus employment to qualified students.

STUDENT HELP: 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 part time off-campus jobs in the local community at the online Job Board. Apply at the Handshake job board (<https://uwla.joinhandshake.com/login/>).

UWL FOUNDATION SCHOLARSHIPS: The UWL Foundation awards several hundred scholarships each year to new incoming and continuing students. For more information or an application, contact the UWL Foundation scholarship coordinator at 608.785.8760 or visit UWL Foundation (<https://www.uwlax.edu/foundation/>). More information below.

PRIVATE SCHOLARSHIPS: Students may want to search for private scholarships at the Scholarship Resource Center (<http://www.uwlax.edu/scholarships/>) website. Other sources include their local communities, places of employment, clubs, organizations, etc.

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 ($120 \times 150\% = 180$). 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 be 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 credits(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 (<https://www.uwlax.edu/exercise-sport-science/gpa-calculators/>). Only credits earned at UWL should be included in the GPA calculation. Do not include transfer credit, AP credit, or retroactive credit.

Other factors that might effect 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 student's 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 complete the financial aid appeal and have it approved in order to receive aid after being placed on financial aid suspension. The deadline to appeal is the first day of the last month in the term (December 1st for Fall terms, May 1st for Spring terms, and August 1st for Summer terms). Exceptions can be made at the discretion of the SAP appeal committee to consider appeals completed after the deadline. The link to the appeal form can be found in the student's WINGS account on their to do list as long as a FAFSA has been completed for the year.

Students only need to complete a statement explaining what prevented them from meeting the requirements of the SAP policy, and what has changed so that what prevented them from being successful before will not hinder them moving forward. 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 appeal committee develops a plan for the student that, if followed, will ensure the student is able to meet all components of the SAP policy by a specific point in time. Incomplete or inaccurate appeals 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 a financial aid appeal is denied, the student may attend UWL without the benefit of federal financial aid. When all components of the SAP policy are being met again, the student will automatically become eligible for federal student aid again.

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.
- Students considering education abroad opportunities (p. 54) may need additional financial aid.

- 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.
- Federal financial aid regulations limit the number of times a single course can be aided. Once a student has passed a class, that class can only be funded with financial aid once more. Please note this is different from the academic policy at UW-La Crosse.

Scholarships

Many scholarships (<https://www.uwlax.edu/scholarships/scholarships/foundation-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 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.

Scholarship applications are available to currently enrolled students or admitted incoming students on the UWL Foundation Office (<https://www.uwlax.edu/foundation/>) website. All applications (unless otherwise indicated) must be submitted to the UWL 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 1 each year. Scholarships and awards are announced during college and general events the last week in April. Visit the University of Wisconsin-La Crosse Foundation, Inc. for information about the scholarships they administer (<https://uwlax.academicworks.com/>) or call 608.785.8760.

The University of Wisconsin-La Crosse Foundation, Inc.

The University of Wisconsin-La Crosse Foundation, Inc. (<https://www.uwlax.edu/foundation/>), 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 from alumni, friends, businesses, 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 - Undergraduate

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 Veteran Educational Benefits Office (<https://www.uwlax.edu/veteran-services/>) in 223 Graff Main Hall, before or during registration. After this initial contact, registered students should keep the Veteran Educational Benefits Office apprised of their status and needs each semester.

Students must submit a Certificate of Eligibility for federal education benefits to the Veteran Educational Benefits Office and complete a certification request form (<http://www.uwlax.edu/Veteran-Services/Certification-request/>) (cert request) before the Veteran Service Coordinator certifies the student's credits to the federal Veterans

Administration. The university certifies the credit load to the Veterans Administration (VA) based on the certification request. Only courses that satisfy degree requirements can be certified for VA educational benefits.

Payments of veterans' benefits depend on the number of credits carried. Students should carry at least 12 credits during the fall and spring semesters, and six credits during summer term, to receive full benefits under most programs. Payment will be awarded according to the schedule below. Contact the Veterans Benefits Coordinators (<https://www.uwlax.edu/veteran-services/our-people/>) for summer term rules.

Table to determine % of benefits

Undergraduate credits	Enrollment/benefits status
12+	Full-time
9-11	3/4 time
6-8	1/2 time

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

Veterans Choice Act Section 702 & 301 and the Colonel John M. McHugh Fairness for Survivors Act of 2021

Section 702 of the Veterans Access, Choice and Accountability Act of 2014 (Choice Act), requires the VA to disapprove programs of education for payment of benefits under the Post-9/11 GI Bill® or Montgomery GI Bill®-Active Duty at public institutions of higher learning (IHLs) if the school charges qualifying veterans and dependents tuition and fees in excess of the rate for resident students for terms beginning after July 1, 2015. Section 301 modified the Choice Act to include Vocational Rehabilitation & Employment (VR&E) for "covered individuals" beginning after March 31, 2019. Beginning August 1, 2022: The Colonel John M. McHugh Tuition Fairness for Survivors Act of 2021 (Public Law 117-68) amended Section 702 to include Chapter 35 beneficiaries.

To remain approved for the VA's GI Bill programs, schools must charge in-state tuition and fee for covered individuals. A "covered individual" is defined in the Choice Act as:

- A veteran using who lives in the state in which the IHL is located (regardless of their formal state of residence), is using Post 9/11 GI Bill® (Chapter 33), Montgomery GI Bill®-Active Duty benefits (Chapter 30), Veterans Readiness & Employment (Chapter 31), or Dependents Education Assistance (Chapter 35) and enrolls in the school.
- A spouse or child using transferred Post 9/11 GI Bill® or Dependents Education Assistance (Chapter 35) benefits who lives in the state in which the IHL is located (regardless of their formal state of residence) and enrolls in the school.
- A spouse or child using benefits under the Marine Gunnery Sergeant John David Fry Scholarship who lives in the state in which the IHL is located (regardless of their formal state of residence) and enrolls in the school.
- A spouse or child using transferred Post 9/11 GI Bill® benefits who lives in the state in which the IHL is located (regardless of their formal state of residence) and the transferor is a member of the uniformed service who is serving on active duty.

To qualify as a covered individual, students must complete the following:

- Submit a Certificate of Eligibility for Post 9/11 (Chapter 33), MGIB (Chapter 30), or DEA (Chapter 35) or an authorization for VR&E (Chapter 31)
- Complete a cert request that allows certification to the VA to use benefits during that semester or term
- Enter a Wisconsin address in WINGS

When federal payment by VR&E or Post 9/11 GI Bill is delayed

Individuals who are entitled to veteran educational assistance under Chapter 31 (Veteran Readiness and Employment) or Chapter 33 (Post 9/11 GI Bill ®) shall submit a certificate of eligibility (COE) and submit a written request (cert request) to use the entitlement not later than the first day of the course of education.

While payment from the VA is pending, UWL will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or to UWL facilities, or the requirement that a student borrow additional funds because of the student's inability to meet their financial obligations to the institution due to the delayed disbursement of a payment to be provided by a federal payment (VA).

UWL may require the amount of tuition and fees owed above the expected federal educational assistance to be paid according to the UWL payment due dates.

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. The appeal of any academic policy listed below must begin with the college dean's office. An appeal decision by CAPS is final.

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

Academic eligibility

- Academic standing and progress policy (p. 32)
- Summary table of standings and GPAs (p. 33)
- Committee on Academic Policies and Standards (CAPS) (p. 33)

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 repeat policies (p. 35)
- Remedial math placement (p. 35)
- ENG placement (p. 35)
- Cross-listed courses (p. 36)
- Course numbering (p. 36)
- Course prerequisites (p. 36)
- Course modes of instruction (p. 36)
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- Undergraduate Curriculum Committee (p. 36)
- List of course prefixes (p. 36)

Credit for prior learning policy

- Credit by transfer (p. 37)
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- Credit by national/international exam (p. 38)
- Credit for military training and service (p. 39)
- Credit for professional/industry learning (p. 39)
- Credit by institutional prior learning assessment (p. 39)
- Additional limitations and exceptions (p. 40)
- Transcription of credit for prior learning (p. 40)

Fees

- Fee information can be found in expenses (p. 26).

Grading system, grading policies, and final exams

- University grading system (p. 40)
- Pass/fail policy (p. 41)
- Final exams (p. 41)

- Incomplete (I) grade (p. 42)
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Graduation/commencement

- Undergraduate resident requirement (p. 42)
- Four-year graduation agreement (p. 42)
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- Submitting an intent to graduate (p. 43)
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Registration and scheduling

- Registration process (p. 43)
- Schedule changes after semester begins (p. 44) (drop/add/change of schedule policy)
- Class drops at an instructor's discretion (p. 44)
- Class drops after the change of schedule period: see the individual class withdrawal policy (p. 46) in the university's withdrawal policies
- Student credit load (p. 44)
- Student classifications (p. 44)
- Class start policy (p. 44)
- Class attendance (p. 45)
- Audit policy (p. 46)
- Changing major, minor, program, college, or school (p. 45)
- Undergraduate enrollment in graduate courses (p. 46)

Student conduct

- Student disciplinary procedures (p. 46)
- Student honor code (p. 46)

Withdrawal

- Individual class withdrawal/drop (p. 46)
- Withdrawal from UWL (p. 47)
- Medical withdrawal (p. 47)
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- Short term military absence (p. 48)

Academic Eligibility - Undergraduate

- Academic standing and progress policy (p. 32)
- Summary table of standings and GPAs (p. 33)
- Committee on Academic Policies and Standards (CAPS) (p. 33)

Academic standing and progress

UWL is committed to student success. Generally, students are considered to be in good academic standing when their cumulative

resident GPA is 2.00 or higher. A resident GPA refers to the GPA based on grades earned in UWL courses only.

Academic standing is determined twice each year, once at the end of the fall semester and once at the end of the spring semester. An academic semester refers to the fall or spring semester not to winter or summer sessions.

The policies below outline progressive university response to situations when students' GPAs fall below the minimum standard.

Academic warning

An academic warning occurs when a student's semester GPA is between 1.00 and 1.99, unless the student's cumulative GPA indicates probation or suspension. The student will receive an electronic notification and have an advising hold placed on their registration. The intent of the academic warning is to provide students with extra support to ensure academic success.

A student could receive more than one academic warning while in college. Academic warnings are not notated on transcripts. Students who receive an academic warning are in good standing but are required to meet with their assigned advisor to release the advising hold.

Probation

Students will be placed on formal probation with notification and transcript notation at the end of any semester in which they fail to achieve good academic standing defined as a cumulative resident GPA 2.0 or higher. Probation is determined by a student's cumulative resident GPA; whereas, an academic warning is determined by a student's semester resident GPA. The student will receive an electronic notification and have an advising hold placed on their registration.

The maximum period of probation without suspension is two consecutive semesters. A student could be placed on probation more than once while in college; however, two consecutive semesters on probation without regaining good standing will result in suspension (see below). Students will be removed from probation automatically upon regaining good academic standing.

Students on probation are required to meet with their assigned advisor to release the advising hold.

Probation takes precedence over academic warning.

Suspension

A student will be suspended from the University under either or both of the following conditions:

1. At the end of a probation period, the student has failed to regain good academic standing.
2. At the end of any semester, the student has a semester GPA of less than 1.00. This regulation applies regardless of the student's resident cumulative GPA.

A student who has been suspended is ineligible to continue at the University for the period of one academic semester (fall or spring).

Students who are suspended receive an electronic notification that outlines appeal options that start at the college or school level.

Students must appeal for readmission to the Dean's Office of the appropriate college or school. Students who have been suspended and then are readmitted at a later date shall be given one semester of probation to attain good standing or will again be suspended.

A student suspended from UWL may encounter difficulty in attempting to enroll at another institution. Should a student complete courses at another institution while suspended, UWL may not allow credits for those courses.

Summary table

Good Standing	Warning	Probation	Suspension
Cumulative and semester GPAs \geq 2.00	Cumulative GPA 2.00 or higher and semester GPA 1.00-1.99	Cumulative GPA less than 2.00. Probation takes precedence over warning	1. Semester GPA below 1.00 2. Failure to regain good standing after two consecutive semesters on probation 3. Failure to regain good standing the semester immediately following readmission from suspension

Clarification of terms

Warning

1. Without penalty—*not recorded on transcript*
2. Registration block applied for subsequent semester
3. Student must meet with their primary advisor and is introduced to UWL support resources
4. Warnings may be issued more than once to a student during their academic career

Probation

1. Penalty—*Probation status noted on student's transcript*
2. Student receives electronic notification of change in status and is informed regarding probation period advising process
3. Once on probation, student has two consecutive semesters in which to return to good standing; failure to do so leads to suspension
4. During the probation period, the student must meet with their primary advisor and is introduced to UWL support resources

Suspension

1. Penalty—*Suspension status noted on student's transcript*
2. Student receives electronic notification of change in status and is informed regarding appeal process
3. Students wishing to appeal their suspension do so through their College/School Dean's Office; if permission to return is granted, student returns on probation—appeal to the Committee on Academic Policies & Standards (CAPS) open to those whose appeal is denied
4. Suspension period is for one semester
5. A student has one semester in which to regain good standing after successfully appealing their suspension

Committee on Academic Policies and Standards (CAPS)

CAPS is the faculty committee for formulating and reviewing local policies and standards concerning admissions and academic activity for

undergraduate students; ensuring equitable application of the standards by the colleges and schools; supervising the administration of these standards; and developing procedures for hearing student appeals and petitions on academic matters. Membership of the committee consists of nine faculty and three students. The Registrar or designee serves as administrative consultant.

A full copy of the CAPS bylaws is in the Faculty Senate's articles and bylaws (<https://www.uwlax.edu/faculty-senate/articles-bylaws-and-policies/>).

Academic Records/FERPA - Undergraduate

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.credentials-inc.com/CGI-BIN/dvcgitp.pgm?ALUMTRO003919>), or by writing (<https://www.uwlax.edu/globalassets/offices-services/records/forms/MailTranscriptForm.pdf>) 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 and documentation.

Family Educational Rights and Privacy Act (FERPA)

Notice of rights of access to student records and definition of directory information 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.

"Education records" are any record maintained by the university which is directly related to the student, such as individually identifiable transcript information. In compliance with the provisions of the Act, UW-La Crosse discloses information from a student's education record only with the written consent of the student or under one of the few exceptions allowed by law.

The university has posted its full FERPA policy (<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 UWL students by office.

Directory information

Some information in a student's education record is designated by the university as public or "directory information." Such information may be disclosed by the institution for any purpose, at its discretion, unless the student has restricted disclosure.

- Name(s)
- Local and home addresses
- Local and home telephone numbers
- UWL email address
- School/college
- Enrollment status
- Enrollment dates
- Academic level (first year, sophomore, junior, senior)
- Previous institution(s) attended
- Past and present participation in officially recognized sports and activities
- Physical factors (height, weight for athletes)
- Program(s) of study
- Awards and honors (such as Dean's List)
- Expected graduation date
- Degree(s) and credential(s) earned and date(s) awarded

In addition to student data elements, UWL has designated photographs and video that are taken of students on campus and at university-sponsored activities as information that may appear in university publications, brochures, websites, social media, etc., without the written consent of students.

Our class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded.

Restricting disclosure of directory information

Currently enrolled students may restrict disclosure of directory information under FERPA. To restrict 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 restrict their directory information, within the time period mentioned above, indicates individual approval for disclosure.

If the student chooses to restrict their directory information, there are some considerations:

- Student name/address is excluded from the UWL online directory.
- Verification of enrollment, graduation, or degrees awarded will not be provided to third parties, including potential employers and insurance companies.
- Student name will not appear in the commencement program.
- Dean's List notifications will not be sent to local newspapers.

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 policies (p. 35)
- Remedial math placement policy (p. 35)
- ENG placement policy (p. 35)
- Cross-listed courses policy (p. 36)
- Course numbering policy (p. 36)
- Course prerequisites (p. 36)
- Course modes of instruction (p. 36)
- Curriculum requirements (p. 36)
- Undergraduate Curriculum Committee (p. 36)
- 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 coursework 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 (<https://www.uwlax.edu/faculty-senate/committees/faculty-committees/curriculum/#tm-undergraduate-curriculum-ucc>) 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

Courses may be repeated for credit if they are officially designated as repeatable for credit in the course catalog, i.e., performance studio, independent study, practicum, etc.

Courses that are not designated as repeatable for credit and in which a student has earned a grade of "C" or better at UWL may not be repeated at UWL. However, a student could choose to repeat the course at another institution. When a course is repeated, the original attempt and grade earned will remain on the permanent academic record; however, the highest grade earned is used to calculate the UWL cumulative grade point average, and the lower grade is dropped from the UWL cumulative grade point average calculation. If a student withdraws from a course taken as a "repeat," the original grade earned will remain in the UWL cumulative grade point average calculation. Courses deemed equivalent through transfer can only count once toward credits earned and GPA. A student may choose to repeat a course at another institution, including when the original grade earned is a "C" or better, but that transfer repeat course will not be used in the UWL resident GPA or count toward the UWL academic standing for that term.

Repeating a course in residence at UWL, instead of through another institution, is usually in the best interest of the student because the credits earned will count toward the degree and an improved grade in residence will increase the UWL cumulative grade point average. If a student chooses to repeat a course four or more times, the student must meet with the Dean of the College or School where the

course is housed prior to the start of the term, or the student may be administratively withdrawn from the course. Minimum UWL in-residence credit requirements for degrees continue to apply. The student's UWL GPAs are permanently recorded on the transcript at the time their degree is awarded. Repeating a course after graduation will not affect the recorded degree GPA.

Repeatable for credit undergraduate courses

A course marked "repeatable for credit" may be repeated for credit only once unless otherwise specified. See the undergraduate course repeat policy (p. 35) for information on repeating a course to improve one's grade.

Remedial math placement 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 math courses is determined by using the scores earned on the Wisconsin Regional Placement Exams (WRPT) and the American College Test (ACT). Students not demonstrating adequate competency in math will be required to enroll in a remedial math course(s).

MTH 050 Basic Algebra and MTH 051 Topics in Intermediate Algebra are remedial courses designed for students whose test scores indicate a low probability for success in college-level courses. Students are required to complete one or more of these courses before they can take a math course that counts toward the General Education Program's Mathematical Systems requirement. In addition, students who place into MTH 051 may be required to enroll in this course for their major(s). These credits do not count toward graduation. MTH 050 and MTH 051 are letter-graded ("F" counts as credits attempted and is averaged into GPA; other grades do not).

Students required to take MTH 050 must complete the requirement prior to earning 30 degree credits. There is no prerequisite to enroll in MTH 050. However, students must have taken a placement test in order to enroll in MTH 051.

English placement policy

Placement and registration in ENG 110 College Writing (3 cr.) is determined by using the scores earned on the Wisconsin Regional Placement Exams (WRPT) and the American College Test (ACT). Students not demonstrating adequate competency in English will be required to enroll in ENG 100 and ENG 110 concurrently (six credits).

ENG 100 College Writing Workshop (3 cr.) is a non-remedial course designed to give students additional practice in and strategies for developing writing skills in post-secondary academic contexts. Students taking ENG 100 and ENG 110 together will have enhanced support in writing composition to help them successfully complete the General Education Program's Literacy requirement in their first Fall semester. ENG 100 and ENG 110 are letter graded with the grades calculated into the GPA. These credits count toward graduation.

Students required to take ENG 100 must complete the requirement prior to earning 60 degree credits. They will not be allowed to register in higher level English courses until they have successfully completed this requirement.

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. Many courses in the 500 series are "slash" courses; they are graduate courses with a companion number in the 400 series and are open to upper level undergraduates who have earned at least 60 credits and graduate students. Students may not earn credit in a slash course at both the undergraduate and graduate levels. All courses with numbers in the 600, 700, 800, or 900 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.

Course modes of instruction

1. **Face-to-Face (F2F) or In-Person or On Campus:** Course in which content delivery, course activities, and assessments take place in a physical classroom.
2. **Hybrid:** Course in which content delivery, course activities, and assessments take place in a physical classroom and online. This combination of online and in-person elements is based on meaningful learning strategies that best serve an instructor's pedagogical goals and objectives. This classification signals to students that there is an expectation of both physical presence and online learning in the instructor's design of the course. While a percentage is not mandated, hybrid courses are traditionally 30% to 50% of seat time replaced with online components. Hybrid courses include a class note available to students at registration, which indicates anticipated in-person and online class time.
3. **Online courses (fully)** - students do not meet in person at a physical site. All content and course activities take place online.
 - a. **Synchronous** - some or all of the elements of the class occur in real time. Elements can be required (e.g., a lecture or exam) or optional (e.g., office hours or discussion times). The course should be listed as online in the timetable and a meeting date/time should be noted.
 - b. **Asynchronous** - although there are deadlines for students by which they need to complete work, there are no requirements for a specific date/time when the student must be available.

4. **Independent Study** - individual reading or research under the guidance of a faculty member.

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. 70), 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 proportional representation by college, and three students. The Provost/Vice Chancellor, Registrar, Director of the Library, and academic deans, or their designees serve as administrative consultants.

A full copy of the UCC bylaws is in the Faculty Senate's articles and bylaws (<https://www.uwlax.edu/faculty-senate/articles-bylaws-and-policies/>).

Course prefixes

The following is a list of course prefixes used by departments and programs at UWL. Both undergraduate and graduate prefixes are included.

ACC: Accountancy
 ANT: Anthropology
 ARA: Arabic
 ARC: Archaeology
 ART: Art
 ATS: Athletic Training
 BIO: Biology
 BLAW: Business Law
 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
 CPE: Computer Engineering
 CS: Computer Science
 CST: Communication Studies
 CT: Computational Thinking
 CYB: Cybersecurity
 CYC: Child Youth Care
 DMK: Digital Marketing
 DMS: Diagnostic Medical Sonography
 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
 ESL: English as a Second Language
 ESS: Exercise and Sport Science
 FIN: Finance
 FNT: Financial Technology
 FRE: French
 FYS: First-Year Seminar
 GCL: Global Cultures and Languages
 GEO: Geography
 GER: German
 GRC: Graduate Registration Continuation
 HCA: Healthcare Administration
 HED: Health Education
 HIMT: Health Information Management and Technology
 HIS: History
 HMG: Hmong
 HP: Health Professions
 HPR: Health, Physical Education, & Recreation
 HWM: Health & Wellness Management
 IB: International Business
 INS: International Studies
 IS: Information Systems
 ITM: Information Technology Management
 JPN: Japanese
 LS: Liberal Studies
 MIC: Microbiology
 MIND: Mindfulness
 MGT: Management
 MKT: Marketing
 MS: Military Science
 MTH: Mathematics
 MUA: Applied Music
 MUS: Music
 NEU: Neuroscience
 NMT: Nuclear Medicine Technology
 NUT: Nutrition
 OT: Occupational Therapy
 PAS: Physician Assistant Studies
 PH: Public Health
 PHL: Philosophy
 PHY: Physics
 POL: Political Science
 PSY: Psychology
 PTS: Physical Therapy
 PUB: Public Administration
 RAD: Radiologic Technology
 RDG: Reading
 REC: Recreation Management
 RGS: Race, Gender, and Sexuality Studies
 RT: Radiation Therapy
 RTH: Therapeutic Recreation
 RUS: Russian
 SAA: Student Affairs Administration
 SHE: School Health Education
 SOC: Sociology
 SOE: School of Education
 SPA: Spanish
 SPE: Special Education
 SPY: School Psychology
 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.)

Credit for Prior Learning Policy - Undergraduate

UW-La Crosse appreciates and values students' learning experiences outside of the confines of UWL's sponsored credit instruction and uses a student-centered approach to recognize, evaluate and award credit for that knowledge. Students may be awarded credit for their university-level learning through a variety of ways including but not limited to transfer coursework, credit by national exam, military experience and training, industry-certified and assessed credentials or licensures, and UWL administered prior learning assessments. These methods of gaining credit for prior learning (CPL) foster educational attainment and can shorten time to degree or credential completion.

Each UWL academic department is encouraged to identify or develop an assessment tool for awarding credit for each course the department determines to be introductory and eligible for CPL, including courses applicable to the Skills Component of the General Education Program. Students should work with Admissions, their advisor, or dean's office to identify possible pathways to gaining credit for their university-level knowledge.

Credit by transfer

The University of Wisconsin System Undergraduate Transfer Policy (<https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/uw-system-undergraduate-transfer-policy/>) provides guidance to UW institutions regarding the admission and credit evaluation of transfer students from UW institutions, the Wisconsin Technical College System, and other accredited colleges and universities. Key aspects of the policy, as well as other general transfer information, can be found within the policy.

Credits considered for transfer to UWL must have been earned at regionally or nationally accredited institutions, e.g., Higher Learning Commission/North Central Association. In addition to institutional accreditation, the quality, comparability, and applicability of the credits are examined to determine transferability to UWL. 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 typically will not transfer to this university (see WTCS Transfer Policy below for more information).

Transfer of low grades

A course in which a low grade (e.g., C-, D, 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, minor or focus in the subject area or discipline in which the low grade was earned and a higher grade is required to meet program requirements.

General education waiver policy

Students who have completed the following may transfer to UWL as having satisfied the General Education Program:

- Bachelor's degree from a regionally accredited college or university;

- Associate of Arts or Associate of Science degree from a regionally accredited college or university including but not limited to:
 - Associate of Arts and Science degree from a University of Wisconsin System Branch Campus;
 - Associate of Arts or Associate of Science degree from a Wisconsin Technical College System institution with an accredited college parallel program.
- The Minnesota Transfer Curriculum (MnTC).

Students admitted with a bachelor's degree or an associate degree are still required to meet all core, professional, ethnic studies, prerequisite, major and minor requirements. The university reserves the right to review the student's associate degree and require additional general education courses.

Wisconsin Technical College System (WTCS) Transfer Policy

In accordance with UW System undergraduate transfer policy, students transferring from a Wisconsin Technical College System (WTCS) accredited liberal arts/collegiate transfer program to UWL may generally transfer up to 72 credits. UWL may accept additional credits toward the degree where appropriate. Students must follow UWL's established minimum credits earned in residence requirement for undergraduate graduation.

UWL may grant transfer credit for general education (i.e., in communications, behavioral sciences, social sciences, mathematics, and natural science) offered within a WTCS applied associate degree program. In determining transferability of these courses, UWL will consider the quality and comparability of the coursework and its applicability to degree requirements.

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).

International coursework

International institutions must be recognized by the appropriate authority in the country, such as the Ministry of Education. Course descriptions from all university-level courses are required. If detailed course descriptions are not provided, transfer credit will not be awarded. Please note that English language courses are not transferable to UWL, as they are not offered at university-level in the United States.

Conversion of quarter-hours and units

All transfer credit processed from quarter-hour institutions will be converted to semester credits at UWL. Similarly, course work measured in units will be converted to semester credits. This will ensure students will receive the equivalent number of credits. To make the quarter-hour to semester-hour conversion, UWL multiplies quarter credits by 0.666. For example, if a student has 40 quarter credits ($40 \times 0.666 = 26.64$), the student will receive 27 semester credits.

Transfer resources and articulation agreements

The University of Wisconsin System maintains the Transfer Wisconsin (<https://www.wisconsin.edu/transfer/>) website. The site includes the Transferology (<https://www.transferology.com/school/uwlax/>) credit

transfer tool which provides information about how courses transfer in the University of Wisconsin, Wisconsin Technical College, and Wisconsin Tribal College systems. In addition, the site includes transfer guides, articulation agreements, the Universal Credit Transfer Agreement (UCTA) and Transfer Plans.

Universal Credit Transfer Agreement

The Universal Credit Transfer Agreement (<https://www.wisconsin.edu/transfer/universal-transfer/>) (UCTA) provides a set of courses that are transferable between all University of Wisconsin System institutions and Wisconsin Technical College System (WTCS) districts and typically satisfy general education or general degree requirements.

Articulation agreements

UW La Crosse faculty and staff work jointly to identify pathways for students using labor market data, job protection data and course capacity information with domestic and international partner institutions. All current articulation agreements can be found on the Academic Affairs (<https://www.uwlax.edu/academic-affairs/resources/articulation-agreements/>) webpage. For additional information, contact the UWL Admissions Office.

Retroactive credit

Students who enter UWL with advanced preparation in world languages (p. 171) and mathematics (p. 482) may receive credit for that preparation by passing an appropriate advanced-level UWL course with a grade of "B" or better. See Admissions retroactive credit (<https://www.uwlax.edu/admissions/ap-ib-clep-credit/#tm-12695>) for more specific information.

All students who plan to continue a language already studied in high school must take the UW System Placement Test to determine the appropriate class level. The UWL Admissions Office will send Placement Test information to all accepted new first-year students. A student may receive retroactive credit provided a grade of "B" or better is earned in the student's first university course above the introductory level in a particular language. Retroactive credit may be given in one or more languages. No retroactive credit is given for any phonetics course.

Credit by national/international exam

UWL offers credit for a variety of exams, including Advanced Placement, International Baccalaureate, and the College-Level Examination Programs (<https://www.uwlax.edu/admissions/ap-ib-clep-credit/>). Official transcripts from the exam board must be submitted to the Admissions Office for evaluation to determine how academic credit will be awarded. See the Admissions website (<https://www.uwlax.edu/admissions/ap-ib-clep-credit/>) for common course equivalencies based on individual exam scores.

Advanced Placement

Students who have participated in the Advanced Placement Program (AP) in high school and have received scores of 3, 4, or 5 will receive academic credit. Official transcripts of AP work must be submitted to the Admissions Office directly from the College Board for evaluation to determine how academic credit will be awarded. UWL's AP School Code is 1914. Contact the AP Testing Center at: apcentral.collegeboard.com/ home or by phone at (888) 225-5427 for more information.

CLEP

The College Level Examination Program (CLEP) is a national program administered through the College Board. UWL will follow The American Council on Education (ACE) guidelines and recommendations for minimum scores for awarding credit in all subject examinations.

Students should contact the Counseling and Testing Center 608.785.8073 for information about CLEP, and to order the exam. Students who have taken CLEP exams at other approved sites may submit the results to the Admissions Office for evaluation to determine if academic credit will be awarded. Transcripts must be submitted directly from the College Board to the Admissions Office. More information is available on the CLEP website (<https://clep.collegeboard.org/>).

A-Level exams

In many cases, students may receive advanced standing credit for some A-level exams. After a student has been admitted, the Admissions Office will perform an evaluation of credit for A-Level exam results. To grant the credit, we require an official copy of the A-Level exam certificate from the examination board. Credits will not be posted from Results Slips or internal school transcripts.

International Baccalaureate

UWL will accept all International Baccalaureate (IB) Higher Level (HL) examinations with a score of 4 or greater. IB Standard Level (SL) examinations will receive credit if listed on the Admissions website (<https://www.uwlax.edu/admissions/ap-ib-clep-credit/#tm-international-baccalaureate-ib->). Official IB transcripts should be submitted to the Admissions Office for evaluation.

DSST/DANTES

The DSST is a national, standardized exam evaluated by the American Council on Education Credit Evaluation Service (ACE). DANTES Subject standard tests provide students the opportunity to demonstrate college-level learning by taking exams that assess knowledge and skills taught in college courses if they achieve the minimum score required by UWL on the exams. Students must submit an official transcript to the Admissions Office for evaluation. More information is available on the DSST (<https://getcollegecredit.com/>), Prometric (<https://www.prometric.com/>), and Admissions websites.

Credit for military training and service

Students at UWL may earn credit for the completion of basic training and advanced individual training. Military service school credit may be granted in transfer based upon recommendations of the American Council on Education. Credit for vocational/technical training or in a military occupational specialty will not be accepted. The Joint Services Transcript (JST) is the basic document used to evaluate transfer credits. To request an official copy of their transcript, students should visit the Joint Services Transcript (<https://jst.doded.mil/official.html>) site. Air Force enlisted personnel will continue to receive their official professional military education transcript from the Community College of the Air Force (CCAF) (<https://www.airuniversity.af.edu/Barnes/CCAF/Display/Article/803247/community-college-of-the-air-force-transcripts/>).

Credit for military training and service is guided by WI Act 59 and WI Act 147. Students are strongly encouraged to consult with Admissions or their dean's office for applicability of awarded credits to their program and the UWL Veteran Services Office before making determinations regarding prior military credit. Students who are given credits that may not pertain directly to their program could be disadvantaged for financial aid purposes or other designations.

According to WI Act 59, Section 623m. 36.31 (4), upon receiving from the federal department of defense a student's official JST or CCAF transcripts, the institution or college campus in which the student is enrolled shall do the following:

- a. Accept all American Council on Education credit recommendations included in the official Joint Services Transcript

and award academic credit to the student in accordance with these recommendations.

- b. Accept all credits included in the Community College of the Air Force transcript and award academic credit to the student accordingly.

Institutions will award credit according to these guidelines:

- The educational quality of the learning experience the student seeks to transfer;
- The comparability of the nature, content and level of the learning experience to that offered by the receiving Institutions; and
- The appropriateness and applicability of the learning experience to the programs offered by the receiving institution, in light of the student's educational goals.

According to WI Act 147, students may choose whether or not to accept the credits from their JST or CCAF transcript awarded by UWL. Furthermore, an institution or college campus may not award academic credit to a student for each course for which the student, upon consultation with the institution's or college campus's staff, objects to the awarding of credit for that course.

Credit for professional/industry learning

In some disciplines, industry-certified training programs, assessments, or licensures may allow for credits awarded toward a student's specific degree requirements. These industry certified credentials must be verifiable and are up to individual UWL departments to determine validity and applicability to a student's program of study. Additional documentation or assessments may be required to validate learning and will be determined on a case-by-case basis. A list of UWL courses or programs recognizing or granting credit for professional/industry learning can be found on the Admissions website. Students should work with their dean's office or the appropriate academic department for more information or to request professional/industry learning to be reviewed for potential credit.

Credit by institutional prior learning assessment

UWL departments and faculty have developed a variety of assessment tools to evaluate student learning specific to those departments. Assessments may include written exams, skills demonstrations, portfolio presentations or a combination of these. A small non-refundable fee will be charged for each assessment and is payable to the Cashiers Office. The fee must be paid prior to attempting the assessment and will go to the department offering the assessment.

Students interested in completing an institutional prior learning assessment should check with the department and their dean's office to make arrangements for completing the assessment. Students may not complete an institutional assessment for credit more than once unless they can provide sufficient rationale that additional learning has occurred since the last attempt.

Portfolio

UWL students may seek credit for prior learning through a rigorous portfolio and evaluation process. The academic department or faculty must approve the use of the portfolio for credit prior to the student engaging in the portfolio process. Each portfolio is evaluated by a qualified content matter expert based on the published standards and learning outcomes of the course for which credit is being requested.

The prior learning portfolio is a collection of evidence or artifacts that directly supports a claim for credit for a specific course. Required documentation may vary depending on the course for which a student seeks credit.

A current list of UWL courses using the portfolio review process to grant credit for prior learning can be found on the Admissions website. For courses not listed here, students should contact the academic department to determine if the portfolio process is an option.

Additional limitations and exceptions

Credits awarded through credit for prior learning do not count toward UWL's residence requirements. A minimum of 30-degree credits must be registered for and earned through UWL for a baccalaureate degree. A minimum of 15 credits must be registered for and earned through UWL for an associate degree. Individual departments may have more strict residency requirements. Please see UWL's undergraduate residence requirement policy (p. 42) and individual department websites for more information.

Specific degree requirements differ among the various UWL schools and colleges. Credit will be applied toward degree requirements appropriately, depending upon which major and/or degree the student intends to complete based on the specific UWL department rules and regulations. To learn more about degree and major requirements, students should consult the undergraduate catalog (<http://catalog.uwlax.edu/undergraduate/>) or the appropriate undergraduate major. Admission to UWL does not assure admission to specific degree programs. All transfer students must meet the same criteria as continuing students (e.g., grade point average, course requirements, etc.) for admission to specific majors or programs.

Transferring in CPL

Credit for prior learning that is internally reviewed, assessed and transcribed as a course equivalent by any University of Wisconsin institution will be considered for applicable credit by UWL as well. All other CPL awarded credits by non-UW institutions may need additional explanation or evaluation by UWL subject matter experts and may require additional fees.

Transfer out CPL

For students who choose to transfer to another University of Wisconsin institution, that receiving institution will review UWL granted credits and determine how the credit will apply to their degree, guided by their institutional policies. Non-University of Wisconsin institutions may or may not review UWL granted credits. Students considering transferring to a non-UW System institution should contact that institution for their policies regarding granting credit for prior learning.

Transcription of credit for prior learning

Credits awarded for prior learning will be posted on a student's transcript listed under the appropriate heading (e.g., Transfer Credits, Test Credits, Other Credits). After being admitted to UWL, the Admissions Office will evaluate a student's submitted credit for prior learning documents. Awarded credits will be posted to the term that corresponds with the admitted term or when the transfer course was completed. If a student pursues credit for prior learning at a later time, the credits awarded will be transcribed to the term the exam or assessment was evaluated.

Transfer courses earned are listed under the heading "Transfer Credits" on the student's transcript along with the grades earned and are recorded in terms of UWL courses. The student's record shows courses, grades, and credits. Credits earned through AP, CLEP and IB are listed

under the heading "Test Credits" on the student's transcript. All other credit awarded through the credit for prior learning process is listed under the heading "Other Credits." If a student attempts an institutional assessment and is unsuccessful, no record of the attempt will be noted on the student's UWL transcript.

Course credit earned via credit for prior learning does not carry grade points and does not factor into the UWL resident grade point average. Exceptions to this policy are necessary for admission into certain programs/majors or for eligibility requirements such as for athletics. Credits for CPL may be used for satisfactory academic progress (<https://www.uwlax.edu/financialaid/resources/policies/satisfactory-academic-progress-policy/>) calculations for financial aid. Course credit earned via credit for prior learning does not factor into UWL enrollment status.

*Note: This policy was last updated in fall 2022 and will be reviewed on a 3-5 year basis.

Grading System, Grading Policies, and Final Exams - Undergraduate

- University grading system (p. 40)
- Pass/fail policy (p. 41)
- Final exams policy (p. 41)
- Incomplete (I) grade policy (p. 42)
- Change of final grade policy (p. 42)
- Appeal of final grade policy (p. 42)
- Report of final grades policy (p. 42)
- Deans' Lists policy (p. 42)

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. GPAs are not rounded; they are truncated at two digits and a zero is added as the third digit for all students.

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:

Letter	GPA
A	4.00 grade points/credit
AB	3.50 grade points/credit
B	3.00 grade points/credit
BC	2.50 grade points/credit
C	2.00 grade points/credit
D	1.00 grade points/credit
F	0.00 counted as credits attempted

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

Letter	GPA
I	incomplete / 0 (not counted as credits attempted)
IP	in progress / 0 (not counted as credits attempted)
W, WP	withdraw passing / 0 (not counted as credits attempted)
WF	withdraw failing / 0 (counted as credits attempted, averaged into GPA)
EP ¹	emergency withdrawal / passing / 0 (not counted as credits attempted)
EF ¹	emergency withdrawal / failing / 0 (not counted as credits attempted)
AS	audit satisfactory / 0 (not counted as credits attempted)
AU	audit unsatisfactory / 0 (not counted as credits attempted)
S ²	satisfactory / 0 (counted as credits attempted)
U	unsatisfactory / 0 (not counted as credits attempted)
P ²	pass / 0 (counted as credits earned)
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 ³	in progress for dissertation, thesis, seminar paper, culminating projects / 0 (not counted as credits attempted)

¹ The faculty Committee on Academic Policies and Standards (p. 33) 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 A grade of "P" or "S" awarded at the undergraduate level is equivalent to a grade of "C" or better.

³ 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. UWL 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.

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. If the student has graduated, an incomplete will be changed according to this policy; however, the graduation GPA will not change.

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. For undergraduates, the highest grade earned in repetition will be accepted in the GPA. For graduates, the most recent grade earned will be calculated in the GPA. See the undergraduate (<http://catalog.uwlax.edu/undergraduate/academicpolicies/courseinformation/#course-repeat-policy>) and graduate (<http://catalog.uwlax.edu/graduate/academicpolicies/courseinformation/#repeat-policy>) course repeat policies for more information.

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 through the change of grade process. Approval from the dean of the college/school associated with the student's primary major is required as well as processing by the Office of Records and Registration.

A change of grade after three semesters may be made only upon approval of the faculty Committee on Academic Policies and Standards (CAPS). Requests must be made in writing and must be supported in writing by the instructor and the department chair. These documents are forwarded to the student's academic dean for presentation to the faculty committee.

Final grades are not changed after the degree has been recorded.

Appeal of final grade policy

All departments have established policies and procedures which enable students to appeal final grades. These policies and procedures outline the progression of a formal appeal and specify who, if anyone, is empowered to change a final grade. All appeals for a final grade change must be initiated in writing through the department in question during the semester immediately following the semester in which the grade was earned. A copy of each department's policies and procedures are filed in the office of the appropriate dean.

Report of final grades policy

Official 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 undergraduate degree credits.

Graduation/Commencement - Undergraduate

- Undergraduate residence requirement policy (p. 42)
- Four-year graduation agreement policy (p. 42)
- Graduation fee (p. 43)
- Submit an intent to graduate (p. 43)
- Commencement participation (p. 43)
- Commencement honors policy (p. 43)
- Graduation honors policy (p. 43)
- Mailing diplomas (p. 43)

Undergraduate residence requirement for graduation

A minimum of 30 credits applied to the bachelor's degree must be resident credits, which are credits registered for and earned at the University of Wisconsin-La Crosse. Resident credit includes UWL courses offered through distance or online formats.

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 UWL relieves the student of tuition for the required course(s) remaining after the four-year time

period. Not all UWL 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 meets with a four-year agreement advisor.

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 (<https://www.uwlax.edu/cost/>) is available online. There is an additional charge for the keepsake cap, gown, and hood for those attending the ceremony.

Submit an intent to graduate

All students must notify the university when they plan to graduate by submitting their term of graduation. Students should select the term in which they plan to successfully complete the last requirements for their degree. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1. Programs with student teaching, internship, or preceptorship requirements in the final term of study may have earlier submission deadlines. Undergraduate students who are currently enrolled may submit their intent to graduate (<https://www.uwlax.edu/wings/>) through their WINGS Student Center and select "Apply for Graduation." Students who are no longer enrolled should contact the Academic Services Director of their college/school for advising.

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 UWL 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 UWL. 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.

Registration and Schedules - Undergraduate

- Registration process (p. 43)
- Schedule changes (p. 44) (drop/add/change of schedule policy)
- Class drops at an instructor's discretion policy (p. 44)
- Class drops after the change of schedule period: see the individual class withdrawal policy (p. 46) in the university's withdrawal policies.
- Student credit load policy (p. 44)
- Student classifications (p. 44)
- Class start policy (p. 44)
- Class attendance policy (p. 45)
- Changing major, minor, program, college, or school (p. 45)
- Undergraduate enrollment in graduate courses policy (p. 46)
- Audit policy (p. 46)

Registration process

The university has online registration via the WINGS Student Center (<https://wings.uwlax.edu/>). Registration for the winter and spring terms begins in November; summer registration begins a week before fall registration in late March. A student's enrollment date and time is located on their 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. From the sixth to the tenth day of the semester, a student may register with approval from the instructor and/or department. The drop/add/change of schedule policy (p. 44) has more details on the deadlines for schedule changes.

The online Schedule of Classes (<http://www.uwlax.edu/Records/registration/>) and WINGS Class Search have the published schedule for the upcoming terms. Directions on how to register in WINGS can be found on the WINGS Help site (<https://www.uwlax.edu/wings/>). The registration system will not permit a student to enroll in a class for which a prerequisite is not in progress at UWL or has not been completed, if there is a time conflict, if the class is closed, or if the additional credits will put the student's credit load over 18 credits for undergraduates or 15 credits for graduates. Some graduate programs require graduate students to register through their advisors instead of using the WINGS system. Course-related policies that affect registration, including the course repeat policy and the different modes of instruction, can be found in the course information section of the undergraduate (p. 35) and graduate (<http://catalog.uwlax.edu/graduate/academicpolicies/courseinformation/>) catalogs.

Continuing students must not have any holds that block registration, including financial holds, on their account in order to register. In addition, all students are charged a **non-refundable registration fee** each term they register for one or more courses. The Cashier's Terms and

Conditions Agreement (<https://www.uwlax.edu/cashiers/tuition-and-billing/terms-conditions/>) covers this fee, and the exact amount is listed in the cost to attend (<https://www.uwlax.edu/cost/>) UWL. 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 10 days of classes during an academic semester is considered to be the "drop/add/change of schedule" period. Classes shorter than the traditional full semester length offered during a semester or during an intersession have drop/add schedules that reflect deadlines pro-rated from a full semester based on the length of the class.

Dropping a class

For schedule changes associated with dropping classes, neither the advisor's permission nor the instructor's permission is required during this period and a student may drop classes without affecting the permanent academic record. After the drop/add/change of schedule period, if a student withdraws from a course, the individual class withdrawal policy (p. 46) applies.

Adding a class

For schedule changes associated with adding courses, if the desired section is not closed, no permissions are needed during the first five days of classes for full semester courses. From the sixth day through the tenth day of classes for full semester courses, permission from the instructor is required and departmental permission may also be required. After the close of the add/drop/change of schedule period, classes cannot be added except in unusual cases and then only with the consent of the instructor, department chair, and the dean's office.

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.

University of Wisconsin 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

Classification	Credits
First Year	0-29 semester credits
Sophomore	30-59 credits
Junior	60-89 credits
Senior	90 credits or more

Other:

- graduate student
- special non-degree student
- student seeking certificate
- second degree student

In addition to the above classifications, undergraduate students often are classified by the college in which they are enrolled:

- College of Business Administration
- College of Arts, Social Sciences, and Humanities
 - School of Visual and Performing Arts
- College of Science and Health
- School of Education

Class start policy

The official start of an undergraduate class is the start date as displayed in WINGS. With few exceptions, undergraduate classes at UWL will not start before the official start date of each term. Although instructors may provide class materials and readings to be completed by the first day of class, aside from the expectations below, students cannot be required to complete written assignments, quizzes or tests prior to the official start date of the class.

Unless waived (by the dean of the college or school), the time commitment for pre-class preparation for students should be explicitly displayed in the document, be carefully designed not to interfere with students' current academic courses, and should not exceed 10% of the overall credit hour time commitment of the class. Occasionally situations exist where either face-to-face or online preparation for a class is necessary prior to the official start of the term (for instance, study abroad courses, research, and independent study). In these situations, a document with all assignments, due dates, and necessary

resources must be approved by the appropriate academic dean and provided for each student upon registration. Graduate students are exempt from this policy.

Class attendance policy

Because class participation is an integral component of the development of a successful learning community, all students are expected to attend all class sessions of courses in which they are enrolled. While attendance is expected, it is recognized that absences are at times unavoidable. If an absence is necessary, a student should take responsibility for contacting their instructor(s) as soon as possible to discuss the ramifications of being away from class.

It is important for the student to realize that when classes are missed they may be at a disadvantage as it is often not feasible for the instructor to reconstruct activities that took place in the classroom, laboratory, or field during the absence. Additionally, missing any classes may result in lower grades because the student may miss foundational material needed to succeed in the class. Even under the best of circumstances, extended absences can be problematic, with the real possibility that the student may not be able to complete the course successfully. Students with a documented disability requesting an accommodation related to attendance must request accommodation through the ACCESS Center.

Authorized absences and how they differ from other absences

Absences that fall under one of the following categories are considered authorized:

1. participation in an approved field trip listed in the catalog as a requirement for a course in which the student is enrolled; or
2. participation in an authorized extra-curricular activity such as a university athletic event or artistic performance; or
3. active military service (<http://catalog.uwlax.edu/undergraduate/academicpolicies/withdrawal/#short-term>); or
4. accommodation of students' religious beliefs (<http://catalog.uwlax.edu/undergraduate/aboutuwlax/#religious-beliefs>); or
5. bereavement (such as the death of a close family member); or
6. illness, injury, or emergency of such severity as to prevent the student from being able to attend class.

A student should communicate directly with the instructor when an absence falls under one of the approved six categories. Instructors have discretion regarding requests for absences that do not fall under one of the approved six categories.

Course policies and communication

Both students and their instructors have responsibilities related to course policies and communication of absences.

Course policies regarding absences

Instructors may initiate their own policy regarding attendance. If an instructor teaches more than one section of a course, the same policy should be used for all sections. Attendance policies should be clearly articulated in a course syllabus. Instructors are expected to announce their attendance policy to each class, but it is the responsibility of the student to know the policies of the instructor contained in the syllabus. Instructors may choose to request HIPPA-compliant documentation for authorized absences. Instructors may not require documentation that describes the nature of the student's medical condition. Requests for

documentation should be restricted to information that can be readily obtained, is not unacceptably intrusive, and is culturally appropriate.

Communication regarding absences

Notifying instructors and arranging make-up work in cases involving authorized absences of students from class are the responsibility of the student. A student who is absent is responsible for notifying the instructor as soon as possible and may not be penalized for authorized absences if appropriate HIPPA-compliant documentation is provided in a timely fashion to the instructor to verify the reason for the absence. Students may not be required to provide documentation describing the nature of the student's medical condition.

In serious situations where the student is incapacitated and temporarily unable to perform the aforementioned responsibilities, family members may contact the Student Life Office for assistance with these matters. The Student Life Office will then provide notification (not verification) of the absence to the instructors. Arrangements for make-up work, make-up exams, or possible assignment adjustments are the responsibility of the student. Students should read their syllabi carefully and direct any attendance-related questions to the instructor of that course.

In the case of severe illness, injury, or emergency, instructors should be kept apprised of the student's absence timeline through direct communication with the student and/or via the Student Life Office, which will assist students and communicate with instructors as needed.

When absences are authorized, instructors are obligated to work with students to determine the best way for students to resume participation in the class without a direct penalty. The instructor is responsible for providing reasonable accommodation or opportunities to make up course obligations that have an impact on the course grade. It is expected that reasonable requests to make up exams and assignments will be accommodated. However, if the absences are lengthy, the student, instructor, and the Student Life Office should work together to determine if it will be possible for the student to successfully complete the course.

In all cases of absence, authorized or otherwise, the student is responsible for completing missed work. The instructor is not required to do extra teaching.

Changing major, minor, program, college or school

Based on their chosen major, undergraduate students are assigned to a college or school within the university for advisement, registration, and record-keeping purposes. Admission and other requirements vary among the schools and colleges and their programs. A student may change their major, minor, or program if the student meets the prescribed admission, curriculum, or other requirements of the new program, college, or school. Changes are initiated at the dean's office of the college or school to which a student wishes to change. Students may change a program at any time; however, students are encouraged to make changes early in a term for advising purposes. Frequently, additional credits and time are needed to complete graduation requirements after a change of program, 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).

Students must submit 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.

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 official last day to drop a class. (See the individual class withdrawal policy (<http://catalog.uwlax.edu/undergraduate/academicpolicies/withdrawal/#withdrawal-classes>) for deadline details.)
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.

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 has also adopted Chapter UWS 17, last revised in 2009, which covers non-academic misconduct. In it, they state, "The missions of the University of Wisconsin System and its individual institutions can be realized only if the university's teaching, learning, research and service activities occur in living and learning environments that are safe and free from violence, harassment, fraud, theft, disruption and intimidation. In promoting such environments, the university has a responsibility to address student nonacademic misconduct; this responsibility is separate from and independent of any civil or criminal action resulting from a student's conduct. This chapter defines nonacademic misconduct, provides university procedures for effectively addressing misconduct, and offers educational responses to misconduct. The University of Wisconsin System is committed to respecting students' constitutional rights. Nothing in this chapter is intended to restrict students' constitutional rights, including rights of freedom of speech or to peaceably assemble with others."

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 Student Handbook (<https://www.uwlax.edu/student-life/student-resources/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 - Undergraduate

- Individual class withdrawal/drop policy (p. 46)
- Withdrawal from UWL policy (p. 47)
- Medical withdrawal policy (p. 47)
- Military duty withdrawal from UWL policy (p. 47)
- Short term military absence policy (p. 48)

Individual class withdrawal policy

Any student may withdraw from a class until two weeks beyond mid-term of a full semester class. All withdrawals from classes after the term's 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. 44) for details on the add/drop/change of schedule period.) Classes shorter than the full term length offered during a semester or

during an intercession have withdrawal time limits established on a basis prorated to withdrawal dates for a full semester class.

The student must obtain either the advisor's or the instructor's permission to withdraw after the drop/add/change of schedule period has ended. No student is permitted to withdraw from a class later than two weeks beyond mid-term of a semester for a full semester course. Only a grade of "F" or "I" may be recorded for any student who continues past this time period and fails to complete a class. See the withdrawal from UWL policy (p. 47) 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 classes. 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.

Contact the Student Life Office (<https://www.uwlax.edu/student-life/our-services/student-support/withdrawal/>) (608.785.8062; studentlife@uwlax.edu; 149 Graff Main Hall) to schedule an appointment and initiate a withdrawal. The Student Life Office provides 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 falls after the drop/add/change of schedule period and prior to two weeks after mid-term of a given semester. A grade of "WP" or "WF" will appear if the withdrawal date falls more than two weeks after mid-term. 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/withdrawing-from-uwl/>).

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 (p. 47) from the university.

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

6. Policy Statement Bookmark Anchor

A medical withdrawal is granted in instances where a student is faced with a serious or unexpected condition that completely precludes the student from being able to function as a student and in which the regular university withdrawal process is not appropriate.

A request may be granted to students who experience a serious or unexpected physical or behavioral health condition; who may need to provide care to an immediate family member who is experiencing a serious or unexpected physical or behavioral health condition; or who have experienced the death of an immediate family member. In the case of pre-existing, recurring, or chronic health conditions, documentation must show that the recurrence or worsening of the condition(s) began after initiation of the term for which the withdrawal is requested. Approval will be granted on a case-by-case basis.

Whenever possible, requests for medical withdrawal should begin in the Student Life Office and occur during the term in which the medical condition arose. Students may apply for a retroactive medical withdrawal up to one year after the end of the term in question. 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. In the case of death of an immediate family member, an obituary or other official record of death may be requested as documentation. When appropriate, Student Life will consult with the Student Health Center, the appropriate academic dean, the Dean of Graduate Studies and Extended Learning, the appropriate graduate program director, and all of the student's instructors. 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. The last date of class attendance shall be considered the official withdrawal date to be used by the Records and Registration Office for recording academic record class drops and term withdrawals. 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 medical withdrawal must be appealed through the Student Life Office to the University's Committee on Academic Policies and Standards (p. 33) (CAPS) or Graduate Council (<http://catalog.uwlax.edu/graduate/academicpolicies/academiceligibility/#graduate-council>). A decision by CAPS or Graduate Council is final.

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 and procedures can be found in the university's full Military Duty Withdrawal Policy (<https://www.uwlax.edu/records/student-resources/veteran-students/#tm-military-duty-withdrawal-policy>).

Short term military absence policy

Military students and their immediate family members who are enrolled as students shall not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed 10% of instruction hours. Special permission may be granted by the instructor to exceed 10%. Students are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation (military orders or VA appointment letter) to the Veteran Educational Benefit Office to verify the reason for the absence. The faculty member is expected to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. Students are not relieved from completing assignments or group work. For longer term absences that will exceed the 10% of instruction hours, students should be referred to the Military Withdrawal from the University Policy (<https://www.uwlax.edu/records/student-resources/veteran-students/#tm-military-duty-withdrawal-policy>).

More information and procedures can be found in the university's full Short Term Military Absence Policy (<https://www.uwlax.edu/records/student-resources/veteran-students/#tm-short-term-military-absence-policy>).

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 (<https://www.uwlax.edu/aaccs/>) to learn more.

UWL's full internship policy (<https://www.uwlax.edu/records/academic-policies/#tab-50345>) is posted online.

See below for a list of UWL academic departments offering internship credit and the corresponding course, and see the Courses tab for the courses used in university-wide internships and off-campus cooperative internships. For more information, contact the specific department or Career Services (<https://www.uwlax.edu/aaccs/>), 1209 Centennial Hall, 608.785.8514.

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
- Chemistry or Biochemistry - CHM 450 Internship in Chemistry or Biochemistry
- Communication Studies - CST 450 Internship in Communication Studies
- Economics - ECO 450 College of Business Administration Internship
- English - ENG 450 English Internship, ENG 452 Professional and Technical Writing Practicum
- Finance - FIN 250 Finance Internship, FIN 450 College of Business Administration Internship
- Geography/Environmental Science - GEO 450 Internship in Geography and Earth Science
- Global Cultures and Languages - 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)
- History - HIS 450 History Internship/Field Experience
- Information Systems - IS 250 Information Systems Internship, 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 Advanced Marketing Internship
- Microbiology - MIC 450 Internship in Microbiology
- Physics - PHY 450 Physics and Astronomy Internship
- Political Science - POL 450 Internship in Political Science, POL 451 Internship in Criminal Justice, PUB 450 Internship in Public Administration
- Psychology - PSY 450 Internship in Psychology
- Race, Gender, and Sexuality Studies - RGS 450 Internship in Race, Gender, and Sexuality Studies
- Sociology and Criminal Justice - SOC 450 Internship in Sociology, SOC 451 Internship in Criminal Justice
- Sustainability/Environmental Studies - ENV 450 Internship in Environmental Studies
- Teaching English to Speakers of Other Languages - TSL 450 TESOL National/International Internship Program
- Theatre and Dance - THA 450 Internship in Theatre Arts

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 resources (p. 50)
- Academic Advising Center (p. 50)
- The ACCESS Center (p. 51)
- Campus safety and parking (p. 51)
- Career Services (p. 51)
- Center for Transformative Justice (p. 51)
- Child Center (p. 52)
- Cooperative Program with Viterbo University (p. 52)
- Counseling & Testing Center (p. 52)
- Fostering Success for Independent Scholars (p. 52)
- Information Technology Services (ITS)/Help Desk (p. 53)
- International Education & Engagement (IEE) (p. 53)
 - International Student & Scholar Services (p. 53)
 - Education abroad & study away programs (p. 54)
 - Education abroad program categories (p. 54)
 - Education abroad academic requirements (p. 54)
 - Education abroad cost and financial aid (p. 54)
- La Crosse Exercise and Health Program (LEHP) (p. 54)
- La Crosse Medical Health Science Consortium, Inc. (p. 54)
- Legal Aid Service (p. 55)
- Murphy Library (p. 55)
- Mississippi Valley Archaeology Center (MVAC) (p. 55)
- Multicultural Student Services (p. 55)
 - Academic Success Institute (ASI) (p. 56)
- New Student and Family Programs (p. 56)
- Planetarium (p. 56)
- Records and Registration (p. 56)
- Residence Life (p. 57)
- River Studies Center (p. 57)
- Small Business Development Center (SBDC) (p. 57)
- Student Health Center (p. 57)
- Student Life (p. 58)
 - Violence Prevention (p. 58)
 - Wellness and Health Advocacy (p. 58)
- Student Support Services (p. 58)
- Tutoring services (p. 59)
 - The Murphy Learning Center (p. 59)
- Undergraduate Research and Creativity Program (p. 59)
- UW Credit Union (p. 59)
- Veterans Educational Benefits (p. 60)

Academic advising resources

Advisors are assigned to each student based on academic major. Advisor assignments can be found in the WINGS Student Center. Advisors 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 advisors. 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.

Another good resource for advising is the Academic Services Office for the student's assigned college/school. These offices are based in the college/school's offices and process change of major/minor forms and work with advisor changes. The Academic Services Directors of each college/school represent the Dean on all student academic issues and exceptions and are knowledgeable about university academic policies, academic procedures, and degree requirements. The directors resolve Advisement Report issues and verify the completion of all requirements for graduation.

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 the AR is the best way to ensure that a student is taking the exact courses needed for graduation. Students thinking of changing their program of study may wonder how the change affects their progress. A student may set up and run 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 student's online WINGS Student Center. Questions about how courses apply in the AR should be directed to the student's college/school Academic Services Director.

Academic Advising Center

1209 Centennial Hall
608.785.6950
advising@uwlax.edu

www.uwlax.edu/aaccs/ (<https://www.uwlax.edu/aaccs/>)

The University of Wisconsin-La Crosse Academic Advising Center is committed to providing all students proactive, 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. We seek to empower students to pursue the knowledge and experience necessary to make informed academic and career decisions congruent with their values and identity, leading to success at UWL and beyond.

Undeclared majors: Much of the center's work is focused on students who have not decided on an academic major. In addition to a staff of professional advisors, there are resources to assist with academic and career decision-making, including web-based assessments and other 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 assigned advisor, they are also welcome to utilize the services of the Academic Advising Center.

Pre-Health Student Resource Center: The Pre-Health Student Resource Center (PHSRC) advises students in any pre-health track or students who are exploring health-related academic paths. Advisors in the PHSRC can help students explore, learn about recommended or required coursework for admission to health-related programs, and learn how to network and gain related experience.

The ACCESS Center

124 Wimberly Hall
608.785.6900
ACCESSCenter@uwlax.edu

www.uwlax.edu/access-center/ (<http://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 safety and parking

Police Services
605 17th St. N.
608.789.9000
www.uwlax.edu/police/ (<http://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.

The Student Life Office provides the annual security report and crime statistics (<https://www.uwlax.edu/student-life/student-resources/annual-security-report/>).

Parking Services
605 17th St. N.
608.785.8061
parking@uwlax.edu

www.uwlax.edu/parking/ (<http://www.uwlax.edu/parking/>)

This unit is located in the Police Services building connected to the parking ramp. On campus parking is very limited. All parking permits are sold on a priority basis, depending on students' year in school. Resident parking lots are for students living on campus. Commuter parking lots are for off campus students, staff, and visitors. Daily and hourly parking

is available in the commuter lots via the pay stations or the Passport parking app. We utilize License Plate Recognition (LPR) technology so your license plate is your permit.

Career Services

1209 Centennial Hall
608.785.8514
career@uwlax.edu

www.uwlax.edu/aacccs/ (<https://www.uwlax.edu/aacccs/>)

The Career Services Office assists students in finding meaningful careers. We seek to empower students to pursue the knowledge and experience necessary to make informed academic and career decisions congruent with their values and identity, leading to success at UWL and beyond. 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.

Networking 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' webpage, 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 webpage 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 websites and major employer websites, 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.

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 gain academic credit for an internship, 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 to learn more.

Departmental internships also are offered. See Cooperative Education and Internships (p. 49) for a list of the departments.

Center for Transformative Justice

1120 Centennial Hall
608.785.5094
transformative@uwlax.edu

www.uwlax.edu/center/transformative-justice/ (<https://www.uwlax.edu/center/transformative-justice/>)

Formed in 2005 as a project of Plan 2008, the Center for Transformative Justice enriches the campus community through explorative and restorative social justice education. We serve the campus by implementing critical frameworks to better understand the lived experiences of individuals, and their intersectional identities, to build a more equitable learning environment. Using the stories students share with us, we aim to provide programming and spaces that address inequities and barriers students experience.

Our values:

- **Integrity:** Investigate and address community issues that impact marginalized people to restore justice.
- **Connection:** Develop relationships that leverage empathy, compassion, and trust to participate in challenging conversations on equity, diversity, and inclusion.
- **Respect:** Learning to appreciate individuals for who they are, and the identities they hold, that make them valued members of our community.
- **Exploration:** Learning about other cultures and their experiences by engaging in new relationships, conversations, and activities that differ from our own.

A couple of our most recognized efforts include:

- Campus Thread
- Social justice programming
- Community building and support
- Bias response
- Campus climate research
- Reflection room

Child Center

Eagle Rec Center

608.785.8813

www.uwlax.edu/campus-child-center/ (<http://www.uwlax.edu/campus-child-center/>)

The Campus Child Center was established in 1985 and provides care for the children of University of Wisconsin-La Crosse students, staff, faculty, and alumni. 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, 105 Graff Main Hall.

Counseling & Testing Center

2106 Centennial Hall

608.785.8073

www.uwlax.edu/counseling/ (<http://www.uwlax.edu/counseling-testing/>)

The Counseling & Testing Center (CTC) offers a wide range of mental health support designed to help college students adjust to the university environment and cope with emotional and psychological difficulties. The CTC utilizes a brief, solution-focused and strengths-based counseling model founded in our staff's diverse theoretical orientations and disciplines. Therapy is focused on helping students resolve or effectively manage a specific problem or challenge, or to make a desired change. Professional staff consists of licensed mental health professionals including psychologists and professional counselors, as well as supervised professionals-in-training. Counseling services are funded by student segregated fees and are available to all currently enrolled students. Information shared in counseling sessions is confidential in accordance with Wisconsin Statutes.

To learn more about our services and concerns that we commonly treat, see our Scope of Service (<https://www.uwlax.edu/counseling-testing/about-us/>).

Our Testing Center upholds the Wisconsin Idea that education should influence people's lives beyond the boundaries of the classroom and administers testing programs to UWL Students and the La Crosse community. These include ACT, SAT, and UW Placement Tests. We have a computer testing center for ACTFL, CLEP, DSST, ETS, Kryterion, MAT, Measure Learning, NTN, PAN, Pearson, Prometric, and PSI. We are a member of the National College Testing Association and provide proctoring for correspondence and online courses, and those needing professional certification or licensure exams for employment. For more information on proctoring, visit the National College Testing Association (<https://www.ncta-testing.org/>).

Fostering Success for Independent Scholars

2131 Centennial Hall

608.785.8535

sss@uwlax.edu

www.uwlax.edu/student-support-services/fostering-success-for-independent-scholars/ (<https://www.uwlax.edu/student-support-services/fostering-success-for-independent-scholars/>)

Fostering Success for Independent Scholars is a collaboration between Student Support Services and the Financial Aid Office. It is funded by a University of Wisconsin System grant. The program is for students who lack the traditional family support afforded to most of their peers. Typically, students who qualify have multiple adverse childhood experiences including, but not limited to:

- Foster care
- Orphanhood
- Guardianship
- Unhoused or at risk of being unhoused (homeless)
- Neglect, abuse, and/or abandonment (FAFSA Dependency Override)

Fostering Success ensures students have the resources, support, and guidance necessary for their success. This program provides:

- Scholarship (\$500-700/year)
- Emergency funds
- Access to a wide variety of personal items & supplies (https://uwlax.sharepoint.com/:w:/s/StudentSupportService/EZoguRZ5WtFJs04svE35S4BEra_dWjeQQwIOD6OeMS20w/?e=6J3DhS)
- Help in applying for assistance programs (https://uwlax.sharepoint.com/:w:/s/StudentSupportService/ETOnCR0_hZtOo7Uc_NvIO3IBpSCT63geFcSrR20tlmWMnA/?e=X5jKPX) like BadgerCare, FoodShare, Affordable Connectivity Program, etc.
- Logistical help with critical transportation needs (getting to/from work, campus, etc)
- Financial assistance to attend events related to academic, career, and personal development and cultural activities
- Help applying for and understanding student financial aid
- All basic student success services (advising, tutoring, programming, grant aid, peer mentoring, free printing, and more)

If a student believes they qualify for the Fostering Success for Independent Scholars program, they may apply here (<https://powerforms.docusign.net/b35be0a3-d722-4aef-b05a-a05f8efed377/?env=na3-eu1&acct=c20133ee-cdfb-4642-9ccc-674890e137de>), or contact Student Support Services or the Financial Aid Office.

Information Technology Services (ITS)/ Help Desk

Information Technology Services

Wing Technology Center

www.uwlax.edu/its/ (<http://www.uwlax.edu/its/>)

Eagle Help Desk

103 Wing Technology Center

608.785.8774

helpdesk@uwlax.edu

www.uwlax.edu/its/Eagle-Help-Desk/ (<https://www.uwlax.edu/its/client-services-and-support/eagle-help-desk/>)

Information Technology Services (ITS) supports and enhances teaching, learning, research, and the student experience by providing technology-based services, innovative solutions, and responsive support to our students, faculty, and the university community. Our services

include computer labs and classrooms, distance/online learning, video conferencing, lecture capture, Eagle Help Desk, network, and software services including Microsoft 365. Students can access their academic information, tuition, and fees and register for classes online using WINGS. Many courses offer online resources through Canvas, the campus supported learning 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 (<https://www.uwlax.edu/its/knowledge-base/student-technology-guide/>) and staff (<https://www.uwlax.edu/its/knowledge-base/faculty-and-staff-technology-guide/>) handbooks.

ITS computing labs (<https://www.uwlax.edu/its/computer-classrooms-labs-and-technology/>) are located in Murphy Library. The labs have computers using Windows 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 (<https://www.uwlax.edu/its/client-services-and-support/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 (<https://www.uwlax.edu/its/client-services-and-support/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 (IEE)

1140 Centennial Hall

608.785.8016

international@uwlax.edu

www.uwlax.edu/international-education/ (<http://www.uwlax.edu/international-education/>)

International Student & Scholar Services

International Education & Engagement (IEE) is dedicated to serving the internationalization efforts at the University of Wisconsin-La Crosse. International Student & Scholar Services (ISSS) serves UWL's international community by providing comprehensive services to international students and scholars through immigration advising; assisting departments to bring international researchers and scholars in collaborative projects on campus; and offering events and programs on campus that bridge understanding and linkages between the United States and international communities on campus and in the community.

Our professional ISSS advisers and coordinators are professionally trained to provide information about non-immigrant visa rules and regulations for students and scholars holding F and J visas. Our advisors and coordinators are also trained to provide counseling to international students and scholars about academic, personal, and cultural matters, as well as cross-cultural adjustment concerns. Our dedicated staff administers comprehensive guidance to international

students, beginning with new student orientation through advising on work opportunities upon graduation.

Education abroad & study away programs

IEE is UWL's comprehensive resource for education abroad/away opportunities worldwide and to other parts of the U.S. IEE offers a full range of advising and support services to students, including program selection, academic planning, financial planning, registration, credit, cultural adjustment, travel planning, and reentry.

Through our international university partnerships, faculty-led study abroad programs, and partnerships with study abroad/away program providers, UWL students have an opportunity to find a program that matches their academic, financial, and personal needs. UWL encourages students to study abroad/away to enrich their university experience and enhance career opportunities. Education abroad/away programs provide special opportunities for advanced study of all disciplines as well as programs that include service-learning, internship, or volunteer experiences.

Education abroad/away program categories

1. Exchange programs allow students to enroll directly at a foreign host university for a semester or year while allowing an international student from the host university to enroll at UWL. Exchange students enroll in university courses and participate as regular students at the host university. Students in these programs pay UWL resident tuition plus additional fees – exchange programs are a very affordable way to study abroad.
2. UWL is also a member of National Student Exchange (NSE), a member-based organization that allows students to study away at another U.S. or U.S. territory university and a few institutions in Canada. UWL students pay UWL tuition while studying in another part of the United States or Canada.
3. Direct-Enroll study abroad programs also allow students to enroll directly in courses at a foreign university. Students participating in a direct-enroll program pay host university discounted tuition/fees and UWL administrative fees.
4. Provider programs are study abroad companies that offer international programs for students. Their sites may be affiliated with a foreign university or designed as a study center exclusively for students. These programs offer comprehensive on-site support for students.
5. 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 vary each academic year.
6. Service learning programs are non-credit bearing experiences that offer students the opportunity to take part in a volunteer or service-learning project abroad.
7. International Undergraduate Research (<https://www.uwlax.edu/urc/>)

For more information about the many different programs available, please visit International Education & Engagement (<https://www.uwlax.edu/international-education/>).

Education abroad program 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 IEE advisers assist students in choosing an appropriate program. Applicants for education abroad programs are expected to have a good record of academic achievements. UWL

requires a minimum grade point average (GPA) of 2.50 for most programs and successful completion of one semester on campus. However, some programs may require a higher GPA and class standing in order to be eligible.

Academic credit for study abroad programs is subject to the approval of transfer by specific departments. Credits from study abroad are calculated in a separate transfer GPA and are averaged with the overall (cumulative) GPA to create a "combined" GPA. Programs offering UWL resident credit, such as faculty-led programs where courses are taught by UWL faculty, will be included in the overall (cumulative) GPA.

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

Education abroad program cost and financial aid

The university makes every effort to provide academically sound exchange and study abroad/away programs at reasonable costs. Exchange program fees may be based on tuition, room, and board at UWL with some additional administrative fees. Direct-enroll study abroad program fees are set by the sponsoring institution. Provider programs have a set program price that includes tuition and fees. The cost of education abroad (<https://www.uwlax.edu/international-education/education-abroad/afford/>) is not included in the 12-18 credit tuition plateau rate (<https://www.uwlax.edu/cost/>). Any additional course enrollment in the same term as the education abroad enrollment will be charged the appropriate additional tuition/fee rates. Students may apply for financial aid to assist with the cost of the programs. Wisconsin residents may also be eligible for a need-based grant of up to \$2,000. Veterans' benefits may apply; however, students should check with the UWL Veteran Services Office to see which benefits are applicable. In addition to financial aid, International Education & Engagement has information on scholarship opportunities 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/ (<https://www.uwlax.edu/center/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/>)

The La Crosse Medical Health Science Consortium (LMHSC) is an alliance of UWL, Viterbo University, Western Technical College, Mayo Clinic Health System-Franciscan Healthcare, Gundersen Health System, the La Crosse County Health Department, and the School District of La Crosse. These 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. Its mission is to foster collaboration for healthier communities.

The Consortium is located in, and operates, the 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, teaching laboratories, research labs, faculty offices, and meeting rooms used by UWL, Western, and Gundersen. It is also home to the Student Health Center, which serves both UWL and Western students, and the Health Science Academy, a health professions partnership with the La Crosse School District.

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 (<https://www.uwlax.edu/student-life/our-services/legalservices/overview/>), 149 Graff Main Hall, studentlife@uwlax.edu.

Murphy Library

Murphy Library is the campus center for academic inquiry. Located in the heart of campus, the library provides access to a vast and diverse collection of electronic and print resources; facilities designed to flexibly accommodate a variety of learning needs; and technologies that complement and enhance the acquisition, synthesis, and use of information. Murphy Library is rich in international and multicultural materials, supporting campus diversity and inclusivity by providing books, multimedia collections, and e-resources that represent a broad spectrum of groups, cultures, and viewpoints.

The library offers access to over 191,000 full-text journals, magazines, and newspapers available electronically, and over 300 scholarly databases on a vast array of subjects. Our growing collection of e-books currently numbers in the tens of thousands of volumes, all of which are available campus-wide, and in most cases, off-campus as well. All of these materials can be located using Search@UW (<https://www.uwlax.edu/murphylibrary/>), our integrated search system that brings together 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 Technical College, the La Crosse Public Library, and area medical centers. A service called Resource Sharing 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 from around the world.

The library building, itself, offers open, welcoming spaces for study and collaboration as well as quiet space, group study rooms, and a coffee 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 consist of streaming video as well as physical audio-visual materials located on the main floor. The library is also a selective depository for state and federal government documents. In the library's Special Collections and Area Research Center, users can find university archives, rare books, oral history interviews, a large historic photographic collection, books on Wisconsin history, and a regional depository of manuscripts and public records from the Wisconsin Historical Society. Additionally, Murphy Library houses UWL's largest general computer access lab, plus has loanable laptops, digital video cameras, and other technology related equipment available for checkout.

Librarians can help students navigate the ever-evolving information landscape to find the quality information they need; teach students how to find relevant and appropriate information resources; and guide students how to best utilize the services of the entire library to achieve success in their academic pursuits. Librarians are available at the research assistance desk as well as by phone, email, chat, or via an individual research consultation appointment.

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

Mississippi Valley Archaeology Center (MVAC)

Archaeology Center and Laboratories Building
608.785.8464
mvac@uwlax.edu

www.uwlax.edu/mvac/ (<https://www.uwlax.edu/mvac/>)

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
omss@uwlax.edu

www.uwlax.edu/multicultural-student-services/ (<http://www.uwlax.edu/multicultural-student-services/>)

Multicultural Student Services uses a holistic development approach to academic excellence, leadership, and the personal/social development of African American, Indigenous/American Indian, Hispanic/Latinx, Asian American, Hmooob, biracial and multi-ethnic students at UW-La Crosse. #Multicultural Student Services advocates for the retention and graduation of multicultural students. Our mission is to foster a sense of belonging through connections, inclusion, and authenticity.

Multicultural Student Services believes in a holistic one-stop approach in developing students and creating access to pathways for academic success. We provide personal support through intentional advising/outreach and creating leadership opportunities, cultural programming, academic workshops, and mentorship. We value and advocate to support cultural awareness, identity development, and to foster connections and a greater sense of belonging. Our goal is for students to graduate from the university and prepare them to contribute to their communities and society at large.

Areas of service and outreach include: Academic Success Institute (summer bridge program); transfer student advisement, leadership development and advising for multicultural student organizations; academic and financial retention; student employment; peer tutoring; personal guidance and advocacy for students; cultural, educational, and social programming; and year-round pre-college mentoring and tutoring programs.

The Academic Success Institute (ASI)

ASI is a bridge program designed to help first year historically marginalized and systematically under-served students adjust to a rigorous college routine during the summer before the regular academic year begins. Between 15 and 20 students are enrolled for six weeks of intensive instruction in college level courses and related college experiences.

Students interested in attending the Academic Success Institute must have a need for academic support to successfully complete a college education and must also 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 marginalized populations (African American, Native American, South-Asian American, and Latinx/Hispanic);
3. Socioeconomic status (Pell-eligible, eligible for free-reduced lunch, GEAR-UP, TRiO-Upward Bound, Talent Search, and Educational Opportunity Centers).

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 (usually by April). For additional questions, please contact the Office of Multicultural Student Services, 1101 Centennial Hall, 608.785.8225.

New Student and Family Programs

2320 Student Union
608.785.8939
nsfp@uwlax.edu

www.uwlax.edu/new-student-and-family/ (<https://www.uwlax.edu/new-student-and-family/>)

New Student and Family Programs coordinates programs such as START, New Student Orientation, Welcome Week, Winter Week of Welcome, the Second Year Experience, 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.

Planetarium

020 Cowley Hall
608.785.8669
www.uwlax.edu/planetarium/ (<http://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
608.785.8951
records@uwlax.edu

www.uwlax.edu/records/ (<http://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. When planning a course schedule, students consult the online Schedule of Classes (<https://www.uwlax.edu/records/registration/>) for the current and next term(s). Complete instructions for registration (<http://www.uwlax.edu/Records/registration/>) and later schedule changes (<https://www.uwlax.edu/wings/>) (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 late March, and fall registration follows a week later. Students register at an assigned time or any time after that through the tenth day of classes unless enrollment limits have been met. Classes shorter than the traditional full semester length offered during a semester or during an intersession have drop/add schedules that reflect deadlines pro-rated from a full semester based on the length of the class. 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 not have any holds that block registration, including financial holds, on their account. The registration system will not permit a student to enroll in a class for which a prerequisite is not in progress at UWL or has not been completed. Registration is closed at the end of the second week

of classes in fall and spring semesters and pro-rated for winter and summer classes.

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

Residence Life

Eagle Hall
608.785.8075
housing@uwlax.edu

www.uwlax.edu/reslife/ (<http://www.uwlax.edu/reslife/>)

The Office of Residence Life strives to create affirming and inclusive homes for our residents where all people can achieve academic and social success through experiential learning and building meaningful relationships.

Approximately one-third of the undergraduate students enrolled in the university reside in one of the ten residence halls with a total population of roughly 3,300. First-year students are required to live on campus and occupy two-thirds of the available beds on campus. Eight of the ten residence halls offer a traditional living experience with community bathrooms and shared lounges. Eagle Hall is a suite-style hall which houses a mix of primarily first-year and second-year students. Reuter Hall offers, mostly upper-class students, single bedrooms in a shared apartment. Visit our website for more information about each of the residence halls (<https://www.uwlax.edu/reslife/orl-resources/residence-halls/>) and the amenities they offer.

We have a team of experienced, professional staff who are directly involved in monitoring services, counseling, relationship-building, community development and accountability. Our team hosts a multitude of events, all centered around the goals of interpersonal, academic, and cultural growth. Students are encouraged to be actively involved in their living community.

Specific housing regulations are communicated to all students through our policies and procedures (<https://www.uwlax.edu/globalassets/offices-services/reslife/documents/policies-and-procedures.pdf>) and the student handbook, Eagle Eye (<https://www.uwlax.edu/student-life/student-resources/student-handbook/>). These regulations are consistent with the conduct code referred to in this catalog.

River Studies Center

105E Graff Main Hall
608.785.6970
sbdcc@uwlax.edu

www.uwlax.edu/river-studies-center/ (<http://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 45 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/ (<http://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
shcnetworking@uwlax.edu

www.uwlax.edu/student-health-center/ (<http://www.uwlax.edu/student-health-center/>)

The Student Health Center is operated by Mayo Clinic Health System in La Crosse, and provides medical, nursing, and physical therapy services in the form of outpatient and same day care, as well as prevention of illness or injury. The staff consists of Board Certified physicians, certified nurse practitioners and physicians assistants, registered nurses, physical therapists who are also certified athletic trainers, physical therapy assistants, medical lab technologists, health information managers, and office staff. The Health Center staff members are experienced in working with the health care needs of college students and are dedicated to providing high quality care.

Services are available to students who are registered for credits each semester. The student health fee is automatically included in the student fee statement. There are user fees for services (<https://www.uwlax.edu/student-health-center/fees-costs/>) such as laboratory,

immunizations, minor procedures, and physical therapy. Select medications are also available for a small fee.

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 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 and same day appointments by scheduling online or calling the clinic. Appointments are available weekdays when school is in session from 8 a.m. - 4 p.m. on Monday-Friday. Hours may be reduced during the summer term and winter intersession. A 24/7 Mayo Clinic Nurse Line (608.785.0904) is available for students for health related questions/concerns. Students who need emergency medical care when the Health Center is closed should go to the local emergency departments or walk-in clinics.

Student Life

149 Graff Main Hall
608.785.8062
studentlife@uwlax.edu

www.uwlax.edu/student-life/ (<http://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 a resolution.

Student Life: Violence Prevention

149 Graff Main Hall
608.785.8062
www.uwlax.edu/violence-prevention/ (<http://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 and Health Advocacy

149 Graff Main Hall
608.785.8977
wellness@uwlax.edu

www.uwlax.edu/wellness/ (<http://www.uwlax.edu/wellness/>)

The mission of Wellness and Health Advocacy is to provide the UWL campus community with culturally competent health education, health promotion programming, alcohol and other drug education/prevention, and community engagement. It is our goal to engage in partnerships across the campus community that support and empower students to make choices and create lifelong habits that promote health and well-being across all seven dimensions.

As each individual in the campus community is unique, with different goals, values, strengths, and experiences, so are their perceptions of and potentials for wellness. Wellness and Health Advocacy respects and values these differences and will provide tools, education, guidance, and support to cultivate an inclusive environment in which the potential for health flourishes for everyone.

Student Support Services

2131 Centennial Hall
608.785.8535
sss@uwlax.edu

www.uwlax.edu/student-support-services/ (<http://www.uwlax.edu/student-support-services/>)

Student Support Services (SSS) is a federally funded TRIO program that has been serving UWL students since 1978. Each year, the program provides free services to 350 students who meet federal eligibility requirements. To apply (<https://www.uwlax.edu/globalassets/offices-services/student-support-services/sss-getting-started.pdf>), a student must be a citizen or national of the United States, or meet the residency requirements for federal student financial assistance. A student must also meet one of the following criteria to be considered eligible for services:

1. First generation college student (neither parents nor guardians graduated from a four-year college or university); OR
2. Receive a substantial amount of financial aid and meet Department of Education guidelines for income eligibility; OR
3. Have a documented diagnosed physical and/or learning disability.

Services provided through the program include:

- Individualized success coaching, advising, and mentoring: students are assigned an SSS advisor and a peer mentor for help successfully navigating academic, personal, and financial issues, as well as help with career readiness and graduate school admissions. Students work with SSS staff to create individual success plans. Based on plans, staff connect students to the resources available that meet their unique needs.

- **Unlimited, free on-demand tutoring:** students have access to professional specialists and peer tutors in math, science, and writing. SSS will also arrange for individualized tutoring in subjects not currently staffed.
- **Grant aid awards:** students who are SSS participants and are Pell-eligible can apply to receive extra grant aid.
- **Student success, financial literacy, graduate school preparations, and career readiness programming:** programming is offered to SSS students to help with study skills improvement, financial literacy, career readiness, the study abroad process, applying for scholarships, graduate school, and so much more.

Tutoring Services

Murphy Learning Center
256 Murphy Library
mlc@uwlax.edu

www.uwlax.edu/murphy-learning-center/ (<http://www.uwlax.edu/murphy-learning-center/>)
www.uwlax.edu/tutoring/ (<http://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 and 273 Murphy Library and is staffed by peer tutors. Tutoring is available for Mathematics, Writing, Biology, Chemistry, Earth Science/Geography, Physics, Accountancy, Economics, Public Speaking, Philosophy, History 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 (<https://www.uwlax.edu/info/tutoring/>) is posted online. Visit the Murphy Learning Center (<http://www.uwlax.edu/murphy-learning-center/>) for more details.

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. The Writing Center (<https://www.uwlax.edu/murphy-learning-center/subject/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.

Public Speaking: The Public Speaking Center (<https://www.uwlax.edu/murphy-learning-center/subject/public-speaking-center/#tab-welcome>), also housed within the Murphy Learning Center, provides support to students who need to make an oral presentation for any reason, including in-class assignments and off campus activities. The Public Speaking Center can help student with topic selection, preparation and presentation outlines, content development, delivery, presentational aids, managing speaking anxiety and increasing confidence in public speaking.

Undergraduate Research and Creativity Program

223 Graff Main Hall
608.785.8040

www.uwlax.edu/urc/ (<http://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 may 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 Research & Creativity Symposium, 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 Research & Creativity Symposium 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 Undergraduate Research and Creativity (<http://www.uwlax.edu/urc/>) for additional information and undergraduate research proposal guidelines.

UW Credit Union

First floor, Student Union
608.232.5000, Ext. #3100
www.uwcu.org (<https://www.uwcu.org/>)

Official campus provider of financial services to the UW-La Crosse community

Founded by University of Wisconsin faculty & staff over 90 years ago, UW Credit Union is a Wisconsin-based nonprofit on campus offering financial education, affordable loans and our exclusive Eagles debit card. Enjoy anytime, anywhere access with the UWCU mobile app and mobile wallet, surcharge-free campus ATMs, and a full-service branch located on the first floor of the Student Union next to the Eagle ID office. Hours: Monday - Friday, 9 a.m. to 5 p.m. Learn more at [uwcu.org](http://www.uwcu.org) (<https://www.uwcu.org/>). Federally Insured by NCUA.

Veterans Educational Benefits

223 Graff Main Hall
608.785.8751
uwlveted@uwlax.edu

www.uwlax.edu/veteran-services/ (<http://www.uwlax.edu/veteran-services/>)

The Veteran Educational Benefits Office provides educational assistance to veterans, active duty military, National Guard and Reserve military, and military family members. Our office serves as a focal point for state and federal veteran education benefits, referral to campus and community resources, and awareness of veteran topics in order to promote academic success and support the academic and administrative activities of the University. For more information, visit Veterans Educational Benefits (<http://www.uwlax.edu/veteran-services/>).

On-Campus Life

- **Alumni & Friends Foundation**
- Departmental honors programs (p. 60)
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Alumni & Friends Foundation

Cleary Alumni & Friends Center
www.uwlax.edu/foundation/about-us/alignment/ (<https://www.uwlax.edu/foundation/about-us/alignment/>)

New organization will continue to promote UWL!

For the past two years, leaders of both the UWL Foundation & UWL Alumni Association have been discussing "Optimizing Alignment" (teaming up, collaborating, joining forces) to form a new stronger operation to promote UWL. These two organizations have worked together the past 50-plus years, and we believe this new structure will help us serve our students, alumni, friends and UWL in the best way possible. Our alumni and friends deserve the absolute best, and we plan to deliver!

We have resources for you as a student, including:

- Scholarships (<https://www.uwlax.edu/scholarships/scholarships/foundation-scholarships/>) - many scholarships have been established over the years by alumni and special friends of the university in an effort to enhance students' experiences and make their education more affordable.
- Student Philanthropy Council - undergraduate volunteer organization promoting a culture of philanthropy at UWL
- Student Outreach Center - paid positions for students to contact alumni, parents, and friends by phone, email, and text to develop, build and strengthen their relationships with UWL while soliciting their financial support of the university

- Hosting Caps Off to Commencement - your one-stop shop for all of your commencement needs and hosted every semester at Cleary Alumni & Friends Center
- Connecting you with alumni in your field of study

Stay connected after you graduate - UWL Alumni & Friends Foundation provides services such as:

- Hosting networking events to bring fellow alumni together in your area
- Keeping you updated with campus news
- Planning reunions with your student organization, club, athletic team, or graduating class
- Honoring distinguished alumni and connecting award recipients with current students
- Creating opportunities for alumni and friends to give back with their time, talent, and treasure

We know you are only a student for a short time, but you will be an alum for a lifetime. Once you move-on from UWL, we hope you will come home and visit!

Departmental honors programs policy

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

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 in the major, 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://uwlmyorgs.campuslabs.com/engage/>).

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 21 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 73 national championships, 432 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 20 out of the last 21 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 12 women's sports (basketball, cross country, golf, gymnastics, lacrosse, 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).

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

2101 Centennial Hall
608.785.6913

www.uwlax.edu/mcnair-scholars/ (<http://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, Latina/Latino, Native American and/or Asian Pacific Islander). The program at UW La Crosse began in October 2009 and is housed in the Division of Diversity & Inclusion. 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/ (<http://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.campuslabs.com/engage/>).

Recreational sports

130 Recreational Eagle Center
608.785.5225

www.uwlax.edu/recsports/ (<http://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 level. Programs include: intramural sports, sport clubs, group fitness classes, personal training, special events, Esports, Outdoor Connection gear rental, trips, and an indoor climbing wall.

The Recreational Eagle Center (REC) houses a climbing wall, 200-meter elevated track, two racquetball courts, six basketball courts, 10 volleyball courts, seven badminton courts, three multi-purpose rooms, a 15,000-sq. ft. fitness center, cardiovascular equipment, aerobics studio, conditioning room, locker rooms with showers, outdoor trips and rental program. The EZONE Esports & Gaming area opened Spring 2022 and offers gaming for both casual and competitive gamers on 24 high-end gaming PCs and on Xbox, PlayStation, Oculus VR, and Nintendo Switch gaming consoles. The space also includes a viewing area and a shout casting room for streaming on Twitch.

Rec Sports programs also operates out of Mitchell Hall and the Fieldhouse. Both house intramural sports games and sport club practices. Rec Sports programs include lap swimming in the Mitchell Hall pool.

Student Association and Student Government

2244 Student Union
608.785.8775

www.uwlax.edu/student-association/ (<http://www.uwlax.edu/student-association/>)

Chapter 36.09(5) 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 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 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 general policies concerning Recognized Student Organizations. The committee reviews new Recognized Student Organization requests, bylaw and name changes for existing Recognized Student Organizations, and grants for non-budgeted organizations. The committee is also responsible for choosing commencement speakers and reviews requests for graduation regalia applications.

The Student Services and Buildings Committee recommends policy concerning services provided to students with regard to the Student Union, Recreational Eagle Center, Health Center, Child Care Center, and Whitney Center. In addition, it is responsible for making recommendations to SUFAC for distribution of segregated fees for sport clubs, and student media.

The Marketing and Special Events Committee consists of up to four Student Senators as well as the Public Relations Director. The committee focuses on organizing and planning events sponsored by UWLSA. With the help of the Executive Cabinet, the committee also aids in facilitating creative discussion on the best way for the group to positively impact the experience of UWL students.

Student Governance Associations

Student governance extends beyond the UWL Student Association on campus. The Fraternity and Sorority Life Community is governed by The Panhellenic Council (<https://www.uwlax.edu/university-centers/orgs/fraternities-sororities/panhellenic-council/#tab-129442>) and the Interfraternity Council (<https://www.uwlax.edu/university-centers/orgs/fraternities-sororities/interfraternity-council/>).

University Centers (UC)

3200 Student Union
608.785.8888
www.uwlax.edu/university-centers/ (<http://www.uwlax.edu/university-centers/>)

University Centers is a financially self-sufficient part of the Division of Student Affairs, comprised of the Student Union and Whitney Center. The focus of the Student Union is on student involvement, development, leadership and services, 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 (<https://www.uwlax.edu/university-centers/>).

- **University Reservations and Audio Visual Lighting Support (AVLS)** 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 the Student Union. In addition, they can assist with reserving classrooms (when classes are not scheduled), fundraisers, and outdoor events. Event Support consists of experienced technicians and event planners who help Recognized Student Organizations develop and produce events of all sizes.
- The **Campus Activities Board (CAB)** is a student-run programming board that provides cultural, educational, and entertaining activities for the entire campus community. Events such as small and large concerts, comedians, craft nights, bingo, game nights, and special events are offered. CAB also provides free weekly movies in the Student Union Theater.
- **Dining Services** offers an assortment of different dining locations within the Student Union and Whitney Centers to meet the variety of needs and tastes of the campus community. Students may select from several contract dining 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 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 Eagle ID/Dining Plan Office (<https://www.uwlax.edu/university-centers/services/eagle-id/>) is located in the Student Union, Room 1131. Students can request information regarding their Eagle ID card, dining plans, or Campus Cash. It is also the place to have your Eagle ID card picture taken. Your Eagle ID may be used as an official ID document when voting in Wisconsin. Please be sure to sign the back of the card if intending to use it for this purpose. The ID card does not expire while the student is actively enrolled.
- Center for Organizations, Vision, & Engagement (The COVE) (<https://www.uwlax.edu/university-centers/orgs/cove/>) is the student organization suite located in 2200 Student Union. The COVE is a space for all student organizations to come together to share ideas, collaborate, and find resources specifically for student organizations. It physically houses: Campus Activities Board, COVE Graphics Garage, Leadership & Involvement Center, Green Fund, Fraternity and Sorority Life, designated Multicultural Student Organizations, the Pride Center, Student Association, and the Racquet Press. The "front porches" in each of the spaces are an extension of the organization's office space, giving students the opportunity to interact with others in a relaxed setting. Although some porches are open for any student to sit in, students are asked to respect these spaces and be mindful that organizations use this space for meetings and gatherings. Public computers and workspaces, two conference study rooms, as well as a variety of graphics supplies are also available for use within the COVE. The two student-staffed groups that operate out of the COVE are:
 - COVE Graphics Garage (<https://www.uwlax.edu/university-centers/orgs/cove-graphics/>) provides resources and opportunities not only for Recognized Student Organizations, but for all UWL students and staff. COVE Graphics Garage offers free graphic design services and low-cost printing and laminating for a variety of projects.
 - Leadership & Involvement Center offers a variety of leadership, involvement, and service opportunities for students, including support of the Ugetconnected (<https://uwlax.galaxydigital.com/>) volunteer portal and MyOrgs (<https://uwlax.galaxydigital.com/>)

uwlmyorgs.campuslabs.com/engage/) student organization database. MyOrgs (<https://uwlmyorgs.campuslabs.com/engage/forms/>) provides resources regarding publicity guidelines, cash boxes, flyers & posters, fundraising registration forms, event funding assistance, trademark & licensing artwork approval form (t-shirt/apparel printing), and information on starting a Recognized Student Organization.

The COVE is also home to the Campus Food Pantry (<https://www.uwlax.edu/university-centers/orgs/campus-food-pantry/>), a free service provided to all faculty, staff, and students. Interested users should visit MyOrgs (<https://uwlmyorgs.campuslabs.com/engage/forms/>) to register for access to the pantry or complete the Campus Food Pantry Access Request (<https://uwlmyorgs.campuslabs.com/engage/submitter/form/collectsubmitteridentity/9ae7122c-1607-4b8f-b294-09b91705683e/>) online.

- **Ugetconnected** matches prospective volunteers with service opportunities that fit their interests, skills, and availability. Ugetconnected is a collaboration between Great Rivers United Way, University of Wisconsin-La Crosse, Viterbo University, Western Technical College, and more than 175 community agencies. Ugetconnected is a tool for UWL students to use and get involved in the community. It also produces a volunteer resume with room for site leaders to write references and recommend you for other volunteer opportunities. Service learning is a way to get involved in the La Crosse community. Login to the site (<https://uwlax.galaxydigital.com/user/login/>) with your net ID and password.
- The Fraternity and Sorority Life Community (FSL) (<https://www.uwlax.edu/university-centers/orgs/fraternities-sororities/welcome/>) The Fraternity and Sorority Life (FSL) community is rooted in the four pillars of: brotherhood/sisterhood, leadership, service, and academic excellence. These are the core, shared values that all of the social fraternities and sororities have in common. Members of the community engage in a variety of different areas of campus and community development including: partnering with our community philanthropic partner, The Children's Museum of La Crosse, individual philanthropic partnerships, participation in leadership conferences at the local and national level, community service and outreach endeavors, and academic development opportunities. The goal of the FSL community is to empower students to reach their fullest potential by living the values of their organization every day.
- **The Pride Center** The Pride Center provides education, advocacy, support, outreach, and resources to UW-La Crosse LGBTQIA+ students, faculty, staff, and their allies. We work collaboratively to improve the campus climate and to foster a sense of belonging for all LGBTQIA+ students, faculty, and staff.

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.

University theatre

608.785.6701

Box Office: 608.785.8522

www.uwlax.edu/theatre-arts/ (<http://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

Degree Requirements - Undergraduate

- Undergraduate program lengths (p. 64)
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- B.A. or B.S. in general studies (p. 68)
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Undergraduate program lengths

The University of Wisconsin-La Crosse's baccalaureate degrees (Bachelor of Arts or Bachelor of Science) are typically four-year programs (120 credit minimum). The associate degree program (Associate of Arts) is typically a two-year program (60 credit minimum).

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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 credits² beyond the first degree. Students with a previously earned baccalaureate degree from another regionally accredited institution 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 wishing to use credits from their first degree to fulfill requirements of a second degree must obtain approval from the dean of the college in which they are enrolled. All general education requirements are satisfied by students who have completed the first baccalaureate degree. UW System policy requires that every student complete an ethnic studies course. If this was not done as part of the first degree, it must be fulfilled for the second degree.

Students cannot earn a second baccalaureate degree in the same major (different emphasis) as their first baccalaureate degree.

² Resident credit means credit registered for and earned through UWL.

Second major or minor policy

A graduate who has earned one baccalaureate degree at UWL, who wishes to complete the requirements for another major and/or minor, must meet all professional and major/minor requirements. A notation will be made on the student's transcript that an additional major/minor has been completed. 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 of Arts degree requirements

Candidates for the Associate of Arts 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. Students must earn a minimum of 42 credits of general education courses.
4. New students, and transfer students with 15 or fewer credits earned, must take a first-year seminar course (FYS 100) during one of their first two semesters at UWL.
5. Complete a minimum of 13 credits in general education skills courses. See "Skills" section below.
6. Complete a minimum of 26 credits of general education liberal studies courses. See "Liberal Studies" section below.
7. Complete one two-semester sequence of courses.
8. File an application for the associate degree with the Office of Records and Registration and pay the application fee.

First-Year Seminar

This course meets the UW System shared learning goal of "Individual, Social and Environmental Responsibility."

(Must be completed in the student's first two semesters at UWL.)

Code	Title	Credits
FYS 100	First-Year Seminar	3

Skills

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

Literacy: Tools for skilled communication

All courses in this category meet the UW System shared learning goal of "Effective Communication."

(Six credits required)

Code	Title	Credits
ENG 110	College Writing	3
or ENG 112	College Writing AP (Advanced Placement)	
CST 110	Communicating Effectively	3

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

All courses in this category meet the UW System shared learning goal of "Critical and Creative Thinking Skills." The mathematics courses also meet the UW System shared learning goal of "Knowledge of the Natural World," and the language courses also meet the UW System shared learning goal of "Intercultural Knowledge and Competence."

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

Code	Title	Credits
Mathematics		
MTH 115	Mathematics for Early Childhood and Elementary Teachers I	3
MTH 116	Mathematics for Early Childhood and Elementary Teachers II	2
MTH 123	Mathematics for Decision Making	4
MTH 135	Mathematics for Elementary Teachers I	4
MTH 136	Mathematics for Elementary Teachers II	4
MTH 150	College Algebra	4
or MTH 151	Precalculus	
MTH 160	Mathematics for Business	4
MTH 175	Applied Calculus	4
or MTH 207	Calculus I	
MTH 208	Calculus II	4
MTH 215	Mathematics for Middle School Teachers I	2
MTH 216	Mathematics for Middle School Teachers II	2
MTH 265	Mathematical Models in Biology	4
STAT 145	Elementary Statistics	4
Logical systems and modern language		
ARA 102	Elementary Arabic II	4
ARA 201	Intermediate Arabic I	4
ARA 202	Intermediate Arabic II	4
CHI 102	Chinese in a Global Society II	4
CHI 201	Chinese Language and Culture in Action I	4

CHI 202	Chinese Language and Culture in Action II	4
FRE 102	French in a Global Society II	3
FRE 201	French Language and Cultures in Action I	3
FRE 202	French Language and Cultures in Action II	3
GCL 102	Elementary Languages II	4
GCL 201	Intermediate Languages I	4
GCL 202	Intermediate Languages II	4
GER 102	German in a Global Society II	4
GER 201	German Language and Cultures in Action I	4
GER 202	German Language and Cultures in Action II	3
HMG 204	Hmong Heritage Language: Intermediate	4
JPN 102	Elementary Japanese II	4
JPN 201	Intermediate Japanese I	4
JPN 202	Intermediate Japanese II	4
RUS 102	Russian in a Global Society II	4
RUS 201	Russian Language and Cultures in Action I	4
RUS 202	Russian Language and Cultures in Action II	4
SPA 102	Spanish in a Global Society II	4
SPA 103	Spanish in a Global Society I & II	4
SPA 201	Spanish Language and Cultures in Action I	4
SPA 202	Spanish Language and Cultures in Action II	4
or SPA 221	Introduction to Spanish for the Health Professions	
CS 101	Introduction to Computing	4
CS 115	Introduction to Python Programming	3
CS 120	Software Design I	4
CT 100	Introduction to Computational Thinking	3
MUS 115	Musical Elements: Conventions and Systems	3
PHL 101	Introduction to Logic	3

Liberal studies

Minority cultures or multiracial women's studies

All courses in this category meet the UW System shared learning goals of "Intercultural Knowledge and Competence" and "Individual, Social and Environmental Responsibility." All courses in this category also fulfill the UW System ethnic studies (ES) requirement.

(Minimum of three credits required)

Code	Title	Credits
ANT/RGS 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/RGS 207	Multicultural Literature of the United States	3
ENG/RGS 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	Latinos in the United States: 1450-2000	3
MUS 209	History of Jazz Culture	3
PHL 335	Multicultural Philosophy in the United States	3
POL 205	Women and Politics	3
PSY 283	Psychology of Culture and Race	3
PSY 285	Culture and Mental Health	3

PSY 318	Psychology of Women	3
RGS 100	Race, Gender, Sexuality, and Class	3
SOC 225	Sociology of Race and Ethnicity	3

Science: understanding the natural world

All courses in this category meet the UW System shared learning goals of "Critical and Creative Thinking Skills" and "Knowledge of the Natural World."

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

Code	Title	Credits
Natural laboratory science		
ANT 102	Introduction to Biological Anthropology	4
BIO 100	Biology for the Informed Citizen	4
BIO 105	General Biology	4
CHM 100	Contemporary Chemistry	4
CHM 103	General Chemistry I	5
GEO 101	Earth Environments	4
MIC 100	Microbes and Society	4
PHY 103	Fundamental Physics I	4
PHY 106	Physical Science for Educators	4
PHY 155	Solar System Astronomy	4
PHY 160	Stars, Galaxies and the Universe	4
PHY 203	General Physics I	4
Science, technology and society: emphasizing the role of applied science and technology as agents of change in society		
BIO 102	Contemporary Issues in Biological Sciences	3

International and multicultural studies/self and society

All courses in this category meet the UW System shared learning goal of "Knowledge of Human Cultures," and the global and multicultural studies courses also meet the UW System learning goal of "Intercultural Knowledge and Competence."

(Minimum nine credits required. Must take at least one course each from the world history, global and multicultural studies, and self and society sections)

Code	Title	Credits
World history		
ARC 200	World Archaeology: Origins and Development of Human Culture and Society	3
HIS 110	World History	3
Global and multicultural studies		
ANT/GEO/HIS/ POL/SOC 202	Contemporary Global Issues	3
ANT 212	Search for Economic Justice	3
ART 301	World Art	3
CHI 320	Introduction to Chinese Civilization	3
ECO 120	Global Macroeconomics	3
ECO 212	Search for Economic Justice	3
ENG 208	International Studies in Literature	3
ENG 212	Search for Economic Justice	3
ENV 101	Introduction to Sustainability and Environmental Studies	3

GEO 110	World Cultural Regions	3
GEO 200	Conservation of Global Environments	3
GEO 211	Global Climate Change	3
GEO 340	Polar Environments	3
HIS 110	World History (if not taken for the world history requirement)	3
HIS 360	Women, Gender, and Sexuality in Latin America	3
HMG 304	Hmong Heritage Language: Advanced	4
MIC 130	Global Impact of Infectious Disease	3
MUS 205	Global Cultures in Music	3
PHL 212	Search for Economic Justice	3
PHL 336	International Multicultural Philosophy	3
PHL 349	Asian Philosophy	3
PHY 142	Navigating Global Nuclear Issues	3
POL 212	Search for Economic Justice	3
POL 234	Comparative Politics	3
POL 244	International Relations	3
PSY 282	Cross-Cultural Psychology	3
THA 351	World Theatre	3

Self and society

ANT 101	Human Nature/Human Culture	3
ARC 100	Archaeology: Discovering Our Past	3
ART 215	Introduction to Museum Studies	3
ART 251	Survey of Art History	3
CST 271	Media and Society	3
ECO 110	Microeconomics and Public Policy	3
EDS 203	School, Society, and Teachers	3
ENG 220	Women and Popular Culture	3
FIN 207	Personal Finance	3
GEO 102	Maps and Society	3
GER 398	German Thinkers and Popular Culture	3
PH 200	Introduction to Public Health	3
PHL 120	Introduction to Ethics and Society: The Person and the Community	3
POL 101	American National Government	3
POL 102	State and Local Government	3
PSY 100	General Psychology	3
PUB 210	Contemporary Issues in Government	3
RGS/SOC 150	Introduction to Social Justice	3
RGS 307	Ethnic, Racial, and Gender Stereotypes in the Media	3
SOC 110	Introduction to Sociology	3
SOC 120	Social Problems	3
THA 130	Multicultural U.S. Drama and Theory	3
THA/ECO 376	Economics of Art and Entertainment	3

Humanistic studies and the arts

All courses in this category meet the UW System shared learning goal of "Knowledge of Human Cultures."

(Minimum of seven credits required. One course must be from literature. Two courses must be from the arts: the aesthetic experience section)

Code	Title	Credits
Literature		
CHI 305	Introduction to Modern Chinese Literature	3

ENG 200	Literature and Human Experience	3
ENG 201	American Literature before 1865	3
ENG 202	American Literature after 1865	3
ENG 203	British Literature before 1800	3
ENG 204	British Literature after 1800	3
ENG 205	Western Literature before 1700	3
ENG 206	Western Literature after 1700	3
FRE 395	French Literary Voices in English	3
GCL 299	Global Literature in Translation	3
GER 399	German Literature in Translation	3
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
RUS 305	Golden Age Russian Literature and Culture	3
Arts: the aesthetic experience		
ART 102	Art Appreciation	2
ART 160	General Art Foundations	3
ART 172	Photography Survey	3
ART 272	Photography and Imaging I	4
ART 302	Visual Language in the Global Classroom	3
ART 332	Themes of Contemporary Art	3
ESS 104	Dance Appreciation	2
MUS 100	Screaming Eagles Marching Band I	1
MUS 103	Concert Band I	1
MUS 105	Music Appreciation	2
MUS 106	Concert Choir I	1
MUS 110	The Listening Experience in Music	3
MUS 123	Treble Chorus I	1
MUS 134	Jazz Ensemble I	1
MUS 140	Wind Ensemble I	1
MUS 144	Symphonic Band I	1
MUS 156	Orchestra I	1
MUS 158	Choral Union I	1
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

Health and well-being

All courses in this category meet the UW System shared learning goal of "Individual, Social and Environmental Responsibility."

(One course required)

Code	Title	Credits
HED 207	Youth Health Issues	3
HP 105	Analysis of Health, Wellness and Disease for the Health Care Consumer	3
HPR 105	Creating A Healthy, Active Lifestyle	3
MIND 110	Introduction to Mindfulness	3
REC 150	Leisure, Quality of Life, and Well Being	3

Two-semester sequence of courses

(One two-semester sequence required)

Code	Title	Credits
ACC 221 & ACC 222	Accounting Principles I and Accounting Principles II	6
ARC 331 & ARC 332	The Ancient Greek World and Ancient Rome and the Mediterranean	6
ART 162 & ART 205	Drawing Foundations and Painting Media I	8
ART 162 & ART 218	Drawing Foundations and Print Media I	8
ART 162 & ART 262	Drawing Foundations and Drawing II	8
ART 206 & ART 308	Introduction to Digital Art and Design for Non-Art Majors and Intermediate Digital Art and Design	8
ART 207 & ART 308	Introduction to Digital Art and Design and Intermediate Digital Art and Design	8
ART 213 & ART 316	Ceramics for Non-Art Majors and Intermediate Ceramics	8
ART 214 & ART 314	Introduction to Sculpture and Intermediate Sculpture	8
ART 216 & ART 316	Introduction to Ceramics and Intermediate Ceramics	8
ART 221 & ART 320	Introduction to Metalsmithing and Intermediate Metalsmithing: Forging and Raising	8
ART 221 & ART 321	Introduction to Metalsmithing and Intermediate Metalsmithing	8
ART 222 & ART 320	Metalsmithing for Non-Art Majors and Intermediate Metalsmithing: Forging and Raising	8
ART 222 & ART 321	Metalsmithing for Non-Art Majors and Intermediate Metalsmithing	8
ART 223 & ART 323	Introduction to Blacksmithing and Intermediate Blacksmithing	8
ART 272 & ART 372	Photography and Imaging I and Photography and Imaging II	8
BIO 105 & BIO 203	General Biology and Organismal Biology	8
BIO 105 & MIC 230	General Biology and Fundamentals of Microbiology	8
BIO 312 & BIO 313	Human Anatomy and Physiology I and Human Anatomy and Physiology II	8
CHM 103 & CHM 104	General Chemistry I and General Chemistry II	10
CS 120 & CS 220	Software Design I and Software Design II	8
CST 110 & CST 271	Communicating Effectively and Media and Society	6
ECO 110 & ECO 120	Microeconomics and Public Policy and Global Macroeconomics	6
ENG 200 & ENG 302	Literature and Human Experience and Intermediate Topics in Literature	6
ENG 201 & ENG 202	American Literature before 1865 and American Literature after 1865	6
ENG 203 & ENG 204	British Literature before 1800 and British Literature after 1800	6

ENG 205 & ENG 206	Western Literature before 1700 and Western Literature after 1700	6	PHY 103 & PHY 104	Fundamental Physics I and Fundamental Physics II	8
ENG 301 & ENG 311	Foundations for Literary and Cultural Studies and Critical Theory	6	PHY 203 & PHY 204	General Physics I and General Physics II	8
ENG 303 & ENG 333	Special Topics in Writing and Rhetoric Studies and Introduction to Writing and Rhetoric Studies	6	POL 101 & POL 221	American National Government and The American Legal System	6
ENG 325 & ENG 326	Multimedia News Writing and Editing and Feature and Specialized Writing	6	POL 101 & POL 301	American National Government and American Presidency	6
ENG 332 & ENG 331	Introduction to Linguistics: Phrases and Sentences and Introduction to Linguistics: Sounds and Words	6	POL 101 & POL 302	American National Government and Legislative Process	6
ENG 335 & ENG 307	Introduction to Professional and Technical Writing and Writing for Management, Public Relations and the Professions	6	POL 101 & POL 306	American National Government and Judicial Process	6
ENG 335 & ENG 308	Introduction to Professional and Technical Writing and Technical Writing	6	POL 202 & POL 344	Contemporary Global Issues and Global Governance	6
ERS 100 & RGS 307	Introduction to Ethnic and Racial Studies and Ethnic, Racial, and Gender Stereotypes in the Media	6	POL 202 & POL 345	Contemporary Global Issues and International Law	6
RGS 100 & RGS 307	Race, Gender, Sexuality, and Class and Ethnic, Racial, and Gender Stereotypes in the Media	6	POL 234 & POL 330	Comparative Politics and Politics of Developing Areas	6
ESS 205 & ESS 206	Human Anatomy and Physiology for Exercise Science I and Human Anatomy and Physiology for Exercise Science II	6	POL 234 & POL 333	Comparative Politics and Asian Government and Politics	6
GEO 101 & GEO 221	Earth Environments and Weather and Climate	8	POL 234 & POL 334	Comparative Politics and Post-Communist Politics	6
GEO 101 & GEO 222	Earth Environments and Earth Surface Processes and Landforms	8	POL 234 & POL 336	Comparative Politics and Middle Eastern Government and Politics	6
HIS 110 & HIS 202	World History and Contemporary Global Issues	6	POL 234 & POL 337	Comparative Politics and African Government and Politics	6
HIS 230 & HIS 240	Survey of Ancient and Medieval Worlds and Survey of Europe	6	POL 234 & POL 338	Comparative Politics and European Government and Politics	6
HIS 318 & HIS 393	Exhibition Development and Design I and Material Culture	6	POL 251 & POL 350	Political Theory and American Political Theory	6
HIS 330 & HIS 326	History of Religions and Modern Christianity	6	POL 251 & POL 351	Political Theory and Classical Political Theory	6
HIS 330 & HIS 327	History of Religions and History of Buddhism	6	POL 251 & POL 353	Political Theory and Modern and Contemporary Political Theory	6
HIS 330 & HIS 328	History of Religions and History of Hinduism	6	POL 251 & POL 355	Political Theory and Political Ideologies	6
HIS 330 & HIS 329	History of Religions and History of Islam	6	PSY 100 & PSY 212	General Psychology and Lifespan Development	6
HIS 331 & HIS 332	The Ancient Greek World and Ancient Rome and the Mediterranean	6	PSY 100 & PSY 204	General Psychology and Abnormal Psychology	6
HIS 334 & HIS 335	Themes in Chinese History and History of China	6	PSY 100 & PSY 241	General Psychology and Social Psychology	6
HIS 341 & HIS 342	Nineteenth Century Latin America and Twentieth Century Latin America	6	PSY 100 & PSY 205	General Psychology and Effective Behavior	6
HIS 363 & HIS 364	Modern South Asia and Gandhi and the World	6	PSY 100 & PSY 356	General Psychology and Infancy and Childhood	6
MTH 207 & MTH 208	Calculus I and Calculus II	9	PSY 204 & PSY 212	Abnormal Psychology and Lifespan Development	6
MUS 266 & MUS 366	Theory of Music I and Theory of Music II	6	THA 250 & THA 350	Theatre Studies I: Antiquity to the 18th Century and Theatre Studies II: 19th Century to the Present	6
PHL 205 & PHL 206	History of Ancient Philosophy and History of Modern Philosophy	6			

Bachelor of Arts or Bachelor of Science in general studies

The General Studies Program allows students to complete a UWL Bachelor of Arts or Bachelor of Science degree through the College of Arts, Social Sciences, and Humanities (CASSH). It is designed for students who are advanced in their credits and in need of an efficient way to complete a bachelor's degree without a disciplinary focus. The

general studies major is only available to students who have been accepted to this program and is not recommended for most UWL students.

Admission

Eligibility to apply

Students can apply for admittance to the University of Wisconsin-La Crosse General Studies Program if they are:

- A current or former UWL student and
 - have earned at least 90 undergraduate credits accepted at UWL;
 - have never received a bachelor's or higher degree from any institution, including UWL;
 - are current UWL students with a declared major in any UWL school/college (CBA, CASSH, CSH, or SOE) or are former UWL students who left without completing a degree, and have not subsequently earned a bachelor's or higher degree at another institution. Former UWL students must complete and submit the UW System application as a reentry student.

Application process

A student from any UWL college/school interested in the General Studies Program must complete an application and correspond with the Academic Services Director (ASD) of the College of Arts, Social Sciences, & Humanities (CASSH), who will consult with the student's advisor, the ASD of the school/college of the student (if not CASSH), and may consult with other applicable unit(s). If the ASD denies the application, the student may appeal to the Dean of CASSH. The Dean's decision is final.

Candidates will be admitted for a Bachelor of Arts (B.A.) in general studies if their general education credits more appropriately align with the B.A. requirements of the college or a Bachelor of Science (B.S.) in general studies if their credits more appropriately align with the B.S. requirements of the college.

Requirements

To complete the General Studies Program, students

- must be admitted through the general studies application process as noted above;
- must complete all UWL requirements for a UWL bachelor's degree, including but not limited to:
 - general education requirements,
 - at least one ethnic studies (diversity) course,
 - at least 40 credits earned in 300/400-level courses. Transfer courses earned or transferred at the 300/400-level apply to this requirement.
 - 120 earned semester credits,
 - 2.0 minimum UWL cumulative GPA,
 - 2.0 minimum UWL GPA in major and/or minor,
 - at least 30 semester credits in residence at UWL,
 - the last 24 credits to be applied toward a degree must be earned as resident credits. Resident credit means credit registered for and earned through UWL. The CASSH academic dean may give permission for seniors to earn not more than the last ten credits at another institution.
- are encouraged to complete a minor or certificate if possible.

Students accepted into the program are exempt from college core requirements.

Re-entry into program

If a student in this program leaves UWL and re-enters under a new catalog year, they must be readmitted to the General Studies Program before they can finish it.

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/degree/requirements/Special_Degree_Options_Policy.pdf) for UWL's specific procedures.

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 UW-La Crosse General Education Program consists of three major components: First-Year Seminar, Skills, and Liberal Studies. The First-Year Seminar introduces first-year students to the concept of a liberal arts education and teaches strategies for achieving success in college. 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 42 credits of general education courses.
2. Students must earn the minimum credits within each category.
3. New students, and transfer students with 15 or fewer credits earned, must take a first-year seminar course (FYS 100) during one of their first two semesters at UWL.
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.

First-Year Seminar (GE 00)

(Must be completed in the student's first two semesters at UWL.)

Introductory college seminars are proven to have a high impact on first-year students by introducing them to the concept of a liberal arts education and teaching strategies for achieving success in college. This course focuses on a thought-provoking topic and allows students to work closely with the instructor and other students to explore college-level inquiry. The course also includes lessons designed to support the academic transition to college, including topics such as study skills, career planning, and leadership and involvement.

Code	Title	Credits
FYS 100	First-Year Seminar	3

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.

Code	Title	Credits
CST 110	Communicating Effectively	3
ENG 110 or ENG 112	College Writing College Writing AP (Advanced Placement)	3

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 college core). See the class timetable (<http://www.uwlax.edu/Records/Registration-Tips-and-Tricks/>) for information on offerings each semester.

The following departments/majors have writing-in-the-major programs: archaeology, archaeology cultural anthropology emphasis, art, biology, biochemistry, chemistry, clinical lab science (including the dual degree in clinical lab science/clinical microbiology), communication studies, computer engineering, computer science, economics, educational studies, English: literary and cultural studies emphasis, English: medical professions emphasis, English: writing and rhetoric emphasis, exercise and sport science, global cultures and languages, mathematics, microbiology, music, occupational therapy, physics, political science/public administration, psychology, public health and community health education, radiologic science: radiation therapy emphasis, recreation management/therapeutic recreation, sociology, STEP majors (biology: science education, chemistry: science education, physics: science education, mathematics education, English education, broadfield social studies education, broadfield social studies education: history concentration, broadfield social studies education: political science concentration, and broadfield social studies education: sociology concentration), 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.

The following majors are exempt from the writing-in-the-major requirement: radiologic science: diagnostic medical sonography with echocardiography/vascular emphasis, radiologic science: diagnostic medical sonography with general/vascular emphasis, and radiologic science: radiologic technology emphasis. Students in these majors are exempt from the General Education Program's writing emphasis requirements and will instead be expected to meet the writing requirements from the accredited off-campus curriculum.

Writing emphasis courses do not count toward the 42 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 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.¹

Code	Title	Credits
Mathematics		
At least one course required - minimum three credits; not both MTH 150 and MTH 151; not both MTH 175 and MTH 207.		
MTH 115	Mathematics for Early Childhood and Elementary Teachers I	3
MTH 116	Mathematics for Early Childhood and Elementary Teachers II	2
MTH 123	Mathematics for Decision Making	4
MTH 135	Mathematics for Elementary Teachers I	4
MTH 136	Mathematics for Elementary Teachers II	4
MTH 150 or MTH 151	College Algebra Precalculus	4
MTH 160	Mathematics for Business	4
MTH 175 or MTH 207	Applied Calculus Calculus I	4-5
MTH 208	Calculus II	4
MTH 215	Mathematics for Middle School Teachers I	2
MTH 216	Mathematics for Middle School Teachers II	2
MTH 265	Mathematical Models in Biology	4
STAT 145	Elementary Statistics	4
Languages and other logical systems ¹		
ARA 102	Elementary Arabic II	4
ARA 201	Intermediate Arabic I	4
ARA 202	Intermediate Arabic II	4
CHI 102	Chinese in a Global Society II	4
CHI 201	Chinese Language and Culture in Action I	4
CHI 202	Chinese Language and Culture in Action II	4
FRE 102	French in a Global Society II	3
FRE 201	French Language and Cultures in Action I	3
FRE 202	French Language and Cultures in Action II	3
GCL 102	Elementary Languages II	4
GCL 201	Intermediate Languages I	4
GCL 202	Intermediate Languages II	4
GER 102	German in a Global Society II	4
GER 201	German Language and Cultures in Action I	4
GER 202	German Language and Cultures in Action II	3
HMG 204	Hmong Heritage Language: Intermediate	4
JPN 102	Elementary Japanese II	4
JPN 201	Intermediate Japanese I	4
JPN 202	Intermediate Japanese II	4
RUS 102	Russian in a Global Society II	4
RUS 201	Russian Language and Cultures in Action I	4
RUS 202	Russian Language and Cultures in Action II	4
SPA 102	Spanish in a Global Society II	4
SPA 103	Spanish in a Global Society I & II	4
SPA 201	Spanish Language and Cultures in Action I	4
SPA 202 or SPA 221	Spanish Language and Cultures in Action II Introduction to Spanish for the Health Professions	4
ESL 250	Oral English Skills: Issues and Controversies in the U.S. ¹	4
ESL 251	Written English Skills: Reading about Data ¹	3

ESL 252	Written English Skills: Researching Your Community ¹	4
ESL 253	Oral English Skills: The Culture of Food ¹	3
CS 101	Introduction to Computing	4
CS 115	Introduction to Python Programming	3
CS 120	Software Design I	4
CT 100	Introduction to Computational Thinking	3
MUS 115	Musical Elements: Conventions and Systems	3
PHL 101	Introduction to Logic	3

¹ Non-native speakers of English may satisfy the Languages and Other Logical Systems requirement by providing English proficiency evidence acceptable for admission to UWL as a degree seeking student. These exams do NOT provide college credit but will suffice to satisfy the Languages and Other Logical Systems requirement above. Students utilizing the exam option will still need to complete a minimum of 42 credits applicable to the general education program. Non-native speakers of English may also satisfy the modern language option (Languages and Other Logical Systems) by completing English as a Second Language (ESL) courses, 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to achieve this general education outcome with English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses.

Non-native speakers should NOT enroll in a 101, 102, 201, or 202 level course taught in their native language.

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.

Code	Title	Credits
ANT/RGS 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/RGS 207	Multicultural Literature of the United States	3

ENG/RGS 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	Latinos in the United States: 1450-2000	3
MUS 209	History of Jazz Culture	3
PHL 335	Multicultural Philosophy in the United States	3
POL 205	Women and Politics	3
PSY 283	Psychology of Culture and Race	3
PSY 285	Culture and Mental Health	3
PSY 318	Psychology of Women	3
RGS 100	Race, Gender, Sexuality, and Class	3
SOC 225	Sociology of Race and Ethnicity	3

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.

Code	Title	Credits
World history (one course required)		
ARC 200	World Archaeology: Origins and Development of Human Culture and Society	3
HIS 110	World History	3
Global and multicultural studies (one course required)		
ANT/GEO/HIS/ POL/SOC 202	Contemporary Global Issues	3
ANT 212	Search for Economic Justice	3
ART 301	World Art	3
CHI 320	Introduction to Chinese Civilization	3
ECO 120	Global Macroeconomics	3
ECO 212	Search for Economic Justice	3
ENG 208	International Studies in Literature	3
ENG 212	Search for Economic Justice	3
ENV 101	Introduction to Sustainability and Environmental Studies	3
GEO 110	World Cultural Regions	3
GEO 200	Conservation of Global Environments	3
GEO 211	Global Climate Change	3
GEO 340	Polar Environments	3
HIS 110	World History (if not taken for the world history requirement)	3
HIS 360	Women, Gender, and Sexuality in Latin America	3
HMG 304	Hmong Heritage Language: Advanced	4
MIC 130	Global Impact of Infectious Disease	3
MUS 205	Global Cultures in Music	3
PHL 212	Search for Economic Justice	3
PHL 336	International Multicultural Philosophy	3
PHL 349	Asian Philosophy	3

PHY 142	Navigating Global Nuclear Issues	3
POL 212	Search for Economic Justice	3
POL 234	Comparative Politics	3
POL 244	International Relations	3
PSY 282	Cross-Cultural Psychology	3
THA 351	World Theatre	3

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.

Code	Title	Credits
Natural laboratory science		
ANT 102	Introduction to Biological Anthropology	4
BIO 100	Biology for the Informed Citizen	4
BIO 105	General Biology	4
CHM 100	Contemporary Chemistry	4
CHM 103	General Chemistry I	5
GEO 101	Earth Environments	4
MIC 100	Microbes and Society	4
PHY 103	Fundamental Physics I	4
PHY 106	Physical Science for Educators	4
PHY 155	Solar System Astronomy	4
PHY 160	Stars, Galaxies and the Universe	4
PHY 203	General Physics I	4
Science, technology and society: emphasizing the role of applied science and technology as agents of change in society		
BIO 102	Contemporary Issues in Biological Sciences	3

Self and society: understanding oneself and the social world (GE 06)

Each person, although unique, lives in a social world that exerts profound influence upon his or her attitudes, values, and behavior. It is important to gain a sound understanding of oneself in relation to others and an understanding of the social institutions that people create and which serve to influence our lives. Courses in this area focus on the study of human behavior and social institutions.

Minimum of three credits required.

Code	Title	Credits
ANT 101	Human Nature/Human Culture	3
ARC 100	Archaeology: Discovering Our Past	3
ART 215	Introduction to Museum Studies	3
ART 251	Survey of Art History	3
CST 271	Media and Society	3
ECO 110	Microeconomics and Public Policy	3
ECO/THA 376	Economics of Art and Entertainment	3
EDS 203	School, Society, and Teachers	3

ENG 220	Women and Popular Culture	3
FIN 207	Personal Finance	3
GEO 102	Maps and Society	3
GER 398	German Thinkers and Popular Culture	3
PH 200	Introduction to Public Health	3
PHL 120	Introduction to Ethics and Society: The Person and the Community	3
POL 101	American National Government	3
POL 102	State and Local Government	3
PSY 100	General Psychology	3
PUB 210	Contemporary Issues in Government	3
RGS/SOC 150	Introduction to Social Justice	3
RGS 307	Ethnic, Racial, and Gender Stereotypes in the Media	3
SOC 110	Introduction to Sociology	3
SOC 120	Social Problems	3
THA 130	Multicultural U.S. Drama and Theory	3

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.

Code	Title	Credits
Literature		
CHI 305	Introduction to Modern Chinese Literature	3
ENG 200	Literature and Human Experience	3
ENG 201	American Literature before 1865	3
ENG 202	American Literature after 1865	3
ENG 203	British Literature before 1800	3
ENG 204	British Literature after 1800	3
ENG 205	Western Literature before 1700	3
ENG 206	Western Literature after 1700	3
FRE 395	French Literary Voices in English	3
GCL 299	Global Literature in Translation	3
GER 399	German Literature in Translation	3
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
RUS 305	Golden Age Russian Literature and Culture	3

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.

Code	Title	Credits
ART 102	Art Appreciation	2
ART 160	General Art Foundations	3
ART 172	Photography Survey	3
ART 272	Photography and Imaging I	4
ART 302	Visual Language in the Global Classroom	3
ART 332	Themes of Contemporary Art	3
ESS 104	Dance Appreciation	2
MUS 100	Screaming Eagles Marching Band I	1
MUS 103	Concert Band I	1
MUS 105	Music Appreciation	2-3
or MUS 110	The Listening Experience in Music	
MUS 106	Concert Choir I	1
MUS 123	Treble Chorus I	1
MUS 134	Jazz Ensemble I	1
MUS 140	Wind Ensemble I	1
MUS 144	Symphonic Band I	1
MUS 156	Orchestra I	1
MUS 158	Choral Union I	1
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

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.

Code	Title	Credits
HED 207	Youth Health Issues	3
HP 105	Analysis of Health, Wellness and Disease for the Health Care Consumer	3
HPR 105	Creating A Healthy, Active Lifestyle	3
MIND 110	Introduction to Mindfulness	3
REC 150	Leisure, Quality of Life, and Well Being	3

College of Arts, Social Sciences, and Humanities/School of Visual and Performing Arts

Dean - Karl Kunkel
Associate Dean - Marie Moeller
138 Wimberly Hall; 608.785.8113

College Academic Services Director - Britta Osborne
137 Wimberly Hall; 608.785.8113

www.uwlax.edu/cassh (<http://www.uwlax.edu/CASSH/>)

The College of Arts, Social Sciences, and Humanities (CASSH) includes departments and programs in the humanities, social sciences, and interdisciplinary studies, as well as the artistic disciplines within School of Visual and Performing Arts (VPA) (<http://www.uwlax.edu/vpa/>). CASSH continues the established liberal arts tradition of providing pathways leading to the Bachelor of Arts or the Bachelor of Science degree.

CASSH—as the key to global citizenship—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 develop 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.

CASSH faculty and staff are committed to maintaining academic integrity and high ethical standards. CASSH, 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 Arts, Social Sciences, and Humanities 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.

Department/units (p. 75)	Majors and minors (p. 75)
CASSH core requirements (p. 76)	

CASSH progress toward degree policy (p. 78)	CASSH graduation requirements (p. 78)

Joint institution programs (p. 78)

Departments/units

- Archaeology and Anthropology
- Art¹
- Communication Studies
- English
- Global Cultures and Languages
- History
- Military Science
- Music¹

- Philosophy
- Political Science and Public Administration
- Psychology
- Race, Gender, and Sexuality Studies
- Sociology and Criminal Justice
- Student Affairs Administration (graduate only)
- Theatre and Dance¹

¹ Housed in the School of Visual and Performing Arts

Degrees offered

- Bachelor of Arts
- Bachelor of Science
- Master of Science in Education (see graduate catalog)
- Master of Science (see graduate catalog)
- Education Specialist (see graduate catalog)
- Doctor of Education (see graduate catalog)

Majors and minors

B.A. = Bachelor of Arts B.S.= Bachelor of Science m = minor

- Archaeology and Anthropology (p. 79)
 - Anthropology (m)
 - Archaeological Studies (B.A., B.S., m)
 - Archaeological Studies w/Cultural Anthropology Emphasis (B.A., B.S.)
- Art (p. 95)¹ (B.A., B.S., m)
 - Art Education (B.S.)
 - Art History (m)
 - Art Therapy (m)
 - Photography (m)
- Broadfield Social Studies Education (p. 105) (teacher certification program only)
 - Broadfield Social Studies Education (B.S.)
 - Broadfield Social Studies Education: History Concentration (B.S.)
 - Broadfield Social Studies Education: Political Science Concentration (B.S.)
 - Broadfield Social Studies Education: Sociology Concentration (B.S.)
- Communication Studies (p. 119)
 - Digital Media Studies & Design (m)
 - Interpersonal Communication (B.A., B.S., m)
 - Leadership Development (m)
 - Media Studies (B.A., B.S., m)
 - Organizational & Professional Communication (B.A., B.S., m)
 - Public Communication & Advocacy (B.A., B.S., m)
- Economics (p. 145) (B.A., B.S., m)
- English (p. 150)
 - Creative Writing (m)
 - English w/Literary & Cultural Studies Emphasis (B.A., m)
 - English w/Medical Professions Emphasis (B.A., B.S.)
 - English w/Writing & Rhetoric Studies Emphasis (B.A.)
 - English Education (B.S.)
 - English Language & Literature (m)
 - Linguistics (m)
 - Professional & Technical Writing (m)

- Global Cultures and Languages (p. 171)
 - Chinese Studies (m)
 - French (B.A., m)
 - French w/Business Concentration (B.A.)
 - French Education (B.S.)
 - French Education with Teaching English to Speakers of Other Languages (B.S.)
 - German Studies (B.A., m)
 - German Studies w/Business Concentration (B.A.)
 - Spanish (B.A., m)
 - Spanish Education (B.S.)
 - Spanish Education with Teaching English to Speakers of Other Languages (B.S.)
- History (p. 202)
 - (p. 202)History (m)
 - History w/Regional History Emphasis (B.A., B.S.)
 - History w/Topical Emphasis (B.A., B.S.)
 - History w/World Emphasis (B.A., B.S.)
- International and Global Studies (p. 227) (m)
- Military Science (p. 229) (m)
- Music (p. 230)¹
 - Jazz Performance Emphasis (B.A., B.S.)
 - Music (m)
 - Music Education: Choral and General Music Emphasis (B.S.)
 - Music Education: Instrumental and General Music Emphasis (B.S.)
 - Music Theory Emphasis (B.A., B.S.)
 - Music Performance (m)
 - Performance Emphasis (B.A., B.S.)
 - Piano Pedagogy (B.A., B.S.)
- Philosophy (p. 258) (B.A., B.S., m)
 - Ethics (m)
- Political Science and Public Administration (p. 264)
 - (p. 264)Legal Studies (m)
 - Political Science (B.A., B.S., m)
 - Public Administration (B.A., B.S., m)
- Psychology (p. 277) (B.A., B.S., m)
 - At-Risk Child & Youth Care (m)
 - Neuroscience (interdisciplinary) (m)
- Race, Gender, and Sexuality Studies (p. 286) (B.A., B.S., m)
 - Social Justice (m)
- Sociology (p. 296) (B.A., B.S., m)
 - Criminal Justice (m)
- Sustainability and Environmental Studies (p. 303) (m)
- Theatre and Dance (p. 304)¹
 - Arts Administration Emphasis (B.A., B.S., m)
 - Dance (m)
 - Design/Technical Emphasis (B.A., B.S., m)
 - General Emphasis (B.A., B.S., m)
 - Musical Theatre Emphasis (B.A., B.S.)
 - Performance Emphasis (B.A., B.S., m)
 - Stage Management Emphasis (B.A., B.S., m)

Certificate Programs

- Chinese Proficiency (p. 200)
- French Proficiency (p. 200)

- Gerontology (p. 170)
- Hmong and Hmong-American Studies (p. 295)
- Human Rights and Criminal Justice (p. 302)
- Professional and Technical Writing (p. 169)
- Russian Studies (p. 200)
- Society, Health, and Medicine (p. 302)
- Spanish for Business and Organizations (p. 201)
- Spanish for the Health Professions (p. 201)

Pre-Professional Programs

- Pre-Law (p. 264)

¹ Housed in the School of Visual and Performing Arts

Advising

All students in the College of Arts, Social Sciences, and Humanities/School of Visual and Performing Arts 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 dean's academic services office to review progress toward the degree during their junior year.

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
JPN 202	Intermediate Japanese II	
RUS 202	Russian Language and Cultures in Action II	
SPA 202	Spanish Language and Cultures in Action II	
	or SPA 221 Introduction to Spanish for the Health Professions	

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office 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 global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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 Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/>) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH alternative (ENV 101, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a global cultures and languages course 102 level or higher.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.

CASSH/VPA assurance of progress to degree after 60 credits policy

The College of Arts, Social Sciences, and Humanities/School of Visual and Performing Arts is committed to student success and completion of a baccalaureate degree in a timely manner. Students must have a declared academic major^{1,2} after the completion of 60 credits. Students who do not meet this requirement will (1) have an advising hold placed on their registration for the next semester; (2) be required to make an appointment with the Academic Services Director in the College of Arts, Social Sciences, and Humanities Dean's Office to discuss plans for degree completion and to request removal of the advising hold.

¹ Undeclared is not an academic major.

² Pre-professional tracks are not academic majors.

Graduation/degree requirements

A student in the College of Arts, Social Sciences, and Humanities/School of Visual and Performing Arts 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-level courses), general education program requirements, college core requirements, and major program requirements.

Joint institution programs

International joint program in English: The College of Arts, Social Sciences, & Humanities administers a joint degree program with Guangxi Normal University (GXNU), China and South Central University of Nationalities (SCUN), China. Chinese students at GXNU or SCUN 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's degree in English by the authorities of GXNU or SCUN and the conferring of the Bachelor of Arts degree with a major in English (emphasis in writing and rhetoric) by UW-La Crosse.

Articulation agreements between Western Technical College and UW-La Crosse facilitate the transfer of credit between the two institutions. There is a clear and direct path to the Psychology program, with additional majors to be added in the near future.

Contact the UWL Admissions Office (<https://www.uwlax.edu/admissions/>) 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 UWL degree, college, and major requirements.

Arts, Social Sciences, & Humanities (CASSH)

www.uwlax.edu/cassh/ (<http://www.uwlax.edu/cassh/>)

Programs in humanities, social sciences, and interdisciplinary studies

At the heart of the College of Arts, Social Sciences, & Humanities 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 arts 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, Global Cultures & Languages, History, and Philosophy. The social sciences are taught in the Departments of Archaeology & Anthropology, Communication Studies, Political Science & Public Administration, Psychology, and Sociology & Criminal Justice. The College of Arts, Social Sciences, & Humanities also offers interdisciplinary opportunities in the Departments of Military Science (ROTC) and Race, Gender, & Sexuality Studies, as well as in child/youth care, criminal justice, digital media and design, sustainability & environmental studies, international & global studies, leadership development, legal studies, neuroscience, and social justice. Interdisciplinary studies combine courses from various humanities, social science, and arts disciplines.

Visual & Performing Arts (VPA)

School of Visual and Performing Arts
Director - Peter Rydberg
138 Wimberly Hall

www.uwlax.edu/vpa/ (<http://www.uwlax.edu/vpa/>)

Programs in visual and performing arts

The School of Visual & Performing Arts (VPA) is comprised of the Departments of Art, Music, and Theatre & Dance. As a collective, the school is dedicated to supporting and enhancing the liberal arts. Programs in the School of Visual & Performing Arts 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 visual and performing arts. Across the school, students are involved in applied and experiential learning, so they spend much of their time in studios and rehearsals developing the skills, processes, and attitudes necessary for professional and personal success. Students in these programs specialize in a particular visual

or performing arts discipline. Upon completion of their program, they have a wide range of occupational and educational choices. Some graduates begin careers in the fine or performing arts. Others enter graduate schools and others choose from a wide range of occupations where their creative skills serve them well. Whatever the career and whatever the future, graduates of the School of Visual & Performing Arts are flexible, adaptable, and disciplined communicators who understand process, problem solving, and professional commitment.

The School of Visual & Performing Arts is housed within the College of Arts, Social Sciences, & Humanities.

Archaeology and Anthropology Department (ARC/ANT)

College of Arts, Social Sciences, and Humanities

Department Chair: Timothy McAndrews

435A Wimberly Hall; 608.785.6774

Email: tmcandrews@uwlax.edu

www.uwlax.edu/archaeology (<http://www.uwlax.edu/archaeology/>)

Departmental mission

The Department of Archaeology and Anthropology at the University of Wisconsin-La Crosse (UWL) is one of the most unique and high-profile departments in the College of Arts, Social Sciences, and Humanities (CASSH). We offer major programs of study in archaeological studies and cultural anthropology and minors in archaeology and anthropology. 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 that take our courses as electives and to students enrolled in our many general education offerings. Beyond this, the Archaeology and Anthropology Department embraces its further obligation to conduct scholarship that serves the needs of our associated communities (both locally and abroad) within the realm of our professional expertise and the availability of our resources.

Additionally, since much of our teaching and research is international in scope, we are dedicated to contributing to the broader university effort to internationalize curriculum, providing students with skills that will help them succeed in an increasingly interconnected world. Specifically, we strive to increase awareness, content knowledge, and empathetic understanding of the complex ways individuals interact with global systems and institutions. In addition to delivering high quality internationalized curriculum on campus, we provide UWL students with innovative and rich international programs abroad which allow them experiential opportunities for global engagement.

Archaeology and anthropology courses align with the mission of liberal studies as part of the university's General Education Program, and our curriculum provides a strong foundation for our major in archaeological studies, our cultural anthropology emphasis, and our minors in anthropology and archaeology. Our faculty also contribute their expertise in courses that serve other programs in need of a more in-depth cross-cultural comparison of human diversity around the globe, of both past and present-day societies. Thus, our curriculum serves to advance the Eagle Advantage core competencies which reflect what national employers identify as critical to success in the workforce:

1. Adaptability in an ever-changing world;
2. Collaboration and leadership;
3. Effective communication;

4. Critical thinking;
5. Digital and technological literacy;
6. Embracing diversity, equity, and inclusion;
7. Accountability; and
8. Personal and career development.

Our academic programs support student success by delivering on these competencies, and we strive to provide an educational experience that provides the foundation for students to become responsible global citizens.

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 **cultural anthropology emphasis major** is designed 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 anthropology; to provide professional training for students planning careers in anthropology directly after graduation; and to provide elective and service courses for other majors. The **anthropology minor** provides a strong four-field anthropological background for students in all areas of the liberal arts and sciences. Finally, the **archaeological studies minor** provides a solid grounding in anthropological archaeology for students in all areas of the liberal arts and sciences. These academic programs are discussed in more detail below.

Majors

Archaeology: The archaeological studies major 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 a holistic anthropological approach, regional course offerings and a variety of study abroad experiences, a broad exposure to multiple methodological specialties, cutting edge technologies applied to archaeological research, and practical training in the applied field of cultural resource management (CRM) industry.

Most notably, we provide our undergraduate students with practical experience unmatched by other programs elsewhere for three primary reasons:

1. Our close relationship with the Mississippi Valley Archaeology Center (MVAC), which conducts extensive research and public education activities throughout the tri-state region of Wisconsin, Minnesota, and Iowa, provides students with direct exposure to applied archaeology and the kinds of careers they are likely to pursue upon graduation.
2. Our impressive array of intensive international experiences are designed to expose students to different world cultures as well as equip them with practical anthropological and archaeological skills.
3. Our focus on training students in cutting edge technologies that very few programs in the U.S. offer gives students opportunities to develop high-tech skills in field archaeology: 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; and photographic drone for aerial photography and video.

The practical application of the archaeological studies major for students is exhibited in the fact that *U.S. News & World Report* ranked "Archaeologist" 9th on their Top Ten Best Jobs in Science listing for 2023 (<https://money.usnews.com/careers/best-jobs/rankings/best-science-jobs/>).

Cultural Anthropology: The cultural anthropology emphasis major at UWL is designed for students interested in learning more about cross-cultural international issues and gaining employment in international settings and diverse settings in the US. This major program of study combines the holistic, cross-cultural, and comparative perspective of anthropology to the study of human diversity and focuses on concepts, theories, and methods students use to understand contemporary peoples and cultures based upon others' rationales. This major program will also provide students with the knowledge and skills needed to work in diverse environments in the U.S., and to recognize the ways that our own beliefs and practices here in the U.S. are just as cultural as others' beliefs and practices around the world. The practical application of this emphasis for students is exhibited in the fact that *U.S. News & World Report* ranked "Anthropologist" 8th on their Top Ten Best Jobs in Science listing for 2023 (<https://money.usnews.com/careers/best-jobs/rankings/best-science-jobs/>). This ranking is based on expected job growth by the Bureau of Labor Statistics, a competitive average salary, and the growing need for broader cross-cultural understanding in our globalized society.

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, race, 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 suite the individual student's interests.

Careers in archaeology and anthropology

U.S. News & World Report (<http://money.usnews.com/careers/best-jobs/rankings/best-science-jobs/>) has ranked anthropologist and archaeologist among the top careers on their Top 10 Best Science Jobs listing for the last several years. In 2023, anthropologist was ranked #8 and archaeologist was ranked #9. According to the Bureau of Labor Statistics, the median salary for anthropologists and archaeologists is \$61,910 (at the Master's degree level), the unemployment rate is only 3%, and the fields are expected to grow over the next ten years. Students can learn more about the variety of careers paths to pursue at the Department Archaeology and Anthropology's resources for students (<https://www.uwlax.edu/archaeology/resources-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. 70).

2023-24 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 July.

Professor

Timothy McAndrews

Associate Professor

David Anderson

Vincent Her

Amy Nicodemus

Elizabeth Peacock

Teaching Professor

Constance Arzigian

Assistant Teaching Professor

Heather Walder

Administrative Support

Ashley Nowak

Majors

- Archaeological studies major - BA (p. 80)
- Archaeological studies major - BS (p. 84)
- Archaeological studies major: cultural anthropology emphasis - BA (p. 87)
- Archaeological studies major: cultural anthropology emphasis - BS (p. 90)

Minors

- Archaeological studies minor (p. 93)
- Anthropology minor (p. 93)

Honors

- Archaeology honors program (p. 94)
- Cultural anthropology honors program (p. 94)

Archaeological Studies Major - Bachelor of Arts (BA)

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, conducted a comprehensive review of our program and concluded: "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 a holistic anthropological approach, regional course offerings and a variety of study abroad experiences, a broad exposure to multiple methodological specialties, cutting edge technologies applied to archaeological research, and practical training in the applied field of cultural resource management (CRM) industry.

Most notably, we provide our undergraduate students with practical experience unmatched by other programs elsewhere for three primary reasons:

1. Our close relationship with the Mississippi Valley Archaeology Center (MVAC), which conducts extensive research and public education activities throughout the tri-state region of Wisconsin, Minnesota, and Iowa, provides students with direct exposure to applied archaeology and the kinds of careers they are likely to pursue upon graduation.
2. Our impressive array of intensive international experiences are designed to expose students to different world cultures as well as equip them with practical anthropological and archaeological skills.
3. Our focus on training students in cutting edge technologies that very few programs in the U.S. offer gives students opportunities to develop high-tech skills in field archaeology: 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 archaeological field and laboratory research. This ensures that students graduate with both academic and practical job preparation, so they are well prepared to enter the workforce upon graduation or pursue graduate studies in archaeology or anthropology.

Major requirements

(All colleges)

37 credits

Code	Title	Credits
Required courses ¹		
ARC 100	Archaeology: Discovering Our Past	3
ARC 196	Archaeology: An Introduction to Lab and Field Methods	1
ARC 200	World Archaeology: Origins and Development of Human Culture and Society	3
ARC 445	Research Methods in Archaeology	3
ARC 455	Historical and Theoretical Perspectives in Archaeology	3
ARC 489 or ARC 499	Honors Thesis in Archaeology Senior Project/Thesis in Archaeology	3
ARC 402	Field Methods in Archaeology (minimum of six credits)	6
Regional courses		
Select at least two courses (see below)		6

Methods courses

Select at least one course (see below)	3
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 majors or minor may not be applied to the anthropology minor.

Credits that are applied to the archaeology studies major cannot be applied to the archaeology studies major: cultural anthropology emphasis, archaeology minor, or the anthropology minor.

Regional courses (six credits required)

Code	Title	Credits
ARC 280	The Incas and their Ancestors: Archaeology of the Andes	3
ARC 302	Egyptian Hieroglyphs: The Language and Culture of Ancient Egypt	3
ARC 311	European Prehistory	3
ARC/ANT 325	North American Anthropology and Archaeology	3
ARC 350	Independent International Research in Archaeology	1-6
ARC 399	Archaeology Forum	3
ARC 409	Readings and Research in Archaeology	1-3
ARC 498	Seminar in Archaeology	1-3
ARC/ANT 353	Maya Civilization	3
ARC/HIS 295	Pyramids, Temples and Towns! The Archaeology of Ancient Egypt	3
ARC 320	Historical Archaeology	3
ARC/HIS 331	The Ancient Greek World	3
ARC/HIS 332	Ancient Rome and the Mediterranean	3
ARC/HIS 340	Origins of Cities	3
ARC/HIS 365	Ancient Iraq	3
ARC/HIS 366	Ancient Israel	3
ARC/HIS 368	History of Babylonian Language and Culture I	3
ARC/HIS 369	History of Babylonian Language and Culture II	3
ARC/HIS 374	Ancient Turkey	3
ARC/HIS 375	Iran before Islam	3
ARC/HIS 396	Ancient Syria	3
INS 350	Independent International Research	1-6

Methods courses (three credits required)

Code	Title	Credits
ARC 250	Museum Studies	3
ARC 300	Cultural Resources Management	3
ARC 303	Archaeology Lab Methods	3
ARC 345	Zooarchaeology	3
ARC 399	Archaeology Forum	3
ARC 404	Environmental Archaeology	3
ARC 415	Advanced Research Applications in Archaeology	3
ARC 450	Internship in Archaeology	1-15
ARC 498	Seminar in Archaeology	1-3

ARC/ANT 335	Human Skeletal Anatomy and the Anthropological Study of the Dead	3
ARC/ANT 346	Ethnoarchaeology and Experimental Archaeology	3
ARC/ANT 395	Graduate Preparation Seminar	1
GEO 405	Geographic Information System and Science II	3
GEO 410	Geospatial Field Methods	3
GEO 415	Remote Sensing of the Environment I	3

Anthropology courses (six credits required)

Code	Title	Credits
ANT 212	Search for Economic Justice	3
ANT 215	Refugees, Displaced Persons and Transnational Communities	3
ANT/ARC 325	North American Anthropology and Archaeology	3
ANT 366	Anthropology of Food	3
ANT 307	International Development and Culture Change	3
ANT 320	Rites, Rituals and Ceremonies	3
ANT 321	Images, Visual Culture and Anthropology	3
ANT 323	Anthropology of Childhood and Youth	3
ANT 351	Peoples and Cultures of Southeast Asia	3
ANT 354	Peoples and Cultures of Latin America	3
ANT 362	Hmong Americans	3
ANT 370	Medical Anthropology	3
ANT 375	Language, Power, and Inequality	3
ANT 399	Anthropology Forum	3
ANT 401	Ethnographic Methods	4
ANT 409	Readings and Research in Anthropology	1-3
ANT 454	Historical and Theoretical Approaches in Anthropology	3
ANT 499	Seminar in Anthropology	2-3
ARC/ANT 304	Hunter and Gatherer Societies	3
ARC/ANT 305	Indigenous Agricultural Societies: Past and Present	3
ARC/ANT 335	Human Skeletal Anatomy and the Anthropological Study of the Dead	3
ARC/ANT 346	Ethnoarchaeology and Experimental Archaeology	3
HIS/ANT 312	Peoples and Cultures of Eastern Europe and the Former Soviet Union	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. 70)
- College core (p. 82)
- Baccalaureate degree requirements (p. 83)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
JPN 202	Intermediate Japanese II	
RUS 202	Russian Language and Cultures in Action II	
SPA 202	Spanish Language and Cultures in Action II	
	or SPA 221 Introduction to Spanish for the Health Professions	

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their

equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office for eligibility and regulations.

- Two additional courses outside of the student's major in two of the following: humanities, social sciences or fine arts.

B. Humanities track

- One global language course 102 or higher; and
- Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
- One additional course in social sciences or fine arts.

C. Fine arts track

- One global language course 102 or higher; and
- Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
- One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete a second major, minor, or program option by satisfying one of the following:

- Complete a minor (or second major) outside of the student's major program, consisting of at least 18 credits; or
- 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
- 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:

- Fulfill the general education requirements.
- Complete at least one ethnic studies (diversity) course.
- Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
- Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
- At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
- Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
- A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
- 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.
- The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1

Fall	Credits Spring	Credits
ANT 102 (Gen Ed Natural Lab Science)	4 ARC 101	1
CST 110 (Gen Ed Literacy - Oral)	3 Gen Ed Math	4

ARC 196	1 ENG 110 or 112 (Gen Ed Literacy - Written)	3	
ARC 100 (Gen Ed Self & Society)	3 ANT 202 (Gen Ed Global Studies)	3	
FYS 100 (Gen Ed First-Year Seminar)	3 ARC 200 (Gen Ed World History)	3	
14		14	
Year 2			
Fall	Credits Spring	Credits Summer	Credits
CASSH Core Course	3 CASSH Diversity Core Course	3 ARC 402	6
102+ Level Gen Ed/CASSH Core Language ¹	4 ARC Regional Course	3	
Gen Ed Minority Cultures	3 Minor Course	3	
Minor Course	3 Gen Ed Arts	2-3	
ANT Course	3 CASSH Core Course	3	
16		15	6
Year 3			
Fall	Credits Spring	Credits	
ARC 395	1 ARC Regional Course	3	
Gen Ed Humanistic Studies	3 Minor Course	3	
ANT Course	3 University Elective	3	
ARC 445	3 Gen Ed Health & Well Being	3	
CASSH Core Course	3 Gen Ed Arts	2-3	
13		14	
Year 4			
Fall	Credits Spring	Credits	
Minor Course	3 University Elective	3	
Minor Course	3 Minor Course	3	
University Elective	3 University Elective	3	
ARC Methods Course	3 ARC 489 or 499	3	
ARC 455	3 University Elective	1	
15		13	
Total Credits: 120			

¹ **CASSH Core Humanities and Fine Arts Tracks** require 102+ level language. **CASSH Core Language Track** requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

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, conducted a comprehensive review of our program and concluded: "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 a holistic anthropological approach, regional course offerings and a variety of study abroad experiences, a broad exposure to multiple methodological specialties, cutting edge technologies applied to archaeological research, and practical training in the applied field of cultural resource management (CRM) industry.

Most notably, we provide our undergraduate students with practical experience unmatched by other programs elsewhere for three primary reasons:

1. Our close relationship with the Mississippi Valley Archaeology Center (MVAC), which conducts extensive research and public education activities throughout the tri-state region of Wisconsin, Minnesota, and Iowa, provides students with direct exposure to applied archaeology and the kinds of careers they are likely to pursue upon graduation.
2. Our impressive array of intensive international experiences are designed to expose students to different world cultures as well as equip them with practical anthropological and archaeological skills.
3. Our focus on training students in cutting edge technologies that very few programs in the U.S. offer gives students opportunities to develop high-tech skills in field archaeology: 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.

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Major requirements

(All colleges)

37 credits

Code	Title	Credits
Required courses¹		
ARC 100	Archaeology: Discovering Our Past	3
ARC 196	Archaeology: An Introduction to Lab and Field Methods	1
ARC 200	World Archaeology: Origins and Development of Human Culture and Society	3
ARC 445	Research Methods in Archaeology	3
ARC 455	Historical and Theoretical Perspectives in Archaeology	3
ARC 489 or ARC 499	Honors Thesis in Archaeology Senior Project/Thesis in Archaeology	3
ARC 402	Field Methods in Archaeology (minimum of six credits)	6
Regional courses		
Select at least two courses (see below)		6
Methods courses		
Select at least one course (see below)		3
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 majors or minor may not be applied to the anthropology minor.

Credits that are applied to the archaeology studies major cannot be applied to the archaeology studies major: cultural anthropology emphasis, archaeology minor, or the anthropology minor.

Regional courses (six credits required)

Code	Title	Credits
ARC 280	The Incas and their Ancestors: Archaeology of the Andes	3
ARC 302	Egyptian Hieroglyphs: The Language and Culture of Ancient Egypt	3
ARC 311	European Prehistory	3
ARC/ANT 325	North American Anthropology and Archaeology	3
ARC 350	Independent International Research in Archaeology	1-6
ARC 399	Archaeology Forum	3
ARC 409	Readings and Research in Archaeology	1-3
ARC 498	Seminar in Archaeology	1-3
ARC/ANT 353	Maya Civilization	3
ARC/HIS 295	Pyramids, Temples and Towns! The Archaeology of Ancient Egypt	3
ARC 320	Historical Archaeology	3
ARC/HIS 331	The Ancient Greek World	3
ARC/HIS 332	Ancient Rome and the Mediterranean	3
ARC/HIS 340	Origins of Cities	3
ARC/HIS 365	Ancient Iraq	3
ARC/HIS 366	Ancient Israel	3
ARC/HIS 368	History of Babylonian Language and Culture I	3
ARC/HIS 369	History of Babylonian Language and Culture II	3
ARC/HIS 374	Ancient Turkey	3
ARC/HIS 375	Iran before Islam	3
ARC/HIS 396	Ancient Syria	3
INS 350	Independent International Research	1-6

Methods courses (three credits required)

Code	Title	Credits
ARC 250	Museum Studies	3
ARC 300	Cultural Resources Management	3
ARC 303	Archaeology Lab Methods	3
ARC 345	Zooarchaeology	3
ARC 399	Archaeology Forum	3
ARC 404	Environmental Archaeology	3
ARC 415	Advanced Research Applications in Archaeology	3
ARC 450	Internship in Archaeology	1-15
ARC 498	Seminar in Archaeology	1-3
ARC/ANT 335	Human Skeletal Anatomy and the Anthropological Study of the Dead	3
ARC/ANT 346	Ethnoarchaeology and Experimental Archaeology	3
ARC/ANT 395	Graduate Preparation Seminar	1

GEO 405	Geographic Information System and Science II	3
GEO 410	Geospatial Field Methods	3
GEO 415	Remote Sensing of the Environment I	3

Anthropology courses (six credits required)

Code	Title	Credits
ANT 212	Search for Economic Justice	3
ANT 215	Refugees, Displaced Persons and Transnational Communities	3
ANT/ARC 325	North American Anthropology and Archaeology	3
ANT 366	Anthropology of Food	3
ANT 307	International Development and Culture Change	3
ANT 320	Rites, Rituals and Ceremonies	3
ANT 321	Images, Visual Culture and Anthropology	3
ANT 323	Anthropology of Childhood and Youth	3
ANT 351	Peoples and Cultures of Southeast Asia	3
ANT 354	Peoples and Cultures of Latin America	3
ANT 362	Hmong Americans	3
ANT 370	Medical Anthropology	3
ANT 375	Language, Power, and Inequality	3
ANT 399	Anthropology Forum	3
ANT 401	Ethnographic Methods	4
ANT 409	Readings and Research in Anthropology	1-3
ANT 454	Historical and Theoretical Approaches in Anthropology	3
ANT 499	Seminar in Anthropology	2-3
ARC/ANT 304	Hunter and Gatherer Societies	3
ARC/ANT 305	Indigenous Agricultural Societies: Past and Present	3
ARC/ANT 335	Human Skeletal Anatomy and the Anthropological Study of the Dead	3
ARC/ANT 346	Ethnoarchaeology and Experimental Archaeology	3
HIS/ANT 312	Peoples and Cultures of Eastern Europe and the Former Soviet Union	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. 70)
- College core (p. 85)
- Baccalaureate degree requirements (p. 86)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education

majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.

2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/>) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH alternative (ENV 101, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a global cultures and languages course 102 level or higher.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}

5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1				
Fall	Credits	Spring	Credits	
ARC 196	1	ARC 101	1	
FYS 100 (Gen Ed First-Year Seminar)	3	Gen Ed Math	4	
CST 110 (Gen Ed Literacy - Oral)	3	ARC 200 (Gen Ed World History)	3	
ANT 102 (Gen Ed Natural Lab Science)	4	ENG 110 or 112 (Gen Ed Literacy - Written)	3	
ARC 100 (Gen Ed Self & Society)	3	ANT 202 (Gen Ed Global Studies)	3	
	14		14	
Year 2				
Fall	Credits	Spring	Credits	Summer
CASSH Core Course	3	Gen Ed Arts	2-3	ARC 402
ANT Course	3	CASSH Core Diversity Course	3	
Minor Course	3	Gen Ed Minority Cultures	3	
University Elective	3	ARC Regional Course	3	
Gen Ed Lang/Logical Systems	3-4	Minor Course	3	
	16		15	6
Year 3				
Fall	Credits	Spring	Credits	
CASSH Core Course - Natural Lab Science	4	Minor Course	3	
ANT Course	3	ARC Regional Course	3	
Gen Ed Humanistic Studies	3	University Elective	3	
ARC 445	3	Gen Ed Arts	2-3	
ARC 395	1	Gen Ed Health & Well Being	3	
	14		14	
Year 4				
Fall	Credits	Spring	Credits	
Minor Course	3	CASSH Core Course	3	
University Elective	3	Minor Course	3	
ARC Methods Course	3	ARC 489 or 499	3	
ARC 455	3	CASSH Core Course	3	
Minor Course	3			
	15		12	
Total Credits: 120				

Archaeological Studies Major: Cultural Anthropology Emphasis - Bachelor of Arts (BA)

The cultural anthropology emphasis major at UWL is designed for students interested in learning more about cross-cultural international issues, and pursuing careers that address social problems at both local and global scales. Cultural anthropologists work to build trust with people and to help people understand the benefits of diversity; we value people's insight and see change as a process that requires input from multiple groups; and we know that context matters: just because a problem was solved in one way with one group does not mean that the same solution will work with other groups with different histories, politics, and beliefs.

Our program applies holistic, cross-cultural, and comparative perspectives to the study of human diversity, and teaches students the concepts, theories, and methods used to understand contemporary peoples and cultures based upon others' rationales.

We provide our students with a variety of courses that focus on people's diverse practices, as well as courses that give students insight on the peoples and cultures found in a number of regions around the world.

We encourage our students to study abroad in short-term and long-term programs, and our students have conducted research and internships around the world, often with university research funding.

Our students graduate with the knowledge and skills needed to work in diverse environments in the US, and to recognize the ways that our own beliefs and practices here in the US are just as cultural as others' beliefs and practices around the world.

Major requirements

(All colleges)

37 credits

Code	Title	Credits
Required core courses		
ANT 101	Human Nature/Human Culture	3
or ANT 202	Contemporary Global Issues	
or ANT 212	Search for Economic Justice	
ANT 195	Introduction to Cultural Anthropology	3
ANT 401	Ethnographic Methods	4
ANT 454	Historical and Theoretical Approaches in Anthropology	3
ANT 495	Senior Thesis in Cultural Anthropology	3
or ANT 496	Honors Thesis in Cultural Anthropology	
Category A: Regional requirement ¹		
Select six credits from the following:		6
ANT 312	Peoples and Cultures of Eastern Europe and the Former Soviet Union	
ANT 351	Peoples and Cultures of Southeast Asia	
ANT 354	Peoples and Cultures of Latin America	
ANT 362	Hmong Americans	
Category B: Topical/Theoretical requirement ¹		
Select nine credits from the following:		9
ANT 196	Introduction to Linguistic Anthropology	

ANT 215	Refugees, Displaced Persons and Transnational Communities
ANT 304	Hunter and Gatherer Societies
ANT 305	Indigenous Agricultural Societies: Past and Present
ANT 307	International Development and Culture Change
ANT 320	Rites, Rituals and Ceremonies
ANT 321	Images, Visual Culture and Anthropology
ANT 323	Anthropology of Childhood and Youth
ANT 346	Ethnoarchaeology and Experimental Archaeology
ANT 366	Anthropology of Food
ANT 370	Medical Anthropology
ANT 375	Language, Power, and Inequality
ANT 399	Anthropology Forum
ANT 409	Readings and Research in Anthropology
ANT 450	Internship in Anthropology

Category C: Archaeology/Physical anthropology requirement^{1, 2}

Select six credits from the following: 6

ANT 102	Introduction to Biological Anthropology
ARC 100	Archaeology: Discovering Our Past
ARC 200	World Archaeology: Origins and Development of Human Culture and Society
ARC 250	Museum Studies
ARC 280	The Incas and their Ancestors: Archaeology of the Andes
ARC 295	Pyramids, Temples and Towns! The Archaeology of Ancient Egypt
ARC 300	Cultural Resources Management
ARC 302	Egyptian Hieroglyphs: The Language and Culture of Ancient Egypt
ARC 303	Archaeology Lab Methods
ARC 311	European Prehistory
ARC 320	Historical Archaeology
ARC/ANT 325	North American Anthropology and Archaeology
ARC 331	The Ancient Greek World
ARC 332	Ancient Rome and the Mediterranean
ARC 335	Human Skeletal Anatomy and the Anthropological Study of the Dead
ARC 340	Origins of Cities
ARC 345	Zooarchaeology
ARC 350	Independent International Research in Archaeology
ARC 353	Maya Civilization
ARC 365	Ancient Iraq
ARC 366	Ancient Israel
ARC 368	History of Babylonian Language and Culture I
ARC 369	History of Babylonian Language and Culture II
ARC 372	History of Women in the Ancient World
ARC 374	Ancient Turkey
ARC 375	Iran before Islam
ARC/ANT 395	Graduate Preparation Seminar
ARC 396	Ancient Syria
ARC 399	Archaeology Forum
ARC 402	Field Methods in Archaeology
ARC 404	Environmental Archaeology
ARC 415	Advanced Research Applications in Archaeology

ARC 445	Research Methods in Archaeology
ARC 455	Historical and Theoretical Perspectives in Archaeology
ARC 479	Archaeology/Anthropology Laboratory Assistant

Total Credits 37¹ Nine of the 21 combined elective credits from categories A, B, & C must be at the 300-level or above.² Archaeology/Physical anthropology courses focus on cultures, lifeways, and topics of the past.***Credits that are applied to the archaeological studies major: cultural anthropology emphasis cannot be applied to the archaeological studies major or minor.***

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. 70)
- College core (p. 88)
- Baccalaureate degree requirements (p. 89)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
JPN 202	Intermediate Japanese II	
RUS 202	Russian Language and Cultures in Action II	
SPA 202	Spanish Language and Cultures in Action II	
or SPA 221 Introduction to Spanish for the Health Professions		

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office 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 global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA¹ in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.
- ² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
CST 110 (Gen Ed Literacy - Oral)	3 Gen Ed Math	4
Gen Ed Minority Cultures	3 ENG 110 or 112 (Gen Ed Literacy - Written)	3
ANT 101, 202, or 212 ¹	3 ANT 195 (spring only)	3
Gen Ed World History	3 Gen Ed Self & Society or Gen Ed Global Studies ¹	3
FYS 100 (Gen Ed First-Year Seminar)	3 Gen Ed Arts	2-3
	15	15
Year 2		
Fall	Credits Spring	Credits
102+ Level Gen Ed/CASSH Core Language ²	3-4 CASSH Diversity Core Course	3
Minor Course	3 Minor Course	3
ANT 102 (Gen Ed Lab Science & Category C)	4 Gen Ed Humanistic Studies	3
Category A, B, or C Course	3 CASSH Core Course	3
	Category A, B, or C Course	3
	14	15
Year 3		
Fall	Credits Spring	Credits
ARC 395	1 Minor Course	3
Minor Course	3 University Elective	3
Category A, B, or C Course	3 Gen Ed Health & Well Being	3
ANT 401	4 CASSH Core Course	3
ANT 454	3 Category A, B, or C Course (300-level or above)	3
Gen Ed Arts	2-3	
	16	15
Year 4		
Fall	Credits Spring	Credits
Minor Course	3 University Elective	3
University Elective	3 Minor Course	3
CASSH Core Course	3 University Elective	3
Category A, B, or C Course (300-level or above)	3 ANT 495 or 496 (spring only)	3

University Elective	3 Category A, B, or C Course (300-level or above)	3
	15	15
Total Credits: 120		

- ¹ All of these course options are Gen Ed courses. ANT 101 fulfills Gen Ed Self and Society category; ANT 202 or ANT 212 fulfills Gen Ed Global Studies category. Depending on which course is selected, other Gen Ed categories will need to be fulfilled.
- ² **CASSH Core Humanities and Fine Arts Tracks** require 102+ level language. **CASSH Core Language Track** requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

Archaeological Studies Major: Cultural Anthropology Emphasis - Bachelor of Science (BS)

The cultural anthropology emphasis major at UWL is designed for students interested in learning more about cross-cultural international issues, and pursuing careers that address social problems at both local and global scales. Cultural anthropologists work to build trust with people and to help people understand the benefits of diversity; we value people's insight and see change as a process that requires input from multiple groups; and we know that context matters: just because a problem was solved in one way with one group does not mean that the same solution will work with other groups with different histories, politics, and beliefs.

Our program applies holistic, cross-cultural, and comparative perspectives to the study of human diversity, and teaches students the concepts, theories, and methods used to understand contemporary peoples and cultures based upon others' rationales.

We provide our students with a variety of courses that focus on people's diverse practices, as well as courses that give students insight on the peoples and cultures found in a number of regions around the world.

We encourage our students to study abroad in short-term and long-term programs, and our students have conducted research and internships around the world, often with university research funding.

Our students graduate with the knowledge and skills needed to work in diverse environments in the US, and to recognize the ways that our own beliefs and practices here in the US are just as cultural as others' beliefs and practices around the world.

Major requirements

(All colleges)

37 credits

Code	Title	Credits
Required core courses		
ANT 101 or ANT 202 or ANT 212	Human Nature/Human Culture Contemporary Global Issues Search for Economic Justice	3
ANT 195	Introduction to Cultural Anthropology	3
ANT 401	Ethnographic Methods	4
ANT 454	Historical and Theoretical Approaches in Anthropology	3

ANT 495	Senior Thesis in Cultural Anthropology	3
or ANT 496	Honors Thesis in Cultural Anthropology	

Category A: Regional requirement¹

Select six credits from the following: 6

ANT 312	Peoples and Cultures of Eastern Europe and the Former Soviet Union	
ANT 351	Peoples and Cultures of Southeast Asia	
ANT 354	Peoples and Cultures of Latin America	
ANT 362	Hmong Americans	

Category B: Topical/Theoretical requirement¹

Select nine credits from the following: 9

ANT 196	Introduction to Linguistic Anthropology	
ANT 215	Refugees, Displaced Persons and Transnational Communities	
ANT 304	Hunter and Gatherer Societies	
ANT 305	Indigenous Agricultural Societies: Past and Present	
ANT 307	International Development and Culture Change	
ANT 320	Rites, Rituals and Ceremonies	
ANT 321	Images, Visual Culture and Anthropology	
ANT 323	Anthropology of Childhood and Youth	
ANT 346	Ethnoarchaeology and Experimental Archaeology	
ANT 366	Anthropology of Food	
ANT 370	Medical Anthropology	
ANT 375	Language, Power, and Inequality	
ANT 399	Anthropology Forum	
ANT 409	Readings and Research in Anthropology	
ANT 450	Internship in Anthropology	

Category C: Archaeology/Physical anthropology requirement^{1, 2}

Select six credits from the following: 6

ANT 102	Introduction to Biological Anthropology	
ARC 100	Archaeology: Discovering Our Past	
ARC 200	World Archaeology: Origins and Development of Human Culture and Society	
ARC 250	Museum Studies	
ARC 280	The Incas and their Ancestors: Archaeology of the Andes	
ARC 295	Pyramids, Temples and Towns! The Archaeology of Ancient Egypt	
ARC 300	Cultural Resources Management	
ARC 302	Egyptian Hieroglyphs: The Language and Culture of Ancient Egypt	
ARC 303	Archaeology Lab Methods	
ARC 311	European Prehistory	
ARC 320	Historical Archaeology	
ARC/ANT 325	North American Anthropology and Archaeology	
ARC 331	The Ancient Greek World	
ARC 332	Ancient Rome and the Mediterranean	
ARC 335	Human Skeletal Anatomy and the Anthropological Study of the Dead	
ARC 340	Origins of Cities	
ARC 345	Zooarchaeology	
ARC 350	Independent International Research in Archaeology	
ARC 353	Maya Civilization	
ARC 365	Ancient Iraq	

ARC 366	Ancient Israel	
ARC 368	History of Babylonian Language and Culture I	
ARC 369	History of Babylonian Language and Culture II	
ARC 372	History of Women in the Ancient World	
ARC 374	Ancient Turkey	
ARC 375	Iran before Islam	
ARC/ANT 395	Graduate Preparation Seminar	
ARC 396	Ancient Syria	
ARC 399	Archaeology Forum	
ARC 402	Field Methods in Archaeology	
ARC 404	Environmental Archaeology	
ARC 415	Advanced Research Applications in Archaeology	
ARC 445	Research Methods in Archaeology	
ARC 455	Historical and Theoretical Perspectives in Archaeology	
ARC 479	Archaeology/Anthropology Laboratory Assistant	

Total Credits 37¹ Nine of the 21 combined elective credits from categories A, B, & C must be at the 300-level or above.² Archaeology/Physical anthropology courses focus on cultures, lifeways, and topics of the past.

Credits that are applied to the archaeological studies major: cultural anthropology emphasis cannot be applied to the archaeological studies major or minor.

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. 70)
- College core (p. 91)
- Baccalaureate degree requirements (p. 92)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/>) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH alternative (ENV 101, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a global cultures and languages course 102 level or higher.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.
- ² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
CST 110 (Gen Ed Literacy - Oral)	3 Gen Ed Math	4
Gen Ed Minority Cultures	3 ENG 110 or 112 (Gen Ed Literacy - Written)	3
ANT 101, 202, or 212 ¹	3 ANT 195 (spring only)	3

Gen Ed World History	3 Gen Ed Arts	2-3
FYS 100 (Gen Ed First-Year Seminar)	3 Gen Ed Self & Society or Gen Ed Global Studies ¹	3
15		15
Year 2		
Fall	Credits Spring	Credits
CASSH Core Course	3 CASSH Diversity Core Course	3
Minor Course	3 Minor Course	3
ANT 102 (Gen Ed Lab Science & Category C)	4 Gen Ed Humanistic Studies	3
Category A, B, or C Course	3 CASSH Core Course - Natural Lab Science	4
CASSH Core Course	3 Category A, B, or C Course	3
16		16
Year 3		
Fall	Credits Spring	Credits
ARC 395	1 Minor Course	3
Minor Course	3 Gen Ed Math/Logical Systems/Language	3-4
Category A, B, or C Course	3 Gen Ed Health & Well Being	3
ANT 401	4 University Elective	2
ANT 454	3 Category A, B, or C Course (300-level or above)	3
Gen Ed Arts	2-3	
16		14
Year 4		
Fall	Credits Spring	Credits
Minor Course	3 University Elective	3
University Elective	3 Minor Course	3
CASSH Core Course	3 University Elective	2
Category A, B, or C Course (300-level or above)	3 ANT 495 or 496 (spring only)	3
University Elective	2 Category A, B, or C Course (300-level or above)	3
14		14
Total Credits: 120		

¹ All of these course options are Gen Ed courses. ANT 101 fulfills Gen Ed Self and Society category; ANT 202 or ANT 212 fulfills Gen Ed Global Studies category. Depending on which course is selected, other Gen Ed categories will need to be taken.

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, conducted a comprehensive review of our program and concluded: "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 minor that integrates a holistic anthropological approach, regional course offerings and a variety of study abroad experiences, a broad exposure to multiple methodological specialties, cutting edge technologies applied to archaeological research, and practical training in the applied field of cultural resource management (CRM) industry.

Most notably, we provide our undergraduate students with practical experience unmatched by other programs elsewhere for three primary reasons:

1. Our close relationship with the Mississippi Valley Archaeology Center (MVAC), which conducts extensive research and public education activities throughout the tri-state region of Wisconsin, Minnesota, and Iowa, provides students with direct exposure to applied archaeology and the kinds of careers they are likely to pursue upon graduation.
2. Our impressive array of intensive international experiences are designed to expose students to different world cultures as well as equip them with practical anthropological and archaeological skills.
3. Our focus on training students in cutting edge technologies that very few programs in the U.S. offer, gives students opportunities to develop high-tech skills in field archaeology: 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.

The archaeology 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 studies minor include cultural anthropology, art, history, social studies education, geography, biology, physics, and a number of others. The minor in archaeological studies provides students with a strong foundation in the discipline while allowing for the selection of elective courses that particularly suite the individual student's interests.

Minor requirements

(All colleges)

19 credits

Code	Title	Credits
Core		
ARC 100	Archaeology: Discovering Our Past	3
ARC 196	Archaeology: An Introduction to Lab and Field Methods	1
ARC 200	World Archaeology: Origins and Development of Human Culture and Society	3
Electives		
Select 12 elective credits in archaeology ¹		12
Total Credits		19

¹ Of the 12 elective credits, at least nine credits must be at the 300/400 level.

Archaeology credits applied to the anthropology minor, history major or minor, and/or the geoarchaeology minor may not be applied to the archaeology minor.

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, giving students the ability 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 sport science, race, gender, and sexuality studies, English,

world 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)

18 credits

Code	Title	Credits
Core		
ANT 454	Historical and Theoretical Approaches in Anthropology	3
Select one of the following:		3
ANT 101	Human Nature/Human Culture	
or ANT 202	Contemporary Global Issues	
or ANT 212	Search for Economic Justice	
Select one of the following:		3
ANT 195	Introduction to Cultural Anthropology	
or ANT 196	Introduction to Linguistic Anthropology	
Electives		
Select nine credits from the courses below. Six of the nine credits must be at the 300/400 level.		9
ANT 215	Refugees, Displaced Persons and Transnational Communities	
ANT 304	Hunter and Gatherer Societies	
ANT 305	Indigenous Agricultural Societies: Past and Present	
ANT 307	International Development and Culture Change	
ANT 312	Peoples and Cultures of Eastern Europe and the Former Soviet Union	
ANT 320	Rites, Rituals and Ceremonies	
ANT 321	Images, Visual Culture and Anthropology	
ANT 323	Anthropology of Childhood and Youth	
ANT 325	North American Anthropology and Archaeology	
ANT 335	Human Skeletal Anatomy and the Anthropological Study of the Dead	
ANT 346	Ethnoarchaeology and Experimental Archaeology	
ANT 351	Peoples and Cultures of Southeast Asia	
ANT 354	Peoples and Cultures of Latin America	
ANT 362	Hmong Americans	
ANT 366	Anthropology of Food	
ANT 370	Medical Anthropology	
ANT 375	Language, Power, and Inequality	
ANT 395	Graduate Preparation Seminar	
ANT 399	Anthropology Forum	
ANT 401	Ethnographic Methods	
ANT 409	Readings and Research in Anthropology	
ANT 450	Internship in Anthropology	
Total Credits		18

Anthropology credits applied to any of the archaeological studies majors or archaeological studies minor may not be applied to the anthropology minor.

Archaeology Honors Program

The **archaeology honors program** is strongly recommended for students interested in pursuing a graduate degree in archaeology. This program will challenge you and enhance your educational experience. The program is designed to stimulate and acknowledge research of greater depth, breadth, and originality by students motivated to excel in the archaeological studies major. The program's capstone, ARC 489 Honors Thesis in Archaeology, requires an extensive piece of research designed and conducted by the student under the close supervision of a faculty advisor.

Program

1. Admission
 - a. Register for ARC 489 Honors Thesis in Archaeology (3 cr.)
 - b. A 3.50 grade point average in the archaeology major
 - c. A 3.25 cumulative grade point average overall
2. Program Evaluation
 - a. A 3.50 grade point average in the archaeology major
 - b. A 3.25 cumulative grade point average overall
 - c. ARC 445 Research Methods in Archaeology (3 cr.) with a grade of "AB" or higher
 - d. ARC 455 Historical and Theoretical Perspectives in Archaeology (3 cr.) with a grade of "AB" or higher
 - e. ARC 489 Honors Thesis in Archaeology (3 cr.) with a grade of "AB" or higher

Cultural Anthropology Honors Program

The **cultural anthropology honors program** is strongly recommended for students interested in pursuing a graduate degree in anthropology. This program will challenge you and enhance your educational experience. The program is designed to stimulate and acknowledge research of greater depth, breadth, and originality by students motivated to excel in the cultural anthropology emphasis major. The program's capstone, ANT 496 Honors Thesis in Cultural Anthropology (3 cr.), requires an extensive piece of research designed and conducted by the student under the close supervision of a faculty advisor.

Program

1. Admission
 - a. Register for ANT 496 Honors Thesis in Cultural Anthropology (3 cr.)
 - b. A 3.50 UWL grade point average in the archaeological studies major: cultural anthropology emphasis
 - c. A 3.25 UWL cumulative grade point average overall
2. Program Evaluation
 - a. A 3.50 UWL grade point average in the archaeological studies major: cultural anthropology emphasis
 - b. A 3.25 UWL cumulative grade point average overall
 - c. Completion of ANT 401 Ethnographic Methods (4 cr.) with a grade of "AB" or higher

d. Completion of ANT 454 Historical and Theoretical Approaches in Anthropology (3 cr.) with a grade of "AB" or higher

e. Completion of ANT 496 Honors Thesis in Cultural Anthropology (3 cr.) with a grade of "AB" or higher

Art Department (ART)

College of Arts, Social Sciences, and Humanities
School of Visual and Performing Arts
105 Center for the Arts; 608.785.8230

Department Chair: Tim McAndrews
435A Wimberly Hall; 608.785.6774
Email: tmcandrews@uwlax.edu

www.uwlax.edu/art (<http://www.uwlax.edu/art/>)

The Department of Art promotes intellectual development, critical thinking, visual literacy, and artistic production. We foster the development of graduates who are active citizens and advocates for the arts. Our student-centered curriculum and low student-to-faculty ratio provide individualized mentorship and a rich sense of community. Art studios and classrooms offer students a dynamic creative environment for learning and feature a mix of new and traditional approaches to ceramics, digital art & design, drawing, metals, painting, photography, printmaking, sculpture, art education, and art history.

The University Art Gallery, located in the Truman T. Lowe Center for the Arts, exhibits art by students, faculty, and visiting artists. In conjunction with the gallery program, the department hosts guest artists who present lectures and workshops for students and the public.

Art students have the opportunity to gain professional experience working in the Department of Art as studio assistants, digital imaging specialists, gallery assistants, lab technicians, and administrative support. Students participate in undergraduate research, exhibitions, and art internships throughout the region, as well as study abroad programs. The Department of Art also grants art-specific scholarships and awards annually.

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 on the Art Department's Credit by Portfolio Review website (<https://www.uwlax.edu/art/current-students/credit-by-portfolio-review/>).

The department offers this opportunity for ART 162 Drawing Foundations (4 credits). 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. 70).

2023-24 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 July.

Professor

Bradley Nichols

Linda Levinson

Jennifer Williams

Associate Professor

Kathleen Hawkes

Lisa Lenarz

Assistant Professor

Joshua Doster

Marc Manke

Jarred Pfeiffer

Sierra Rooney

Zachary Stensen

Lecturer

David Dobbs

Deborah-Eve Lombard

Allison Schneider

Ger Xiong

Administrative Support

Katie Olan

Majors

- Art major - BA (p. 96)
- Art major - BS (p. 98)

Teacher education program

- Art education (grades K-12) major - BS (p. 101)

Minors

- Art minor (p. 104)
 - Art history minor (p. 103)
 - Art therapy minor (p. 104)
 - Photography minor (p. 105)
-

Art Major - Bachelor of Arts (BA)

Major Requirements

(All colleges)

44 credits

Code	Title	Credits
Art history		
ART 251	Survey of Art History	3
ART 315	Writing About Art	3
Drawing		
Select one of the following:		4
ART 162	Drawing Foundations	
ART 262	Drawing II ¹	
2-D studio		
Select one of the following:		4
ART 205	Painting Media I	
ART 207	Introduction to Digital Art and Design	
ART 218	Print Media I	
ART 262	Drawing II ¹	
ART 272	Photography and Imaging I	
3-D studio		
Select one of the following:		4
ART 214	Introduction to Sculpture	
ART 216	Introduction to Ceramics	
ART 221	Introduction to Metalsmithing	
ART 223	Introduction to Blacksmithing	
200-level additional studio course		
Select one course from the 2-D or 3-D course lists above.		4
Art history elective		
Select one of the following:		3
ART 215	Introduction to Museum Studies	
ART 331	Art and the Environment in the United States	
ART 332	Themes of Contemporary Art	
ART 335	Art and Gender	
ART 341	Selected Topics in Art History	
300/400-level studio course		
Select 16 credits from the following:		16
ART 304	Color Theory	
ART 305	Painting Media II	
ART 306	Drawing and Painting Media	
ART 308	Intermediate Digital Art and Design	
ART 314	Intermediate Sculpture	
ART 316	Intermediate Ceramics	
ART 318	Print Media II	
ART 320	Intermediate Metalsmithing: Forging and Raising	
ART 321	Intermediate Metalsmithing	
ART 323	Intermediate Blacksmithing	
ART 360	Travel/Study in Visual Art	
ART 362	Drawing III	
ART 372	Photography and Imaging II	
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	Expanded Practices in Painting Media
ART 408	Advanced Digital Art and Design
ART 413	Independent Study
ART 414	Advanced Sculpture
ART 415	Art Seminar
ART 416	Advanced Ceramics
ART 418	Expanded Practices in Print Media
ART 419	Advanced Print Media Workshop
ART 421	Advanced Metalsmithing
ART 425	Perspectives in Art
ART 450	Internship in Art
ART 462	Advanced Drawing
ART 475	Perspectives in Art: Photography
ART 476	Experimental Photography and Imaging
Capstone	3
ART 498	Professional Practices and Exhibition
Total Credits	44

¹ ART 262 may count toward drawing course requirement or 200-level studio course requirement but not both.

- Art majors may apply a maximum of eight credits toward both the art major, photography minor, art therapy minor, or digital media studies and design minor.
- Art majors may apply a maximum of six credits toward both the art major and art history minor.
- A maximum of six credits may apply toward both the art major and general education requirements.
- Art majors may not complete the art minor.

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. 70)
- College core (p. 96)
- Baccalaureate degree requirements (p. 97)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.

- Students majoring in other CASH programs may choose either a B.A. or a B.S. degree.
- Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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.
- All other courses used to meet the requirements below must be in addition to the minimum 42 credits required in the General Education Program.
- At least one course in the B.A. or B.S. college degree program (core requirements) must be a CASH designated diversity course.
- Applicable courses may be found on the CASH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cash/advising/#tm-what-is-the-cash-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASH Academic Services Office in 138 Wimberly:

A. Language track

- Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
JPN 202	Intermediate Japanese II	
RUS 202	Russian Language and Cultures in Action II	
SPA 202	Spanish Language and Cultures in Action II	
	or SPA 221 Introduction to Spanish for the Health Professions	

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASH Dean's Office for eligibility and regulations.

- Two additional courses outside of the student's major in two of the following: humanities, social sciences or fine arts.

B. Humanities track

- One global language course 102 or higher; and
- Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality

studies (see the Advisement Report (AR) for a listing of the approved courses); and

- One additional course in social sciences or fine arts.

C. Fine arts track

- One global language course 102 or higher; and
- Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
- One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASH must complete a second major, minor, or program option by satisfying one of the following:

- Complete a minor (or second major) outside of the student's major program, consisting of at least 18 credits; or
- 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
- 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:

- Fulfill the general education requirements.
- Complete at least one ethnic studies (diversity) course.
- Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
- Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
- At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
- Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
- A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
- 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
ENG 110 or 112 (Gen Ed Literacy-Written)	3 Gen Ed Arts	2-3
FYS 100 (Gen Ed First-Year Seminar)	3 CST 110 (Gen Ed Literacy-Oral)	3
Gen Ed Math	4 102+ Level Gen Ed/VPA Core Language ¹	3-4
Gen Ed Arts	2-3 Gen Ed World History	3
ART 162 or 262	4 200-Level Studio	4
	16	15
Year 2		
Fall	Credits Spring	Credits
ART 251 (Gen Ed Self & Society)	3 ART 315	3
Gen Ed Humanistic Studies	3 Gen Ed Natural Lab Science	4
University Elective	3 University Elective	3
Gen Ed Minority Cultures	3 200-Level Studio	4

200-Level Studio	4	
	16	14
Year 3		
Fall	Credits Spring	Credits
Minor Course	3 ART 215, 331, 332, 335, or 341 ²	3
VPA Core Course	3 VPA Core Course	3
Gen Ed Global Studies	3 Minor Course	3
Gen Ed Health & Well-Being	3 300/400-Level Studio	4
300/400-Level Studio	4	
	16	13
Year 4		
Fall	Credits Spring	Credits
VPA Core Course	3 ART 498	3
300/400-Level Studio	4 Minor Course	3
Minor Course	3 Minor Course	3
Minor Course	3 VPA Core Diversity Course	3
300/400-Level Studio	4 University Elective	1
	17	13

Total Credits: 120

¹ **VPA Core Humanities and Fine Arts Tracks** require 102+ level language. **VPA Core Language Track** requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

² ART 215, ART 332, ART 335, and ART 341 offered in Spring. ART 331 offered in Fall. Depending on which course is selected, schedule may need to be rearranged.

Art Major - Bachelor of Science (BS)

Major requirements

(All colleges)

44 credits

Code	Title	Credits
Art history		
ART 251	Survey of Art History	3
ART 315	Writing About Art	3
Drawing		
Select one of the following:		4
ART 162	Drawing Foundations	
ART 262	Drawing II ¹	
2-D studio		
Select one of the following:		4
ART 205	Painting Media I	
ART 207	Introduction to Digital Art and Design	
ART 218	Print Media I	
ART 262	Drawing II ¹	
ART 272	Photography and Imaging I	
3-D studio		
Select one of the following:		4
ART 214	Introduction to Sculpture	
ART 216	Introduction to Ceramics	
ART 221	Introduction to Metalsmithing	

ART 223	Introduction to Blacksmithing	
200-level additional studio course		
Select one course from the 2-D or 3-D course lists above.		4
Art history elective		
Select one of the following:		3
ART 215	Introduction to Museum Studies	
ART 331	Art and the Environment in the United States	
ART 332	Themes of Contemporary Art	
ART 335	Art and Gender	
ART 341	Selected Topics in Art History	
300/400-level studio course		
Select 16 credits from the following:		16
ART 304	Color Theory	
ART 305	Painting Media II	
ART 306	Drawing and Painting Media	
ART 308	Intermediate Digital Art and Design	
ART 314	Intermediate Sculpture	
ART 316	Intermediate Ceramics	
ART 318	Print Media II	
ART 320	Intermediate Metalsmithing: Forging and Raising	
ART 321	Intermediate Metalsmithing	
ART 323	Intermediate Blacksmithing	
ART 360	Travel/Study in Visual Art	
ART 362	Drawing III	
ART 372	Photography and Imaging II	
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	Expanded Practices in Painting Media	
ART 408	Advanced Digital Art and Design	
ART 413	Independent Study	
ART 414	Advanced Sculpture	
ART 415	Art Seminar	
ART 416	Advanced Ceramics	
ART 418	Expanded Practices in Print Media	
ART 419	Advanced Print Media Workshop	
ART 421	Advanced Metalsmithing	
ART 425	Perspectives in Art	
ART 450	Internship in Art	
ART 462	Advanced Drawing	
ART 475	Perspectives in Art: Photography	
ART 476	Experimental Photography and Imaging	
Capstone		3
ART 498	Professional Practices and Exhibition	
Total Credits		44

¹ ART 262 may count toward drawing course requirement or 200-level studio course requirement but not both.

- Art majors may apply a maximum of eight credits toward both the art major, photography minor, art therapy minor, or digital media studies and design minor.

- Art majors may apply a maximum of six credits toward both the art major and art history minor.
- A maximum of six credits may apply toward both the art major and general education requirements.
- Art majors may not complete the art minor.

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. 70)
- College core (p. 99)
- Baccalaureate degree requirements (p. 100)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/>) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH alternative (ENV 101, PHL 334, PHL 339); and

4. One additional course in humanities or fine arts or complete a global cultures and languages course 102 level or higher.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
ENG 110 or 112 (Gen Ed Literacy-Written)	3 CST 110 (Gen Ed Literacy-Oral)	3
FYS 100 (Gen Ed First-Year Seminar)	3 Gen Ed Arts	2-3
Gen Ed Math	4 Gen Ed Natural Lab Science	4
Gen Ed Arts	2-3 Gen Ed World History	3
ART 162 or 262	4 200-Level Studio	4
	16	16
Year 2		
Fall	Credits Spring	Credits
ART 251 (Gen Ed Self & Society)	3 ART 315	3
200-Level Studio	4 Gen Ed Health & Well-Being	3
Gen Ed Humanistic Studies	3 VPA Core Course - Natural Lab Science	4
Gen Ed Minority Cultures	3 200-Level Studio	4
University Elective	2	
	15	14
Year 3		
Fall	Credits Spring	Credits
Minor Course	3 ART 215, 331, 332, 335, or 341 ¹	3
VPA Core Course	3 300/400-Level Studio	4
Gen Ed Lang/Logical Systems	3-4 Minor Course	3
300/400-Level Studio	4 Minor Course	3

Gen Ed Global Studies	3	
	16	13
Year 4		
Fall	Credits Spring	Credits
VPA Core Course	3 ART 498	3
300/400-Level Studio	4 Minor Course	3
Minor Course	3 Minor Course	3
VPA Core Course	3 VPA Core Diversity Course	3
300/400-Level Studio	4 University Elective	1
	17	13
Total Credits: 120		

¹ ART 215, ART 332, ART 335, and ART 341 offered in Spring. ART 331 offered in Fall. Depending on which course is selected, schedule may need to be rearranged.

Art Education (Grades K-12) Major - Bachelor of Science (BS)

Major requirements

Completion of the Art Education Program and associated benchmark assessments (<http://catalog.uwlax.edu/undergraduate/education/#SOE-program-requirements>) will lead to endorsement for the following Wisconsin teaching license:

- Art Education, grades K-12 (1550).

Students in all teacher education programs must satisfy the School of Education (SOE) core requirements (p. 589).

Students in all teacher education programs must be admitted to the School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) in order to complete their program requirements and be eligible for endorsement for the appropriate teaching license(s). Students majoring in art education (grades K-12) must meet specific program admission criteria (p. 586).

Retention and advancement

Teacher candidates may be retained in their teacher education program provided they fulfill the conditions described in the SOE Retention Policy (<http://catalog.uwlax.edu/undergraduate/education/#retention>). Students must complete all course requirements and other benchmarks prior to student teaching as described in the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>). Additional SOE program requirements, including the culminating assessment of pedagogical knowledge, are described on the SOE catalog page (<http://catalog.uwlax.edu/undergraduate/education/>).

Curriculum

Courses listed in more than one category may be counted only once.

Required general education courses (6 credits)

Besides the courses specified below, art education majors must satisfy additional general education requirements (<http://catalog.uwlax.edu/undergraduate/generaleducation/#generaleducationrequirementstext>). The General Education Program requires a total of 42 credits.

Code	Title	Credits
EDS 203	School, Society, and Teachers ^{1, 4}	3
EDS 206	Multicultural Education ^{2, 4}	3
Total Credits		6

Global education (3 credits)

Code	Title	Credits
Select one of the following:		
ART 302	Visual Language in the Global Classroom ^{3, 5}	
EDS 309	Teaching Global Perspectives Across the Curriculum	

¹ Counts toward General Education Program requirement: Self and Society (GE Category 6).

² Counts toward General Education Program requirement: Minority Cultures or Multiracial Women's Studies (GE Category 3).

³ Counts towards General Education Program requirement: Arts (GE Category 8).

Allied course requirements for education majors (9 credits)

Code	Title	Credits
PSY 212	Lifespan Development ⁴	3
SPE 200	Foundations of Special Education ⁴	3
TSL 250	Educating Multilingual Learners	3
Total Credits		9

Art major content requirements (45 credits)

Code	Title	Credits
Art history		6
Select two courses:		
ART 215	Introduction to Museum Studies ¹	
ART 251	Survey of Art History ^{1, 5}	
ART 315	Writing About Art	
ART 331	Art and the Environment in the United States	
ART 332	Themes of Contemporary Art ³	
ART 341	Selected Topics in Art History	
Drawing		4
Select one of the following:		
ART 162	Drawing Foundations	
ART 262	Drawing II	
2-D foundational courses		8
Painting - select one of the following:		
ART 205	Painting Media I	
ART 306	Drawing and Painting Media	
Additional 2-D electives - select one of the following:		
ART 207	Introduction to Digital Art and Design	
ART 218	Print Media I	
ART 272	Photography and Imaging I ³	
3-D foundational courses		8
ART 216	Introduction to Ceramics	
Additional 3-D electives - select one of the following:		
ART 214	Introduction to Sculpture	
ART 221	Introduction to Metalsmithing	
ART 223	Introduction to Blacksmithing	

Digital media foundational course	4
Select one of the following:	
ART 207 Introduction to Digital Art and Design	
ART 272 Photography and Imaging I ³	
Studio focus	12
Select 12 credits in the following 300/400-level studio courses:	
ART 304 Color Theory	
ART 305 Painting Media II	
ART 306 Drawing and Painting Media	
ART 308 Intermediate Digital Art and Design	
ART 314 Intermediate Sculpture	
ART 316 Intermediate Ceramics	
ART 318 Print Media II	
ART 320 Intermediate Metalsmithing: Forging and Raising	
ART 321 Intermediate Metalsmithing	
ART 323 Intermediate Blacksmithing	
ART 362 Drawing III	
ART 372 Photography and Imaging II	
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 Expanded Practices in Painting Media	
ART 408 Advanced Digital Art and Design	
ART 414 Advanced Sculpture	
ART 416 Advanced Ceramics	
ART 418 Expanded Practices in Print Media	
ART 419 Advanced Print Media Workshop	
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	
Capstone	
ART 498 Professional Practices and Exhibition	3
Total Credits	45

Art education requirements (12 credits)

Courses requiring admission to the School of Education

Code	Title	Credits
Methods courses		
ART 401	Methods in Art Education I: Foundational Practices ^{4, 6}	3
ART 403	Methods in Art Education II: Contemporary Practices ^{4, 6}	3
Field experience courses		
ART 361	Field Experience in Art Education I ^{4, 6}	3
ART 461	Field Experience in Art Education II ^{4, 6}	3
Total Credits		12

Student teaching semester (12 credits)⁷

Code	Title	Credits
EDS 492	Student Teaching Seminar ⁴	1
One of the following: ⁴		11

EDS 497	Student Teaching: Kindergarten through Grade 12 (K-12)
EDS 495	Teaching Internship

⁴ Also satisfies an SOE core requirement.

⁵ Recommended course.

⁶ ART 361 and ART 461 must be taken concurrently with ART 401 or ART 403

⁷ Must complete all course requirements and other benchmarks prior to student teaching. For more information, please see the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>).

- A maximum of twelve credits are allowed to overlap between the art education major and art therapy minor.
- A maximum of eight credits are allowed to overlap between the art education major and the following art minors: photography, art history, or digital media.

Additional teacher education requirements are listed on the School of Education (p. 582) catalog page.

Degree requirements

All teacher education students must complete the general education, School of Education, 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. 70)
- School of Education requirements (p. 582)
- Baccalaureate degree requirements (p. 102)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
FYS 100 (Gen Ed First-Year Seminar)	3 Gen Ed Math	4
ART 162	4 CST 110 (Gen Ed Literacy-Oral)	3
HIS 110 (Gen Ed World History)	3 ART 216	4
ENG 110 or 112 (Gen Ed Literacy-Written)	3 Gen Ed Humanistic Studies	3
ART 302 (Gen Ed Arts/Global Education major requirement)	3 EDS 203 (Gen Ed Self & Society)	3
	16	17

Year 2		
Fall	Credits Spring	Credits
Gen Ed Lang/Logical Systems	3-4 PSY 212	3
ART 205 or 306	4 Gen Ed Health & Well-Being	3
Art History Course	3 ART 207 or 272	4
EDS 206 (Gen Ed Minority Cultures)	3 Gen Ed Arts (not from ART)	2-3
Gen Ed Global Studies	3 Gen Ed Natural Lab Science	4
	16	16

Year 3		
Fall	Credits Spring	Credits
TSL 250	3 ART 401 ³	3
Art History Course	3 ART 361 ³	3
2-D Elective	4 300/400-Level Studio	4
3-D Elective	4 300/400-Level Studio	4
Apply for admission to SOE ¹	Apply for Field Experience II ²	
Apply for Field Experience I ²	Apply for Student Teaching ⁴	
	14	14

Year 4		
Fall	Credits Spring	Credits
SPE 200	3 All course requirements and other benchmarks must be completed prior to student teaching. ⁵	
ART 403 ³	3 EDS 492	1
ART 461 ³	3 EDS 497	11
ART 498	3	
300/400-Level Studio	4	
	16	12

Total Credits: 121

¹ See the SOE admissions website for complete admission and application details. Students will be required to complete a criminal background check at the time of application for admission.

² Students applying for field and student teaching placements will be asked to disclose any criminal charges.

³ ART 361 and ART 461 must be taken concurrently with ART 401 or ART 403.

⁴ Students must apply for student teaching through the Office of Field Experience one year prior to the student teaching semester.

⁵ For more information, please see the Student Teaching and Internship Policy (p. 592).

Art History Minor

(All colleges)

18 credits

Code	Title	Credits
Core		
ART 251	Survey of Art History	3
ART 315	Writing About Art	3
Electives		
Select 12 credits from the following:		12
ART 102	Art Appreciation	
ART 172	Photography Survey	
ART 215	Introduction to Museum Studies	
ART 301	World Art	

ART 331	Art and the Environment in the United States
ART 332	Themes of Contemporary Art
ART 335	Art and Gender
ART 341	Selected Topics in Art History ¹
ART 360	Travel/Study in Visual Art ¹
ART 413	Independent Study ²
ART 450	Internship in Art
HIS 307	Comic Books and History
HIS 318	Exhibition Development and Design I
HIS 320	Introduction to Public and Policy History
HIS 392	History Through Film
HIS 393	Material Culture
HIS 413	Topics in Cultural History
HIS 418	Exhibition Development and Design II
PHL 332	Philosophy of the Arts
Total	18

¹ Repeatable for credit - maximum six.
² Repeatable for credit - maximum four.

- At least nine credits must be at or above the 300-level.
- Art history minors may apply a maximum of six credits toward both the art history minor, art major, art education major, photography minor, or any other art minor.
- A maximum of six credits may apply toward both the art history minor and general education requirements.
- A maximum of six credits may be taken outside of the art department.

Art Minor

(All colleges, excluding art majors or art education majors)

18 credits

Code	Title	Credits
Select a minimum of five credits from the following:		5
ART 102	Art Appreciation	
ART 160	General Art Foundations	
ART 162	Drawing Foundations	
ART 172	Photography Survey	
ART 205	Painting Media I	
ART 207	Introduction to Digital Art and Design	
ART 214	Introduction to Sculpture	
ART 215	Introduction to Museum Studies	
ART 216	Introduction to Ceramics	
ART 218	Print Media I	
ART 221	Introduction to Metalsmithing	
ART 223	Introduction to Blacksmithing	
ART 251	Survey of Art History	
ART 262	Drawing II	
ART 272	Photography and Imaging I	
Select a minimum of nine credits from 300/400-level classes:		9
ART 301	World Art	
ART 304	Color Theory	
ART 305	Painting Media II	
ART 306	Drawing and Painting Media	

ART 308	Intermediate Digital Art and Design	
ART 314	Intermediate Sculpture	
ART 315	Writing About Art	
ART 316	Intermediate Ceramics	
ART 318	Print Media II	
ART 320	Intermediate Metalsmithing: Forging and Raising	
ART 321	Intermediate Metalsmithing	
ART 323	Intermediate Blacksmithing	
ART 331	Art and the Environment in the United States	
ART 332	Themes of Contemporary Art	
ART 335	Art and Gender	
ART 341	Selected Topics in Art History	
ART 360	Travel/Study in Visual Art	
ART 362	Drawing III	
ART 372	Photography and Imaging II	
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	Expanded Practices in Painting Media	
ART 408	Advanced Digital Art and Design	
ART 413	Independent Study	
ART 414	Advanced Sculpture	
ART 416	Advanced Ceramics	
ART 418	Expanded Practices in Print Media	
ART 419	Advanced Print Media Workshop	
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 lists above)		4
Total Credits		18

- At least nine credits must be at or above the 300-level.
- Art minors may apply a maximum of eight credits toward both the art minor, photography minor, art therapy minor, or digital media studies and design minor.
- Art minors may apply a maximum of six credits toward both the art minor and art history minor.
- A maximum of six credits may apply toward both the art minor and general education requirements.

Art Therapy Minor

Program requirements

(All colleges, including teacher education programs. This minor is not eligible for teacher certification or licensure as an art therapist.)

24 credits

Code	Title	Credits
Core		
ART/PSY 350	The Practice of Art Therapy	3
PSY 204	Abnormal Psychology	3

PSY 212	Lifespan Development	3
PSY 404	Counseling and Personality Theories	3
Studio art		8
ART 216	Introduction to Ceramics	
or ART 213	Ceramics for Non-Art Majors	
ART 306	Drawing and Painting Media	
Elective 300/400-level art studio ¹		4
Total Credits		24

¹ See the Advisement Report (AR) for a listing of the advanced ART studio courses.

Art majors/minors may apply a maximum of eight credits toward both the art therapy minor, art major, art minor, photography minor, or digital media studies and design minor.

Art education majors may apply a maximum of twelve credits toward both the art education major and art therapy minor.

Psychology majors may apply a maximum of nine credits toward both the psychology major and art therapy minor.

Psychology minors may apply a maximum of six credits toward both a psychology minor and the art therapy minor.

Photography Minor

(All colleges)

18 credits

Code	Title	Credits
Core		
ART 272	Photography and Imaging I	4
ART 372	Photography and Imaging II	4
Electives		
Select 10 credits of the following:		10
ART 172	Photography Survey	
ART 332	Themes of Contemporary Art	
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 475	Perspectives in Art: Photography	
ART 476	Experimental Photography and Imaging	
Total Credits		18

- At least nine credits must be at or above the 300-level.
- Photography minors may apply a maximum of eight credits toward both the photography minor, art major, art education major, art minor, art therapy minor, or digital media studies and design minor.
- Photography minors may apply a maximum of six credits toward both the photography minor and art history minor.
- A maximum of six credits may apply toward both the photography minor and general education requirements.

Broadfield Social Studies Education Program

College of Arts, Social Sciences, and Humanities

History Department Chair: Kenneth Shonk

403C Wimberly Hall; 608.785.6560

Email: kshonk@uwlax.edu

School of Education

235 Morris Hall; 608.785.8134

Email: soe@uwlax.edu

Teacher candidates completing any of the four broadfield social studies education majors will be prepared for WI certification in Middle and High School Social Studies (grades 4-12). This teaching license includes all six social studies subject areas: economics, geography, history, political science, psychology, and sociology. The learning outcomes for the program are designed to prepare teacher candidates to meet the current National Council for Social Studies (NCSS) and InTASC Teacher Standards. This program is affiliated with the School of Education, and teacher candidates completing this program meet School of Education core requirements, as well as other admissions, benchmark assessment, and statutory requirements for licensure.

While all four tracks prepare teacher candidates for the same WI Social Studies teaching license (2700), teacher candidates may still wish to specialize in a particular area and/or obtain an additional subject-specific license through a state-approved content test after earning their WI Middle and High School Social Studies license. Thus, several tracks have been developed that provide some flexibility for prospective social studies teachers to craft preparation pathways to the new Social Studies license that fit their needs and interests.

Academic departments for the content areas:

- Economics (<https://www.uwlax.edu/economics/>)
- Geography and Environmental Science (<https://www.uwlax.edu/geography-and-earth-science/>)
- History (<https://www.uwlax.edu/history/>)
- Political Science and Public Administration (<https://www.uwlax.edu/political-science-and-public-administration/>)
- Psychology (<https://www.uwlax.edu/psychology/>)
- Sociology and Criminal Justice (<https://www.uwlax.edu/sociology/>)

The History Department

The History Department houses the Broadfield Social Studies Program's curriculum and faculty (p. 202).

Majors

- Broadfield social studies education (grades 4-12) major - BS (p. 106)
- Broadfield social studies education (grades 4-12) major: history concentration - BS (p. 108)
- Broadfield social studies education (grades 4-12) major: political science concentration - BS (p. 113)
- Broadfield social studies education (grades 4-12) major: sociology concentration - BS (p. 116)

Broadfield Social Studies Education (Grades 4-12) Major - Bachelor of Science (BS)

The **broadfield 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 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.

This major prepares students to earn a WI teaching license that allows them to teach grades 4-12 in all of the six subject areas of social studies: economics, geography, history, psychology, political science, and sociology.

Teacher preparation in history

The History Department works closely with other divisions on campus to provide a background in history for future teachers (<https://www.uwlax.edu/history/undergraduate-majorsminors/teacher-preparation/>).

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 (<https://www.uwlax.edu/history/student-resources/national-history-day/>), Phi Alpha Theta (<https://www.uwlax.edu/history/student-resources/phi-alpha-theta/>), and preparation for the PRAXIS exams – respond to the unique needs of future educators.

Major requirements

Completion of the Social Studies Education Program and associated benchmark assessments (<http://catalog.uwlax.edu/undergraduate/education/#SOE-program-requirements>) will lead to endorsement for the following Wisconsin teaching license:

- Middle and High School Social Studies, grades 4-12 (2700).

Students in all teacher education programs must satisfy the School of Education (SOE) core requirements (p. 589).

Students in all teacher education programs must be admitted to the School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) in order to complete their program requirements and be eligible for endorsement for the appropriate teaching license(s). Students majoring in social studies education (grades 4-12) must meet specific program admission criteria (p. 585).

Retention and advancement

Teacher candidates may be retained in their teacher education program provided they fulfill the conditions described in the SOE Retention Policy (<http://catalog.uwlax.edu/undergraduate/education/#retention>). Students must complete all course requirements and other benchmarks prior to student teaching as described in the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>). Additional SOE program requirements, including the culminating assessment of pedagogical knowledge, are described

on the SOE catalog page (<http://catalog.uwlax.edu/undergraduate/education/>).

Curriculum

The Social Studies Education Program is aligned with InTASC Teacher Standards and the National Council for Social Studies (NCSS) Standards.

Required general education courses (12 credits)

Besides the courses specified below, social studies education majors must satisfy additional general education requirements (<http://catalog.uwlax.edu/undergraduate/generaleducation/#generaleducationrequirementstext>). The General Education Program requires a total of 42 credits.

Code	Title	Credits
EDS 203	School, Society, and Teachers ^{1, 5}	3
EDS 206	Multicultural Education ^{2, 5}	3
HIS 110	World History ^{3, 6}	3
GEO 200	Conservation of Global Environments ^{4, 7}	3
Total Credits		12

¹ Counts toward General Education Program requirement: Self and Society (GE Category 6).

² Counts toward General Education Program requirement: Minority Cultures or Multiracial Women's Studies (GE Category 3).

³ Counts toward General Education Program requirement: International and Multicultural Studies, World History (GE Category 4-1).

⁴ Counts toward General Education Program requirement: International and Multicultural Studies, Global and Multicultural Studies (GE Category 4-2).

Social studies education requirements (33 credits)

Code	Title	Credits
Courses not requiring admission to the School of Education		
EDS 309	Teaching Global Perspectives Across the Curriculum	3
HIS 403	Curriculum, Instruction, and Assessment in Social Studies Education ⁵	3
PSY 212	Lifespan Development ^{5, 6}	3
SPE 200	Foundations of Special Education ⁵	3
Courses requiring admission to the School of Education		
HIS 304	Schools and Learning in Social Studies and Field Experience I ⁵	2
HIS 402	Secondary Content Methods for Teaching English Language Learners ⁵	3
HIS 419	Teaching and Learning Social Studies in the Secondary School and Field Experience II ⁵	4
Student teaching semester ⁸		
EDS 492	Student Teaching Seminar ⁵	1
One of the following: ⁵		11
EDS 496	Student Teaching: Middle/High School Education (4-12)	
EDS 495	Teaching Internship	
Total Credits		33

Social studies major content requirements (12 credits)

Code	Title	Credits
World geography		
GEO 110	World Cultural Regions	3
Additional content areas		
Select one of the following: ⁷		3
ECO 110	Microeconomics and Public Policy	
ECO 120	Global Macroeconomics	
Select one of the following:		3
POL 101	American National Government	
POL 102	State and Local Government	
Select one of the following:		3
SOC 110	Introduction to Sociology	
SOC 216	Society and Schools	
Total Credits		12

Additional requirements (30 credits)

Code	Title	Credits
Select a first minor from the following social studies content areas⁹		
	Economics	
	Geography	
	History	
	Political Science	
	Psychology	
	Sociology	
Select a second minor OR complete elective credits from courses in⁵ one of the following social studies content areas:⁹		
	Economics	
	Geography	
	History	
	Political Science	
	Psychology	
	Sociology	
Total Credits		30-36

⁵ Also satisfies an SOE core requirement.

⁶ Also satisfies a social studies major content requirement.

⁷ Also satisfies a WI statutory requirement for a teaching license in Social Studies (2700).

⁸ Must complete all course requirements and other benchmarks prior to student teaching. For more information, please see the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>).

⁹ HIS 304, HIS 402, HIS 403, and HIS 419 cannot be used to fulfill this requirement.

Additional teacher education requirements are listed on the School of Education (p. 582) catalog page.

Degree requirements

All teacher education students must complete the general education, School of Education, 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. 70)
- School of Education requirements (p. 582)
- Baccalaureate degree requirements (p. 107)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
EDS 203 (Gen Ed Minority Cultures)	3 EDS 206 (Gen Ed Self & Society)	3
FYS 100 (Gen Ed First-Year Seminar)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
CST 110 (Gen Ed Literacy-Oral)	3 GEO 110 (Gen Ed Global Studies)	3
HIS 110 (Gen Ed World History)	3 Gen Ed Math	4
SOC 110 or 216	3 Minor course	3
	15	16

Year 2		
Fall	Credits Spring	Credits
EDS 309	3 PSY 212	3
POL 101 or 102	3 ECO 110 or 120	3
Minor course	3 Minor course	3
Gen Ed Humanistic Studies	3 Minor course or social studies content area elective	3
Gen Ed Math/Logical Systems	3 Gen Ed Natural Lab Science	4
	15	16

Year 3		
Fall	Credits Spring	Credits
Gen Ed Arts	2-3 HIS 304	2
HIS 403	3 HIS 402	3
GEO 200 (Gen Ed Global Studies)	3 SPE 200	3
Minor course	3 Minor course	3
Minor course or social studies content area elective	3 Minor course or social studies content area elective	3
Minor course or social studies content area elective	3 Apply for Field Experience II ²	
Apply for admission to SOE ¹	Apply for Student Teaching ³	
Apply for Field Experience I ²		
	17	14

Year 4		
Fall	Credits Spring	Credits
HIS 419	4 All course requirements and other benchmarks must be completed prior to student teaching. ⁴	
University Elective	3 EDS 492	1
Gen Ed Health & Well-Being	3 EDS 496	11
Minor course or social studies content area elective	3	
Gen Ed Arts	2-3	
	15	12

Total Credits: 120

- ¹ See the SOE admissions website for complete admission and application details. Students will be required to complete a criminal background check at the time of application for admission.
- ² Students applying for field and student teaching placements will be asked to disclose any criminal charges.
- ³ Students must apply for student teaching through the Office of Field Experience one year prior to the student teaching semester.
- ⁴ For more information, please see the Student Teaching and Internship Policy.

Broadfield Social Studies Education (Grades 4-12) Major: History Concentration - BS

The **broadfield social studies education major: history concentration** is intended for those who intend to seek licensure in the grades 4-12 developmental 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 certain history classes required specifically for future teachers and some additional courses required by state statute.

This major prepares students to earn a WI teaching license that allows them to teach grades 4-12 in all of the six subject areas of social studies: economics, geography, history, psychology, political science, and sociology.

Teacher preparation in history

The History Department works closely with other divisions on campus to provide a background in history for future teachers (<https://www.uwlax.edu/history/undergraduate-majorsminors/teacher-preparation/>).

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 (<https://www.uwlax.edu/history/student-resources/national-history-day/>), Phi Alpha Theta (<https://www.uwlax.edu/history/student-resources/phi-alpha-theta/>), and preparation for the PRAXIS exams – respond to the unique needs of future educators.

Major requirements

Completion of the Social Studies Education: History Concentration Program and associated benchmark assessments (<http://catalog.uwlax.edu/undergraduate/education/#SOE-program-requirements>) will lead to endorsement for the following Wisconsin teaching license:

- Middle and High School Social Studies, grades 4-12 (2700).

Students in all teacher education programs must satisfy the School of Education (SOE) core requirements (p. 589).

Students in all teacher education programs must be admitted to the School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) in order to complete their program requirements and be eligible for endorsement for the appropriate teaching license(s). Students majoring in social studies education (grades 4-12): history concentration must meet specific program admission criteria (p. 585).

Retention and advancement

Teacher candidates may be retained in their teacher education program provided they fulfill the conditions described in the SOE Retention Policy (<http://catalog.uwlax.edu/undergraduate/education/#retention>). Students must complete all course requirements and other benchmarks prior to student teaching as described in the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>). Additional SOE program requirements, including the culminating assessment of pedagogical knowledge, are described on the SOE catalog page (<http://catalog.uwlax.edu/undergraduate/education/>).

Curriculum

The Social Studies Education: History Concentration Program is aligned with InTASC Teacher Standards and the National Council for Social Studies (NCSS) Standards.

Required general education courses (12 credits)

Besides the courses specified below, social studies education: history concentration majors must satisfy additional general education requirements (<http://catalog.uwlax.edu/undergraduate/generaleducation/#generaleducationrequirements>). The General Education Program requires a total of 42 credits.

Code	Title	Credits
EDS 203	School, Society, and Teachers ^{1, 5}	3
EDS 206	Multicultural Education ^{2, 5}	3
HIS 110	World History ^{3, 6}	3
GEO 200	Conservation of Global Environments ^{4, 7}	3
Total Credits		12

¹ Counts toward General Education Program requirement: Self and Society (GE Category 6).

² Counts toward General Education Program requirement: Minority Cultures or Multiracial Women's Studies (GE Category 3).

³ Counts toward General Education Program requirement: International and Multicultural Studies, World History (GE Category 4-1).

⁴ Counts toward General Education Program requirement: International and Multicultural Studies, Global and Multicultural Studies (GE Category 4-2).

Social studies education requirements (33 credits)

Code	Title	Credits
Courses not requiring admission to the School of Education		
EDS 309	Teaching Global Perspectives Across the Curriculum	3
HIS 403	Curriculum, Instruction, and Assessment in Social Studies Education ⁵	3
PSY 212	Lifespan Development ^{5, 6}	3
SPE 200	Foundations of Special Education ⁵	3
Courses requiring admission to the School of Education		
HIS 304	Schools and Learning in Social Studies and Field Experience I ⁵	2
HIS 402	Secondary Content Methods for Teaching English Language Learners ⁵	3
HIS 419	Teaching and Learning Social Studies in the Secondary School and Field Experience II ⁵	4
Student teaching semester ⁸		
EDS 492	Student Teaching Seminar	1
One of the following: ⁵		11
EDS 496	Student Teaching: Middle/High School Education (4-12)	
EDS 495	Teaching Internship	
Total Credits		33

Social studies major content requirements (9 credits)

Code	Title	Credits
Select one of the following: ⁷		3
ECO 110	Microeconomics and Public Policy	
ECO 120	Global Macroeconomics	
Select one of the following:		3
POL 101	American National Government	
POL 102	State and Local Government	
Select one of the following:		3
SOC 110	Introduction to Sociology	
SOC 216	Society and Schools	
Total Credits		9

History concentration requirements (37 credits)

Code	Title	Credits
Survey requirements		
HIS 210	Survey of the United States	3
Select one non-U.S. history survey course:		3
HIS 220	Survey of Latin American and Latino History	
HIS 230	Survey of Ancient and Medieval Worlds	
HIS 240	Survey of Europe	
HIS 250	Survey of Asia	
HIS 260	Survey of the Middle East	
HIS 280	Survey of the History of Modern Science	
HIS 285	Survey of Modern Africa	
Historical skills		
HIS 200	Historiography and Historical Methods	3
History content electives ^{6, 9}		

All coursework must be at 300/400-level; one course must be gender-focused.		
Select two courses: Asia/Africa/Middle East history		6
Select one course: United States history		3
Select one course: Latin American history		3
Select one course: European/Global history		3
Select one course: Classical/World religions history		3
Select one course: Thematic history		3
Select one course: Local/Regional history		3
Capstone		
HIS 490	History Research Seminar	4
Total Credits		37

⁵ Also satisfies an SOE core requirement.

⁶ Also satisfies social studies major content requirement.

⁷ Also satisfies a WI statutory requirement for a teaching license in Social Studies (2700).

⁸ Must complete all course requirements and other benchmarks prior to student teaching. For more information, please see the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>).

⁹ History content electives across global regions satisfies the world geography requirement.

History content electives

Code	Title	Credits
Asia/Africa/Middle East history		
Select two of the following:		6
HIS 316	The Vietnam War Era	
HIS 327	History of Buddhism	
HIS 328	History of Hinduism	
HIS 329	History of Islam	
HIS 334	Themes in Chinese History	
HIS 335	History of China	
HIS 361	Israeli-Palestinian Conflict	
HIS 362	Human Rights and the Middle East	
HIS 363	Modern South Asia	
HIS 364	Gandhi and the World	
HIS 379	African Environmental History	
HIS 380	The Rwandan Genocide	
HIS 381	Health and Healing in African History	
HIS 382	Imperialism in Asia and the Pacific	
HIS 383	Women in South Asia ¹⁰	
HIS 384	The Idea of Asia	
HIS 386	Women and Gender in Africa ¹⁰	
HIS 389	Women and Gender in the Middle East ¹⁰	
HIS 394	Modern Japan	
HIS 395	Postwar Japan	
HIS 397	African Nationalism	
HIS 398	Colonial Africa	
HIS 401	Japanese Religions	
HIS 415	Religion and Conflict in Modern South Asia	
United States history		
Select one of the following:		3

HIS/RGS 301	Women and Gender in the Modern United States: 1890-Present ¹⁰
HIS/RGS 305	History of Motherhood in the United States ¹⁰
HIS 306	Ethnic America
HIS 308	U.S. Reform Movements
HIS 309	History of U.S. Science and Technology
HIS 310	Native American History
HIS 313	Colonial and Revolutionary America
HIS 317	American Environmental History
HIS 318	Exhibition Development and Design I
HIS 319	Twentieth Century United States
HIS 320	Introduction to Public and Policy History
HIS 321	Wisconsin History
HIS 322	Public Education in Wisconsin and America
HIS 323	The World War II Era
HIS 324	Civil War and Reconstruction
HIS 325	America in the Cold War
HIS 336	Latinos in the United States: 1450-2000
HIS 337	La Crosse Wisconsin in World History
HIS 345	U.S.-Latin American Relations
HIS 357	Crime and Punishment in America
HIS 377	U.S. Labor History
HIS 378	The American West
HIS 388	Slavery
HIS 390	Social Justice Informed Public History
HIS 393	Material Culture
HIS 409	20th Century Civil Rights Movement
HIS 418	Exhibition Development and Design II
Latin American history	
Select one of the following:	
	3
HIS 341	Nineteenth Century Latin America
HIS 342	Twentieth Century Latin America
HIS 344	Latin America: 1450-1830
HIS 345	U.S.-Latin American Relations
HIS 347	Greater Mexico
HIS 356	History of Mexico
HIS 360	Women, Gender, and Sexuality in Latin America ¹⁰
HIS 388	Slavery
European/Global history	
Select one of the following:	
	3
HIS 303	Money and Crime
HIS 311	Peace and War
HIS/ANT 312	Peoples and Cultures of Eastern Europe and the Former Soviet Union
HIS 314	The Holocaust
HIS 323	The World War II Era
HIS 326	Modern Christianity
HIS/ARC 331	The Ancient Greek World
HIS/ARC 332	Ancient Rome and the Mediterranean
HIS 338	Sugar, Coffee, Rubber, Bananas: Commodities in World History
HIS 339	Russia and the Soviet Union
HIS 346	The Middle Ages
HIS 349	Twentieth Century Europe
HIS 351	France and the French Empire: 1750-Present

HIS 352	Germany: 1848-1989
HIS 354	Spain to 1700
HIS 358	French Revolution
HIS 359	Women, Gender and Sexuality in Modern Europe ¹⁰
HIS 373	World War I
HIS 392	History Through Film
HIS 410	British Empire
HIS 414	Ireland and the World: 1500-present

Classical/World religions history**Select one of the following: 3**

HIS/ARC 302	Egyptian Hieroglyphs: The Language and Culture 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/ARC 340	Origins of Cities
HIS 346	The Middle Ages
HIS/ANT/ARC 353	Maya Civilization
HIS 364	Gandhi and the World
HIS/ARC 365	Ancient Iraq
HIS/ARC 366	Ancient Israel
HIS/ARC 368	History of Babylonian Language and Culture I
HIS/ARC 369	History of Babylonian Language and Culture II
HIS/ARC 372	History of Women in the Ancient World ¹⁰
HIS/ARC 374	Ancient Turkey
HIS/ARC 375	Iran before Islam
HIS/ARC 396	Ancient Syria
HIS 401	Japanese Religions
HIS 415	Religion and Conflict in Modern South Asia

Thematic history**Select one of the following: 3**

HIS 303	Money and Crime
HIS 306	Ethnic America
HIS 309	History of U.S. Science and Technology
HIS 311	Peace and War
HIS 330	History of Religions
HIS 337	La Crosse Wisconsin in World History
HIS 338	Sugar, Coffee, Rubber, Bananas: Commodities in World History
HIS 392	History Through Film
HIS 393	Material Culture
HIS 399	Migration and Empire: 1200-1900
HIS 405	The Migration Experience: 1600-present
HIS 406	Topics in Social History
HIS 407	Government and Society
HIS 410	British Empire
HIS 413	Topics in Cultural History
HIS 420	Global Fascisms

Local/Regional history**Select one of the following: 3**

HIS 306	Ethnic America
HIS 310	Native American History
HIS 318	Exhibition Development and Design I
HIS 321	Wisconsin History
HIS 322	Public Education in Wisconsin and America
HIS 336	Latinos in the United States: 1450-2000
HIS 337	La Crosse Wisconsin in World History
HIS 345	U.S.-Latin American Relations
HIS 347	Greater Mexico
HIS 377	U.S. Labor History
HIS 405	The Migration Experience: 1600-present
HIS 416	History of Wisconsin State and Local Government
HIS 418	Exhibition Development and Design II

¹⁰ Also satisfies the gender-focused course requirement.

Additional teacher education requirements are listed on the School of Education (p. 582) catalog page.

Degree requirements

All teacher education students must complete the general education, School of Education, 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. 70)
- School of Education requirements (p. 582)
- Baccalaureate degree requirements (p. 111)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
EDS 203 (Gen Ed Self & Society)	3 EDS 206 (Gen Ed Minority Cultures)	3
ENG 110 or 112 (Gen Ed Literacy-Written)	3 CST 110 (Gen Ed Literacy-Oral)	3
HIS 110 (Gen Ed World History)	3 Gen Ed Math	4
GEO 200 (Gen Ed Global Studies)	3 POL 101 or 102	3
FYS 100 (Gen Ed First-Year Seminar)	3 HIS 200	3
	15	16

Year 2		
Fall	Credits Spring	Credits
Gen Ed Humanistic Studies	3 PSY 212	3
EDS 309	3 ECO 110 or 120	3
SOC 110 or 216	3 Gen Ed Natural Lab Science	4
History Content Course (Local/Regional History)	3 HIS 210	3
HIS 220, 230, 240, 250, 260, 280, or 285 (non-U.S. History survey course)	3 History Content Course (Asia/Africa/Middle East History)	3
	15	16
Year 3		
Fall	Credits Spring	Credits
SPE 200	3 HIS 304	2
History Content Course (Latin American History)	3 HIS 402	3
History Content Course (United States History)	3 History Content Course (Asia/Africa/Middle East History)	3
Gen Ed Arts	2-3 History Content Course (Thematic History)	3
Gen Ed Health & Well-Being	3 Gen Ed Math/Lang/Logical Systems	3
HIS 403	3 Apply for Field Experience II ²	
Apply for admission to SOE ¹	Apply for Student Teaching ³	
Apply for Field Experience I ²		
	17	14
Year 4		
Fall	Credits Spring	Credits
HIS 419	4 All course requirements and other benchmarks must be completed prior to student teaching. ⁴	
HIS 490	4 EDS 492	1
History Content Course (Classical History/World Religions)	3 EDS 496	11
Gen Ed Arts	2-3	
History Content Course (European/Global History)	3	
	16	12
Total Credits: 121		

¹ See the SOE admissions website (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) for complete admission and application details. Students will be required to complete a criminal background check (p. 588) at the time of application for admission.

² Students applying for field and student teaching placements will be asked to disclose any criminal charges (p. 592).

³ Students must apply for student teaching (<https://www.uwlax.edu/soe/field-and-student-teaching-experience/for-teacher-candidates/>) through the Office of Field Experience one year prior to the student teaching semester.

⁴ For more information, please see the Student Teaching and Internship Policy (p. 592).

Broadfield Social Studies Education (Grades 4-12) Major: Political Science Concentration - BS

Political science is the study of governments, policies, institutions, and the behavior of participants in the political world. Using humanistic and scientific approaches, as well as qualitative and quantitative methods, the field of political science examines political structures both inside and outside government with the goal of better understanding how they function, and the ways in which they change the world over time. The study of political science includes four subfields of specialization: American government and politics, international relations, comparative politics, and political theory.

Broadfield social studies education: political science concentration students are prepared to teach a range of civics, social studies, and government courses. This major prepares students to earn a WI teaching license that allows them to teach grades 4-12 in all of the six subject areas of social studies: economics, geography, history, psychology, political science, and sociology.

Major requirements

Completion of the Social Studies Education: Political Science Concentration Program and associated benchmark assessments (<http://catalog.uwlax.edu/undergraduate/education/#SOE-program-requirements>) will lead to endorsement for the following Wisconsin teaching license:

- Middle and High School Social Studies, grades 4-12 (2700).

Students in all teacher education programs must satisfy the School of Education (SOE) core requirements (p. 589).

Students in all teacher education programs must be admitted to the School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) in order to complete their program requirements and be eligible for endorsement for the appropriate teaching license(s). Students majoring in social studies education (grades 4-12): political science concentration must meet specific program admission criteria (p. 585).

Retention and advancement

Teacher candidates may be retained in their teacher education program provided they fulfill the conditions described in the SOE Retention Policy (<http://catalog.uwlax.edu/undergraduate/education/#retention>). Students must complete all course requirements and other benchmarks prior to student teaching as described in the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>). Additional SOE program requirements, including the culminating assessment of pedagogical knowledge, are described on the SOE catalog page (<http://catalog.uwlax.edu/undergraduate/education/>).

Curriculum

The Social Studies Education: Political Science Concentration Program is aligned with INTASC Teacher Standards and the National Council for Social Studies (NCSS) Standards.

Required general education courses (12 credits)

Besides the courses specified below, social studies education: political science concentration majors must satisfy additional general

education requirements (<http://catalog.uwlax.edu/undergraduate/generaleducation/#generaleducationrequirements>). The General Education Program requires a total of 42 credits.

Code	Title	Credits
EDS 203	School, Society, and Teachers ^{1, 5}	3
EDS 206	Multicultural Education ^{2, 5}	3
HIS 110	World History ^{3, 6}	3
GEO 200	Conservation of Global Environments ^{4, 7}	3
Total Credits		12

¹ Counts toward General Education Program requirement: Self and Society (GE Category 6).

² Counts toward General Education Program requirement: Minority Cultures or Multiracial Women's Studies (GE Category 3).

³ Counts toward General Education Program requirement: International and Multicultural Studies, World History (GE Category 4-1).

⁴ Counts toward General Education Program requirement: International and Multicultural Studies, Global and Multicultural Studies (GE Category 4-2).

Social studies education requirements (33 credits)

Code	Title	Credits
Courses not requiring admission to the School of Education		
EDS 309	Teaching Global Perspectives Across the Curriculum	3
HIS 403	Curriculum, Instruction, and Assessment in Social Studies Education ⁵	3
PSY 212	Lifespan Development ^{5, 6}	3
SPE 200	Foundations of Special Education ⁵	3
Courses requiring admission to the School of Education		
HIS 304	Schools and Learning in Social Studies and Field Experience I ⁵	2
HIS 402	Secondary Content Methods for Teaching English Language Learners ⁵	3
HIS 419	Teaching and Learning Social Studies in the Secondary School and Field Experience II ⁵	4
Student teaching semester ⁸		
EDS 492	Student Teaching Seminar ⁵	1
One of the following: ⁵		11
EDS 496	Student Teaching: Middle/High School Education (4-12)	
EDS 495	Teaching Internship	
Total Credits		33

Social studies major content requirements (12 credits)

Code	Title	Credits
World geography		
GEO 110	World Cultural Regions	3
Additional content areas		
Select one of the following: ⁷		3
ECO 110	Microeconomics and Public Policy	
ECO 120	Global Macroeconomics	
Select one of the following:		3
POL 101	American National Government	

POL 102	State and Local Government	
Select one of the following:		3
SOC 110	Introduction to Sociology	
SOC 216	Society and Schools	
Total Credits		12

Political science concentration requirements (30 credits)

A maximum of three credits from each repeatable political science (POL) course may be applied to the social studies education: political science concentration major.

Code	Title	Credits
Foundational content		
Select one course from the following (the course not chosen for social studies major content requirement):		3
POL 101	American National Government	
POL 102	State and Local Government	
POL 251	Political Theory	3
Select one of the following:		3
POL 202	Contemporary Global Issues ⁹	
POL 234	Comparative Politics	
POL 244	International Relations	
Select one of the following:		3
POL 261	Political Inquiry and Analysis ¹⁰	
POL 361	Research Methods in Politics and Government ¹¹	
Advanced content		
Select three credits of 300/400-level coursework in three of the following four areas of inquiry:		9
American government		
Comparative politics		
International relations		
Political theory		
Select six credits of elective courses from POL or PUB courses not used to satisfy the above requirements. ¹²		6
Capstone		
POL 494	Capstone Seminar in Politics and Government	3
Total Credits		30

⁵ Also satisfies an SOE core requirement.

⁶ Also satisfies a social studies major content requirement.

⁷ Also satisfies a WI statutory requirement for a teaching license in Social Studies (2700).

⁸ Must complete all course requirements and other benchmarks prior to student teaching. For more information, please see the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>).

⁹ Students may not take POL 202 if they have already taken ANT 202, GEO 202, HIS 202, or SOC 202. Instead, these students must take either POL 234 or POL 244 to satisfy this requirement.

¹⁰ Students who complete POL 261 to satisfy this requirement must take at least three credits of 300/400-level electives.

¹¹ STAT 145 is a prerequisite of this course.

¹² Public policy electives include PUB 330, PUB 332, PUB 334, and PUB 338.

American government

Code	Title	Credits
POL 301	American Presidency	3
POL 302	Legislative Process	3
POL 303	Wisconsin Government and Politics	3
POL 304	Politics and the Media	3
POL 305	Political Parties	3
POL 306	Judicial Process	3
POL 307	Political Language and Communications	3
POL 308	Interest Group Politics	3

Comparative politics

Code	Title	Credits
POL 330	Politics of Developing Areas	3
POL 331	Politics of Democratization	3
POL 334	Post-Communist Politics	3
POL 336	Middle Eastern Government and Politics	3
POL 338	European Government and Politics	3

International relations

Code	Title	Credits
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 United Nations	1-3
POL 347	Peace and Conflict	3

Political theory

Code	Title	Credits
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

Additional teacher education requirements are listed on the School of Education (p. 582) catalog page.

Degree requirements

All teacher education students must complete the general education, School of Education, 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. 70)
- School of Education requirements (p. 582)
- Baccalaureate degree requirements (p. 114)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
EDS 203 (Gen Ed Self & Society)	3 EDS 206 (Gen Ed Minority Cultures)	3
FYS 100 (Gen Ed First-Year Seminar)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
CST 110 (Gen Ed Literacy-Oral)	3 Gen Ed Math	4
POL 101	3 POL 102	3
Gen Ed Health & Well-Being	3 HIS 110 (Gen Ed World History)	3
	15	16
Year 2		
Fall	Credits Spring	Credits
POL 251 (Gen Ed Humanistic Studies)	3 GEO 110	3
Gen Ed Lang/Logical Systems	3-4 ECO 110 or 120	3
POL 202, 234, or 244	3 POL Areas of Inquiry (300/400 level)	3
SOC 110 or 216	3 Gen Ed Natural Lab Science	4
University Elective	3 Gen Ed Arts	2-3
EDS 309	3	
	18	15
Year 3		
Fall	Credits Spring	Credits
GEO 200 (Gen Ed Global Studies)	3 POL Areas of Inquiry (300/400 level)	3
PSY 212	3 POL Elective	3
POL Elective	3 SPE 200	3
POL 261 or 361 ^{1,2}	3 HIS 304	2
HIS 403	3 HIS 402	3
Apply for admission to SOE ³	Apply for Field Experience II ⁴	
Apply for Field Experience I ⁴	Apply for Student Teaching ⁵	
	15	14
Year 4		
Fall	Credits Spring	Credits
HIS 419	4 All course requirements and other benchmarks must be completed prior to student teaching. ⁶	
POL 494	3 EDS 492	1
POL Areas of Inquiry (300/400 level)	3 EDS 496	11
University Elective	3	
Gen Ed Arts	2-3	
	15	12
Total Credits: 120		

¹ Students who complete POL 261 to satisfy this requirement must take at least three credits of 300/400-level electives.

² STAT 145 Elementary Statistics (4 cr.) is a required prerequisite of POL 361 Research Methods in Politics and Government (3 cr.).

- ³ See the SOE admissions website for complete admission and application details. Students will be required to complete a criminal background check at the time of application for admission.
- ⁴ Students applying for field and student teaching placements will be asked to disclose any criminal charges.
- ⁵ Students must apply for student teaching through the Office of Field Experience one year prior to the student teaching semester.
- ⁶ For more information, please see the Student Teaching and Internship Policy.

Broadfield Social Studies Education (Grades 4-12) Major: Sociology Concentration - 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.

Students in the **broadfield social studies education major: sociology concentration** can be licensed to teach through the Wisconsin Department of Public Instruction (DPI). This major prepares students to earn a WI teaching license that allows them to teach grades 4-12 in all of the six subject areas of social studies: economics, geography, history, psychology, political science, and sociology.

Every broadfield social studies education: sociology concentration student completes a senior project in one of our three senior capstone courses SOC 405 Quantitative Social Research Seminar, SOC 410 Sociology Honors Project (3 cr.), 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

Completion of the Social Studies Education: Sociology Concentration Program and associated benchmark assessments (<http://catalog.uwlax.edu/undergraduate/education/#SOE-program-requirements>) will lead to endorsement for the following Wisconsin teaching license:

- Middle and High School Social Studies, grades 4-12 (2700).

Students in all teacher education programs must satisfy the School of Education (SOE) core requirements (p. 589).

Students in all teacher education programs must be admitted to the School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) in order to complete their program requirements and be eligible for endorsement for the appropriate teaching license(s). Students majoring in social studies education (grades 4-12): sociology concentration must meet specific program admission criteria (p. 585).

Retention and advancement

Teacher candidates may be retained in their teacher education program provided they fulfill the conditions described in the SOE Retention Policy (<http://catalog.uwlax.edu/undergraduate/education/#retention>). Students must complete all course requirements and other benchmarks prior to student teaching as described in the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>). Additional SOE program requirements, including the culminating assessment of pedagogical knowledge, are described on the SOE catalog page (<http://catalog.uwlax.edu/undergraduate/education/>).

Curriculum

The Social Studies Education: Sociology Concentration Program is aligned with InTASC Teacher Standards and the National Council for Social Studies (NCSS) Standards.

Required general education courses (12 credits)

Besides the courses specified below, social studies education: sociology concentration majors must satisfy additional general education requirements (<http://catalog.uwlax.edu/undergraduate/generaleducation/#generaleducationrequirementstext>). The General Education Program requires a total of 42 credits.

Code	Title	Credits
EDS 203	School, Society, and Teachers ^{1, 5}	3
EDS 206	Multicultural Education ^{2, 5}	3
HIS 110	World History ^{3, 6}	3
GEO 200	Conservation of Global Environments ^{4, 7}	3
Total Credits		12

- ¹ Counts toward General Education Program requirement: Self and Society (GE Category 6).
- ² Counts toward General Education Program requirement: Minority Cultures or Multiracial Women's Studies (GE Category 3).
- ³ Counts toward General Education Program requirement: International and Multicultural Studies, World History (GE Category 4-1).
- ⁴ Counts toward General Education Program requirement: International and Multicultural Studies, Global and Multicultural Studies (GE Category 4-2).

Social studies education requirements (33 credits)

Code	Title	Credits
Courses not requiring admission to the School of Education		
EDS 309	Teaching Global Perspectives Across the Curriculum	3
HIS 403	Curriculum, Instruction, and Assessment in Social Studies Education ⁵	3
PSY 212	Lifespan Development ^{5, 6}	3
SPE 200	Foundations of Special Education ⁵	3
Courses requiring admission to the School of Education		
HIS 304	Schools and Learning in Social Studies and Field Experience I ⁵	2
HIS 402	Secondary Content Methods for Teaching English Language Learners ⁵	3
HIS 419	Teaching and Learning Social Studies in the Secondary School and Field Experience II ⁵	4

Student teaching semester ⁸		
EDS 492	Student Teaching Seminar ⁵	1
One of the following: ⁵		11
EDS 496	Student Teaching: Middle/High School Education (4-12)	
EDS 495	Teaching Internship	
Total Credits		33

Social studies major content requirements (12 credits)

Code	Title	Credits
World geography		
GEO 110	World Cultural Regions	3
Additional content areas		
Select one of the following: ⁷		3
ECO 110	Microeconomics and Public Policy	
ECO 120	Global Macroeconomics	
Select one of the following:		3
POL 101	American National Government	
POL 102	State and Local Government	
Select one of the following:		3
SOC 110	Introduction to Sociology	
SOC 216	Society and Schools	
Total Credits		12

Sociology concentration requirements (33 credits)

Code	Title	Credits
Foundational content		
Select the course not chosen for social studies major content requirement:		3
SOC 110	Introduction to Sociology	
SOC 216	Society and Schools	
SOC 200	Foundations of Sociological Analysis	3
SOC 250	Methods of Social Research I	3
SOC 350	Methods of Social Research II	3
SOC 390	Sociological Theory	3
Advanced content		
Select five courses (15 credits) of electives from course offerings in sociology. At least nine credits must be at the 300/400-level.		15
Capstone		
Select one of the following:		3
SOC 405	Quantitative Social Research Seminar	
SOC 410	Sociology Honors Project	
SOC 416	Qualitative Explorations	
Total Credits		33

⁵ Also satisfies an SOE core requirement.

⁶ Also satisfies a social studies major content requirement.

⁷ Also satisfies a WI statutory requirement for a teaching license in Social Studies (2700).

⁸ Must complete all course requirements and other benchmarks prior to student teaching. For more information, please see the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>).

Additional teacher education requirements are listed on the School of Education (p. 582) catalog page.

Degree requirements

All teacher education students must complete the general education, School of Education, 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. 70)
- School of Education requirements (p. 582)
- Baccalaureate degree requirements (p. 117)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
CST 110 (Gen Ed Literacy-Oral)	3 EDS 206 (Gen Ed Minority Cultures)	3
SOC 110 (Gen Ed Self & Society)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
GEO 200 (Gen Ed Global Studies)	3 Gen Ed Math	4
EDS 203 (Gen Ed Self & Society)	3 HIS 110 (Gen Ed World History)	3
FYS 100 (Gen Ed First-Year Seminar)	3 SOC 216	3
	15	16
Year 2		
Fall	Credits Spring	Credits
Gen Ed Humanistic Studies	3 GEO 110 (Gen Ed Global Studies)	3
Gen Ed Lang/Logical Systems	3-4 ECO 110 or 120	3
EDS 309	3 SOC 250	3
POL 101 or 102	3 Gen Ed Natural Lab Science	4
SOC 200	3 SOC Elective (300/400 level)	3
	15	16
Year 3		
Fall	Credits Spring	Credits
Gen Ed Health & Well-Being	3 HIS 304	2
HIS 403	3 HIS 402	3
Gen Ed Arts	2-3 SOC 390	3
PSY 212	3 SPE 200	3
SOC 350	3 SOC Elective (any level)	3

SOC Elective (300/400 level)	3	Apply for Field Experience II ²
Apply for admission to SOE ¹		Apply for Student Teaching ³
Apply for Field Experience I ²		
	17	14
Year 4		
Fall	Credits Spring	Credits
HIS 419	4 All course requirements and other benchmarks must be completed prior to student teaching. ⁴	
SOC 405, 410, or 416	3 EDS 492	1
Gen Ed Arts	2-3 EDS 496	11
SOC Elective (any level)	3	
SOC Elective (300/400 level)	3	
	15	12
Total Credits: 120		

- ¹ See the SOE admissions website for complete admission and application details. Students will be required to complete a criminal background check at the time of application for admission.
- ² Students applying for field and student teaching placements will be asked to disclose any criminal charges.
- ³ Students must apply for student teaching through the Office of Field Experience one year prior to the student teaching semester.
- ⁴ For more information, please see the Student Teaching and Internship Policy.

Child/Youth Care Program (CYC)

College of Arts, Social Sciences, and Humanities

Coordinator: Lisa Caya

331C Graff Main Hall; 608.785.6895

E-mail: lcaya@uwlax.edu

www.uwlax.edu/psychology/undergraduate-majorsminors/at-risk-child-and-youth-minor/ (<https://www.uwlax.edu/psychology/undergraduate-majorsminors/at-risk-child-and-youth-minor/>)

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

2023-24 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 July.

Program Coordinator

Lisa Caya, Psychology

E-mail: lcaya@uwlax.edu

Advisors

Linda Dickmeyer, Communication Studies

Guy Herling, CSH

Britta Osborne, CASSH

Marcie Wycoff-Horn, SOE

Peter Marina, Sociology and Criminal Justice

Minor

- At-Risk Child and Youth Care Minor (p. 119)

At-Risk Child and Youth Care Minor

Minor requirements

Declaration requirement

Students who wish to declare the at-risk child and youth care minor must first complete CYC 301 with a grade of "C" or better.

Curriculum

(All colleges)

24 credits

- **Psychology majors** may apply a maximum of six credits toward the major and minor. 18 credits must be completed outside of psychology.
- **All other majors** may apply a maximum of six credits toward the major and minor if courses from the major are included in the CYC listings.

Code	Title	Credits
Category I: Core		
CYC 301	Overview of Child and Youth Care ¹	3
CYC 310	Social Policy for Children and Families ²	3
CYC 495	Capstone in Child Youth Care ²	3
Category II: Human development		
PSY 212	Lifespan Development	3
Special populations development:		
Select one of the following (each of which have a prerequisite of PSY 212):		
PSY 356	Infancy and Childhood	
PSY 357	Adolescence	

Category III: Family dynamics

Select one of the following: 3

CST 336	Family Communication
CYC 411	Family Systems Theory
SOC 212	Marriage and Family

Category IV: 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
CST 380	Communicating Leadership
PSY 315	Behavior Modification
PSY 343	Group Dynamics
PSY 347	Empathic Listening Skills
PSY 370	Educational Psychology
PSY/RGS 415	Multicultural Counseling
PSY 425	Understanding the Mental Health Counseling Profession
RTH 470	Recreational Therapy Processes and Facilitation Techniques
SPE 207	American Sign Language and Deaf Culture I

Category V: Youth-focused electives

Select one of the following: 3

ANT 323	Anthropology of Childhood and Youth
ESS 231	Introduction to Teaching Adapted Physical Education
HED 207	Youth Health Issues
HED 345	Issues in Mental and Emotional Health
HED 425	Violence and Injury Prevention
HED 469	Drugs, Society, and Human Behavior
PSY 316	Child Abuse and Neglect
PSY 325	LGBTQ+ Youth Psychology
PSY 417	Child and Adolescent Psychopathology
PSY 426	Addictive Behaviors
RGS 320	Violence and Gender
RTH 333	Therapeutic Recreation and Corrections
SPE 200	Foundations of Special Education
SOC 321	Delinquency
SOC 324	Criminal Justice
SOC 326	Sociopharmacology

Total Credits 24

¹ A grade of "B" or better in PSY 212 is required in order to enroll in CYC 301.

² A grade of "C" or better in CYC 301 is required in order to enroll in CYC 310 and CYC 495.

Communication Studies Department (CST)

College of Arts, Social Sciences, and Humanities

Department Chair: Linda Dickmeyer

4206 Centennial Hall; 608.785.8519

Email: ldickmeyer@uwlax.edu

www.uwlax.edu/communication-studies (<http://www.uwlax.edu/Communication-Studies/>)

A major in the Communication Studies Program provides excellent knowledge foundation and general skills for many types of jobs in both the private and public sectors of the economy. The Department of Communication Studies provides nearly fifty courses in four curriculum areas: interpersonal communication, media studies, organizational and professional communication, and public communication and advocacy. Each student who elects the 39 credit major in communication studies must select one of these areas as an emphasis in the program. Each of these curriculum areas is also available as a 24 credit minor. A minor in communication studies is valuable with any major.

The Department of Communication Studies faculty members help build skills not only in the student's area of program emphasis, but across the communication studies field. Because of the department's focus on academic training and professional skill building, communication studies graduates develop outstanding abilities in writing, speaking, organization, and critical thinking.

Communication Studies admission to program policy

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 UWL).
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 UWL cumulative GPA of 2.50 at time of admission or have completed 15 UWL CST credits with a 2.70 UWL CST GPA and a UWL cumulative GPA of 2.30.

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 College of Arts, Social Sciences, and Humanities Academic Services Office.

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. 70).

2023-24 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 July.

Professor

Linda Dickmeyer

Sara Docan-Morgan

Tony Docan-Morgan

Joe Gow

Katherine Lavelle

Ronda Leahy

Associate Professor

Beth Boser

Jennifer Butler Modaff

Scott Dickmeyer

Ashley Edwards

Daniel Modaff

Greg Ormes

Michael Tollefson

Assistant Professor

Brandon Anderson

Weixu Lu

Taylor Miller

Teaching Professor

Terence Smith

Associate Teaching Professor

David Solie

Assistant Teaching Professor

Rick King Quale

Nicholas Raes

Jessica Welsh

Lecturer

Michael Albrecht

Stellina Chapman

Ayesha Patnaik

Administrative Support

Jenni Pengra

Majors

- Communication studies major: interpersonal communication emphasis - BA (p. 121)
- Communication studies major: interpersonal communication emphasis - BS (p. 124)
- Communication studies major: media studies emphasis - BA (p. 126)
- Communication studies major: media studies emphasis - BS (p. 129)
- Communication studies major: organizational and professional communication emphasis - BA (p. 131)
- Communication studies major: organizational and professional communication emphasis - BS (p. 134)
- Communication studies major: public communication and advocacy emphasis - BA (p. 136)
- Communication studies major: public communication and advocacy emphasis - BS (p. 139)

Minors

- Communication studies minor: interpersonal communication emphasis (p. 141)
- Communication studies minor: media studies emphasis (p. 142)
- Communication studies minor: organizational and professional communication emphasis (p. 142)
- Communication studies minor: public communication and advocacy emphasis (p. 143)
- Digital media studies and design minor (p. 143)
- Leadership development minor (p. 144)

Communication Studies Major: Interpersonal Communication Emphasis - Bachelor of Arts (BA)

Major requirements

Admission requirements (p. 120)

(All colleges, excluding teacher certification programs)

39 credits

Courses listed in more than one category may be counted only once.

Code	Title	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 230	Interpersonal Communication	3
CST 334 or CST 336	Gender Communication Family Communication	3

CST 430	Advanced Topics in Interpersonal Communication	3
Select at least three credits of the following:		3
CST 330	Nonverbal Communication	
CST 331	Communicating Social Support	
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 339	Communication and Aging	
Select nine credits of electives, three credits 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 and CST 299.

Areas of emphasis:

Organizational & professional communication emphasis

Code	Title	Credits
CST 260	Professional Communication	3
CST 350	Organizational Communication	3
CST 351	Interviewing: Principles and Processes	3
CST 353	Workplace Relationships	3
CST 354	Health Communication	3
CST 355	Diversity and Organizational Communication	3
CST 358	New Media and Technologies in Modern Organizations	3
CST 360	Public Relations	3
CST 365	Communication in Teams	3
CST 380	Communicating Leadership	3

Public communication & advocacy emphasis

Code	Title	Credits
CST 210	Presentational Speaking	3
CST 211	Communication and Civic Engagement	3
CST 310	Debate	3
CST 315	Communication Criticism	3
CST 410	Argumentation	3
CST 412	Community Advocacy and Social Change	3
CST 413	Persuasive Campaigns	3
CST 415	Advanced Topics in Public Communication and Advocacy	3

Media studies emphasis

Code	Title	Credits
CST 271	Media and Society	3
CST 338	Media and Sexuality	3
CST 371	Media Industries and Audiences	3
CST 373	Television & Media Histories	3
CST 377	Digital Media Production	3
CST 378	Emerging Media and Communication Technology	3
CST 379	Interactive and Experiential Media	3

CST 419	Communication, Media and Identity	3
CST 471	Broadcast and Digital Media Management	3
CST 489	Advanced Topics in Media Studies	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. 70)
- College core (p. 122)
- Baccalaureate degree requirements (p. 122)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	

GCL 202	Intermediate Languages II
GER 202	German Language and Cultures in Action II
HMG 204	Hmong Heritage Language: Intermediate
HMG 304	Hmong Heritage Language: Advanced
JPN 202	Intermediate Japanese II
RUS 202	Russian Language and Cultures in Action II
SPA 202	Spanish Language and Cultures in Action II
or SPA 221 Introduction to Spanish for the Health Professions	

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office 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 global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.

- Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
- Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
- At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
- Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
- A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
- 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1			
Fall	Credits	Spring	Credits
CST 110 (Gen Ed Literacy-Oral)	3	CST 190	3
FYS 100 (Gen Ed First-Year Seminar)	3	ENG 110 or 112 (Gen Ed Literacy-Written)	3
Gen Ed Arts	2-3	102+ Level Gen Ed/CASSH Core Language ¹	3-4
Gen Ed Math	4	Gen Ed Arts	2-3
Gen Ed World History	3	Gen Ed Health & Well-Being	3
	15		14
Year 2			
Fall	Credits	Spring	Credits
CST 230	3	CST 301	3
Minor Course	3	CST 336 or 334	3
Gen Ed Natural Lab Science	4	Organizational & Professional Comm. Emphasis Elective	3
CST Interpersonal Communication Core Elective	3	Minor Course	3
University Elective	3	Gen Ed Global Studies	3
	16		15
Year 3			
Fall	Credits	Spring	Credits
Minor Course	3	CST Elective	3
University Elective	3	CST 498	3
Gen Ed Self & Society	3	Minor Course	3
CASSH Core Course	3	CASSH Core Course	3
Media Studies Emphasis Elective	3	Gen Ed Humanistic Studies	3
	15		15
Year 4			
Fall	Credits	Spring	Credits
CST 499	3	CST 430	3
Minor Course	3	Minor Course	3
Gen Ed Minority Cultures	3	University Elective	3
CST Elective	3	CASSH Core Course	3
Public Communication & Advocacy Emphasis Elective	3	CASSH Core Diversity Course	3
	15		15
Total Credits: 120			

¹ **CASSH Core Humanities and Fine Arts Tracks** require 102+ level language. **CASSH Core Language Track** requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

Communication Studies Major: Interpersonal Communication Emphasis - Bachelor of Science (BS)

Major requirements

Admission requirements (p. 120)

(All colleges, excluding teacher certification programs)

39 credits

Courses listed in more than one category may be counted only once.

Code	Title	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 230	Interpersonal Communication	3
CST 334	Gender Communication	3
or CST 336	Family Communication	
CST 430	Advanced Topics in Interpersonal Communication	3
Select at least three credits of the following:		3
CST 330	Nonverbal Communication	
CST 331	Communicating Social Support	
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 339	Communication and Aging	
Select nine credits of electives, three credits 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 and CST 299.

Areas of emphasis:

Organizational & professional communication emphasis

Code	Title	Credits
CST 260	Professional Communication	3
CST 350	Organizational Communication	3
CST 351	Interviewing: Principles and Processes	3
CST 353	Workplace Relationships	3
CST 354	Health Communication	3
CST 355	Diversity and Organizational Communication	3
CST 358	New Media and Technologies in Modern Organizations	3
CST 360	Public Relations	3

CST 365	Communication in Teams	3
CST 380	Communicating Leadership	3

Public communication & advocacy emphasis

Code	Title	Credits
CST 210	Presentational Speaking	3
CST 211	Communication and Civic Engagement	3
CST 310	Debate	3
CST 315	Communication Criticism	3
CST 410	Argumentation	3
CST 412	Community Advocacy and Social Change	3
CST 413	Persuasive Campaigns	3
CST 415	Advanced Topics in Public Communication and Advocacy	3

Media studies emphasis

Code	Title	Credits
CST 271	Media and Society	3
CST 338	Media and Sexuality	3
CST 371	Media Industries and Audiences	3
CST 373	Television & Media Histories	3
CST 377	Digital Media Production	3
CST 378	Emerging Media and Communication Technology	3
CST 379	Interactive and Experiential Media	3
CST 419	Communication, Media and Identity	3
CST 471	Broadcast and Digital Media Management	3
CST 489	Advanced Topics in Media Studies	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. 70)
- College core (p. 124)
- Baccalaureate degree requirements (p. 125)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/>) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH alternative (ENV 101, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a global cultures and languages course 102 level or higher.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).

7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.
- ² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
CST 110 (Gen Ed Literacy-Oral)	3 CST 190	3
FYS 100 (Gen Ed First-Year Seminar)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
Gen Ed Arts	2-3 Gen Ed Natural Lab Science	4
Gen Ed Math	4 Gen Ed Arts	2-3
Gen Ed World History	3 Gen Ed Health & Well-Being	3
	15	15
Year 2		
Fall	Credits Spring	Credits
CST 230	3 CST 301	3
Minor Course	3 CST 336 or 334	3
CASSH Core Course - Natural Lab Science	4 Organizational & Professional Comm. Emphasis Elective	3
CST Interpersonal Communication Core Elective	3 Minor Course	3
University Elective	2 Gen Ed Math/Lang/Logical System	3
	15	15
Year 3		
Fall	Credits Spring	Credits
Minor Course	3 CST Elective	3
Gen Ed Self & Society	3 CST 498	3
CASSH Core Course	3 Minor Course	3
Media Studies Emphasis Elective	3 University Elective	3
CASSH Core Course	3 Gen Ed Humanistic Studies	3
	15	15
Year 4		
Fall	Credits Spring	Credits
CST 499	3 CST 430	3
Minor Course	3 Minor Course	3
Gen Ed Minority Cultures	3 Gen Ed Global Studies	3
CST Elective	3 CASSH Core Course	3
Public Communication & Advocacy Emphasis Elective	3 CASSH Core Diversity Course	3
	15	15
Total Credits: 120		

Communication Studies Major: Media Studies Emphasis - Bachelor of Arts (BA)

Major requirements

Admission requirements (p. 120)

(All colleges, excluding teacher certification programs)

39 credits

Courses listed in more than one category may be counted only once.

Code	Title	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	Media and Society	3
CST 378	Emerging Media and Communication Technology	3
CST 419	Communication, Media and Identity	3
or CST 489	Advanced Topics in Media Studies	
Select at least three credits of the following:		3
CST 338	Media and Sexuality	
CST 371	Media Industries and Audiences	
CST 373	Television & Media Histories	
CST 379	Interactive and Experiential Media	
CST 419	Communication, Media and Identity	
CST 471	Broadcast and Digital Media Management	
CST 489	Advanced Topics in Media Studies	
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 and CST 299.

Areas of emphasis:

Interpersonal communication emphasis

Code	Title	Credits
CST 230	Interpersonal Communication	3
CST 330	Nonverbal Communication	3
CST 331	Communicating Social Support	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 339	Communication and Aging	3

Public communication & advocacy emphasis

Code	Title	Credits
CST 210	Presentational Speaking	3
CST 211	Communication and Civic Engagement	3
CST 310	Debate	3
CST 315	Communication Criticism	3
CST 410	Argumentation	3
CST 412	Community Advocacy and Social Change	3
CST 413	Persuasive Campaigns	3
CST 415	Advanced Topics in Public Communication and Advocacy	3

Organizational & professional communication emphasis

Code	Title	Credits
CST 260	Professional Communication	3
CST 350	Organizational Communication	3
CST 351	Interviewing: Principles and Processes	3
CST 353	Workplace Relationships	3
CST 354	Health Communication	3
CST 355	Diversity and Organizational Communication	3

CST 358	New Media and Technologies in Modern Organizations	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. 70)
- College core (p. 127)
- Baccalaureate degree requirements (p. 128)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
JPN 202	Intermediate Japanese II	
RUS 202	Russian Language and Cultures in Action II	
SPA 202	Spanish Language and Cultures in Action II	
or SPA 221 Introduction to Spanish for the Health Professions		

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office 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 global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1			
Fall	Credits	Spring	Credits
CST 110 (Gen Ed Literacy-Oral)	3	CST 190	3
FYS 100 (Gen Ed First-Year Seminar)	3	ENG 110 or 112 (Gen Ed Literacy-Written)	3
Gen Ed Arts	2-3	102+ Level Gen Ed/CASSH Core Language ¹	3-4
Gen Ed Math	4	Gen Ed Arts	2-3
Gen Ed World History	3	Gen Ed Health & Well-Being	3
	15		14
Year 2			
Fall	Credits	Spring	Credits
CST 271	3	CST 301	3
Interpersonal Communication Emphasis Elective	3	CST 378 ²	3
Media Studies Elective	3	Organizational & Professional Comm. Emphasis Elective	3
Gen Ed Natural Lab Science	4	Minor Course	3
University Elective	3	CASSH Core Course	3
	16		15
Year 3			
Fall	Credits	Spring	Credits
Minor Course	3	CST 419 or 489 ²	3
University Elective	3	CST 498	3
Gen Ed Self & Society	3	CST Elective	3
CASSH Core Course	3	University Elective	3
Gen Ed Humanistic Studies	3	Minor Course	3
	15		15
Year 4			
Fall	Credits	Spring	Credits
CST 499	3	Minor Course	3
Minor Course	3	Minor Course	3
Gen Ed Minority Cultures	3	Gen Ed Global Studies	3
CST Elective	3	CASSH Core Course	3
Public Communication & Advocacy Emphasis Elective	3	CASSH Core Diversity Course	3
	15		15

Total Credits: 120

¹ **CASSH Core Humanities and Fine Arts Tracks** require 102+ level language. **CASSH Core Language Track** requires 202 level language.

Students unprepared for 202 level will need to complete prerequisite course work.

² Check course availability. May need to rearrange schedule if course is not offered at this time.

Communication Studies Major: Media Studies Emphasis - Bachelor of Science (BS)

Major requirements

Admission requirements (p. 120)

(All colleges, excluding teacher certification programs)

39 credits

Courses listed in more than one category may be counted only once.

Code	Title	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	Media and Society	3
CST 378	Emerging Media and Communication Technology	3
CST 419	Communication, Media and Identity	3
or CST 489	Advanced Topics in Media Studies	
Select at least three credits of the following:		3
CST 338	Media and Sexuality	
CST 371	Media Industries and Audiences	
CST 373	Television & Media Histories	
CST 379	Interactive and Experiential Media	
CST 419	Communication, Media and Identity	
CST 471	Broadcast and Digital Media Management	
CST 489	Advanced Topics in Media Studies	
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 and CST 299.

Areas of emphasis:

Interpersonal communication emphasis

Code	Title	Credits
CST 230	Interpersonal Communication	3
CST 330	Nonverbal Communication	3
CST 331	Communicating Social Support	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 339	Communication and Aging	3

Public communication & advocacy emphasis

Code	Title	Credits
CST 210	Presentational Speaking	3
CST 211	Communication and Civic Engagement	3
CST 310	Debate	3
CST 315	Communication Criticism	3
CST 410	Argumentation	3
CST 412	Community Advocacy and Social Change	3
CST 413	Persuasive Campaigns	3
CST 415	Advanced Topics in Public Communication and Advocacy	3

Organizational & professional communication emphasis

Code	Title	Credits
CST 260	Professional Communication	3
CST 350	Organizational Communication	3
CST 351	Interviewing: Principles and Processes	3
CST 353	Workplace Relationships	3
CST 354	Health Communication	3
CST 355	Diversity and Organizational Communication	3
CST 358	New Media and Technologies in Modern Organizations	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. 70)
- College core (p. 129)
- Baccalaureate degree requirements (p. 130)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.

3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/>) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH alternative (ENV 101, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a global cultures and languages course 102 level or higher.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).

7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.
- ² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
CST 110 (Gen Ed Literacy-Oral)	3 CST 190	3
FYS 100 (Gen Ed First-Year Seminar)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
Gen Ed Arts	2-3 Gen Ed Natural Lab Science	4
Gen Ed Math	4 Gen Ed Arts	2-3
Gen Ed World History	3 Gen Ed Health & Well-Being	3
	15	15
Year 2		
Fall	Credits Spring	Credits
CST 271	3 CST 301	3
Interpersonal Communication Emphasis Elective	3 CST 378 ¹	3
Media Studies Elective	3 Organizational & Professional Comm. Emphasis Elective	3
CASSH Core Course - Natural Lab Science	4 Minor Course	3
University Elective	2 Gen Ed Math/Lang/Logical System	3
	15	15
Year 3		
Fall	Credits Spring	Credits
Minor Course	3 CST 419 or 489 ¹	3
Gen Ed Self & Society	3 CST 498	3
CASSH Core Course	3 CST Elective	3
Gen Ed Humanistic Studies	3 Minor Course	3
CASSH Core Course	3 University Elective	3
	15	15
Year 4		
Fall	Credits Spring	Credits
CST 499	3 Minor Course	3
Minor Course	3 Minor Course	3
Gen Ed Minority Cultures	3 Gen Ed Global Studies	3
CST Elective	3 CASSH Core Course	3
Public Communication & Advocacy Emphasis Elective	3 CASSH Core Diversity Course	3
	15	15
Total Credits: 120		

¹ Check course availability. May need to rearrange schedule if course is not offered at this time.

Communication Studies Major: Organizational and Professional Communication Emphasis - BA

Major requirements

Admission requirements (p. 120)

(All colleges, excluding teacher certification programs)

39 credits

Courses listed in more than one category may be counted only once.

Code	Title	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 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:		3
CST 351	Interviewing: Principles and Processes	
CST 353	Workplace Relationships	
CST 354	Health Communication	
CST 355	Diversity and Organizational Communication	
CST 358	New Media and Technologies in Modern Organizations	
CST 360	Public Relations	
CST 365	Communication in Teams	
CST 380	Communicating Leadership	
Select nine credits of electives, three credits 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 and CST 299.

Areas of emphasis:

Interpersonal communication emphasis

Code	Title	Credits
CST 230	Interpersonal Communication	3
CST 330	Nonverbal Communication	3
CST 331	Communicating Social Support	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 339	Communication and Aging	3

Public communication & advocacy emphasis

Code	Title	Credits
CST 210	Presentational Speaking	3
CST 211	Communication and Civic Engagement	3
CST 310	Debate	3
CST 315	Communication Criticism	3
CST 410	Argumentation	3
CST 412	Community Advocacy and Social Change	3
CST 413	Persuasive Campaigns	3
CST 415	Advanced Topics in Public Communication and Advocacy	3

Media studies emphasis

Code	Title	Credits
CST 271	Media and Society	3
CST 338	Media and Sexuality	3

CST 371	Media Industries and Audiences	3
CST 373	Television & Media Histories	3
CST 377	Digital Media Production	3
CST 378	Emerging Media and Communication Technology	3
CST 379	Interactive and Experiential Media	3
CST 419	Communication, Media and Identity	3
CST 471	Broadcast and Digital Media Management	3
CST 489	Advanced Topics in Media Studies	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. 70)
- College core (p. 132)
- Baccalaureate degree requirements (p. 133)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
JPN 202	Intermediate Japanese II	
RUS 202	Russian Language and Cultures in Action II	
SPA 202	Spanish Language and Cultures in Action II	
	or SPA 221 Introduction to Spanish for the Health Professions	

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office 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 global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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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General Education Program

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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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
CST 110 (Gen Ed Literacy-Oral)	3 CST 190	3
FYS 100 (Gen Ed First-Year Seminar)	3 102+ Level Gen Ed/CASSH Core Language ¹	3-4
Gen Ed Math	4 ENG 110 (Gen Ed Literacy-Written)	3
Gen Ed Arts	2 Gen Ed Arts	2
Gen Ed World History	3 Gen Ed Health & Well-Being	3
15		14

Year 2		
Fall	Credits Spring	Credits
Media Studies Emphasis Elective	3 CST 260	3
Gen Ed Natural Lab Science	4 CST 301	3
Gen Ed Minority Cultures	3 Public Communication & Advocacy Emphasis Elective	3
Minor Course	3 Gen Ed Self & Society	3
University Elective	3 Minor Course	3
16		15

Year 3		
Fall	Credits Spring	Credits
CST Elective	3 CST 350	3
Gen Ed Humanistic Studies	3 Gen Ed Global Studies	3
Minor Course	3 CASSH Core Course	3
CASSH Core Course	3 Minor Course	3
Organizational & Professional Communication Elective	3 CASSH Core Course	3
15		15

Year 4		
Fall	Credits Spring	Credits
CST 498	3 CST 499	3
CST 452	3 Interpersonal Communication Emphasis Elective	3
University Elective	3 Minor Course	3
Minor Course	3 CASSH Core Diversity Course	3
CST Elective	3 University Elective	3
15		15

Total Credits: 120

¹ **CASSH Core Humanities and Fine Arts Tracks** require 102+ level language. **CASSH Core Language Track** requires 202 level language.

Students unprepared for 202 level will need to complete prerequisite course work.

Communication Studies Major: Organizational and Professional Communication Emphasis - BS

Major requirements

Admission requirements (p. 120)

(All colleges, excluding teacher certification programs)

39 credits

Courses listed in more than one category may be counted only once.

Code	Title	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 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:		3
CST 351	Interviewing: Principles and Processes	
CST 353	Workplace Relationships	
CST 354	Health Communication	
CST 355	Diversity and Organizational Communication	
CST 358	New Media and Technologies in Modern Organizations	
CST 360	Public Relations	
CST 365	Communication in Teams	
CST 380	Communicating Leadership	
Select nine credits of electives, three credits 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 and CST 299.

Areas of emphasis:

Interpersonal communication emphasis

Code	Title	Credits
CST 230	Interpersonal Communication	3
CST 330	Nonverbal Communication	3
CST 331	Communicating Social Support	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 339	Communication and Aging	3

Public communication & advocacy emphasis

Code	Title	Credits
CST 210	Presentational Speaking	3
CST 211	Communication and Civic Engagement	3
CST 310	Debate	3
CST 315	Communication Criticism	3
CST 410	Argumentation	3
CST 412	Community Advocacy and Social Change	3
CST 413	Persuasive Campaigns	3
CST 415	Advanced Topics in Public Communication and Advocacy	3

Media studies emphasis

Code	Title	Credits
CST 271	Media and Society	3
CST 338	Media and Sexuality	3
CST 371	Media Industries and Audiences	3
CST 373	Television & Media Histories	3
CST 377	Digital Media Production	3
CST 378	Emerging Media and Communication Technology	3
CST 379	Interactive and Experiential Media	3
CST 419	Communication, Media and Identity	3
CST 471	Broadcast and Digital Media Management	3
CST 489	Advanced Topics in Media Studies	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. 70)
- College core (p. 134)
- Baccalaureate degree requirements (p. 135)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/>) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH alternative (ENV 101, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a global cultures and languages course 102 level or higher.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).

7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.
- ² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
CST 110 (Gen Ed Literacy-Oral)	3 CST 190	3
FYS 100 (Gen Ed First-Year Seminar)	3 Gen Ed Natural Lab Science	4
Gen Ed Math	4 ENG 110 (Gen Ed Literacy-Written)	3
Gen Ed Arts	2 Gen Ed Arts	2
Gen Ed World History	3 Gen Ed Health & Well-Being	3
	15	15
Year 2		
Fall	Credits Spring	Credits
Media Studies Emphasis Elective	3 CST 260	3
Gen Ed Math/Lang/Logical Systems	3-4 CST 301	3
Gen Ed Minority Cultures	3 Public Communication & Advocacy Emphasis Elective	3
Minor Course	3 CASSH Core Course - Natural Lab Science	4
University Elective	3 Minor Course	3
	15	16
Year 3		
Fall	Credits Spring	Credits
CST Elective	3 CST 350	3
Gen Ed Humanistic Studies	3 Gen Ed Global Studies	3
Minor Course	3 Gen Ed Self & Society	3
CASSH Core Course	3 Minor Course	3
Organizational & Professional Communication Elective	3 CASSH Core Course	3
	15	15
Year 4		
Fall	Credits Spring	Credits
CST 498	3 CST 499	3
CST 452	3 Interpersonal Communication Emphasis Elective	3
CASSH Core Course	3 Minor Course	3
Minor Course	3 CASSH Core Diversity Course	3
CST Elective	3 University Elective	2
	15	14
Total Credits: 120		

Communication Studies Major: Public Communication and Advocacy Emphasis - Bachelor of Arts (BA)

Major requirements

Admission requirements (p. 120)

(All colleges, excluding teacher certification programs)

39 credits

Courses listed in more than one category may be counted only once.

Code	Title	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 211	Communication and Civic Engagement	3
CST 315	Communication Criticism	3
CST 412	Community Advocacy and Social Change	3
or CST 413	Persuasive Campaigns	
Select at least three credits of the following:		3
CST 210	Presentational Speaking	
CST 310	Debate	
CST 410	Argumentation	
CST 412	Community Advocacy and Social Change	
CST 413	Persuasive Campaigns	
CST 415	Advanced Topics in Public Communication and Advocacy	
Select nine credits of electives, three credits 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 and CST 299.

Areas of emphasis:

Organizational & professional communication emphasis

Code	Title	Credits
CST 260	Professional Communication	3
CST 350	Organizational Communication	3
CST 351	Interviewing: Principles and Processes	3
CST 353	Workplace Relationships	3
CST 354	Health Communication	3
CST 355	Diversity and Organizational Communication	3
CST 358	New Media and Technologies in Modern Organizations	3
CST 360	Public Relations	3
CST 365	Communication in Teams	3
CST 380	Communicating Leadership	3

Interpersonal communication emphasis

Code	Title	Credits
CST 230	Interpersonal Communication	3
CST 330	Nonverbal Communication	3
CST 331	Communicating Social Support	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 339	Communication and Aging	3

Media studies emphasis

Code	Title	Credits
CST 271	Media and Society	3
CST 338	Media and Sexuality	3
CST 371	Media Industries and Audiences	3
CST 373	Television & Media Histories	3
CST 377	Digital Media Production	3
CST 378	Emerging Media and Communication Technology	3
CST 379	Interactive and Experiential Media	3
CST 419	Communication, Media and Identity	3
CST 471	Broadcast and Digital Media Management	3
CST 489	Advanced Topics in Media Studies	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. 70)
- College core (p. 137)
- Baccalaureate degree requirements (p. 138)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
JPN 202	Intermediate Japanese II	
RUS 202	Russian Language and Cultures in Action II	
SPA 202	Spanish Language and Cultures in Action II	
	or SPA 221 Introduction to Spanish for the Health Professions	

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office 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 global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
CST 110 (Gen Ed Literacy-Oral)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
Gen Ed Minority Cultures	3 Gen Ed Global Studies	3
Gen Ed Arts	2-3 FYS 100 (Gen Ed First-Year Seminar)	3
Gen Ed Math	4 CST 190	3
Gen Ed World History	3 102+ Level Gen Ed/CASSH Core Language ¹	3-4
15		15

Year 2		
Fall	Credits Spring	Credits
Gen Ed Natural Lab Science	4 CST Media Studies Emphasis Elective	3
CST Interpersonal Emphasis Elective	3 Minor Course	3
Minor Course	3 CST 315	3
Gen Ed Humanistic Studies	3 CST 301	3
CST 211	3 Gen Ed Health & Well-Being	3
16		15

Year 3		
Fall	Credits Spring	Credits
Gen Ed Self & Society	3 Advanced Public Communication & Advocacy Elective	3
University Elective	3 University Elective	3
Minor Course	3 Minor Course	3
CASSH Core Course	3 CASSH Core Course	3
CST Organizational & Professional Emphasis Elective	3 Gen Ed Arts	2-3
15		14

Year 4		
Fall	Credits Spring	Credits
CST 498	3 CST 499	3
CST Elective	3 CST Elective	3
Minor Course	3 Minor Course	3
CASSH Core Course	3 CASSH Core Diversity Course	3

CST 412 or 413	3 University Elective	3
	15	15

Total Credits: 120

¹ **CASSH Core Humanities and Fine Arts Tracks** require 102+ level language. **CASSH Core Language Track** requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

Communication Studies Major: Public Communication and Advocacy Emphasis - Bachelor of Science (BS)

Major requirements

Admission requirements (p. 120)

(All colleges, excluding teacher certification programs)

39 credits

Courses listed in more than one category may be counted only once.

Code	Title	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 211	Communication and Civic Engagement	3
CST 315	Communication Criticism	3
CST 412	Community Advocacy and Social Change	3
or CST 413	Persuasive Campaigns	
Select at least three credits of the following:		3
CST 210	Presentational Speaking	
CST 310	Debate	
CST 410	Argumentation	
CST 412	Community Advocacy and Social Change	
CST 413	Persuasive Campaigns	
CST 415	Advanced Topics in Public Communication and Advocacy	
Select nine credits of electives, three credits 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 and CST 299.

Areas of emphasis:

Organizational & professional communication emphasis

Code	Title	Credits
CST 260	Professional Communication	3
CST 350	Organizational Communication	3

CST 351	Interviewing: Principles and Processes	3
CST 353	Workplace Relationships	3
CST 354	Health Communication	3
CST 355	Diversity and Organizational Communication	3
CST 358	New Media and Technologies in Modern Organizations	3
CST 360	Public Relations	3
CST 365	Communication in Teams	3
CST 380	Communicating Leadership	3

Interpersonal communication emphasis

Code	Title	Credits
CST 230	Interpersonal Communication	3
CST 330	Nonverbal Communication	3
CST 331	Communicating Social Support	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 339	Communication and Aging	3

Media studies emphasis

Code	Title	Credits
CST 271	Media and Society	3
CST 338	Media and Sexuality	3
CST 371	Media Industries and Audiences	3
CST 373	Television & Media Histories	3
CST 377	Digital Media Production	3
CST 378	Emerging Media and Communication Technology	3
CST 379	Interactive and Experiential Media	3
CST 419	Communication, Media and Identity	3
CST 471	Broadcast and Digital Media Management	3
CST 489	Advanced Topics in Media Studies	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. 70)
- College core (p. 139)
- Baccalaureate degree requirements (p. 140)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical

professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.

2. Students majoring in other CASH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASH designated diversity course.
6. Applicable courses may be found on the CASH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cash/advising/>) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASH alternative (ENV 101, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a global cultures and languages course 102 level or higher.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}

5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
CST 110 (Gen Ed Literacy-Oral)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
Gen Ed Minority Cultures	3 Gen Ed Global Studies	3
Gen Ed Arts	2-3 CST 190	3
Gen Ed Math	4 FYS 100 (Gen Ed First-Year Seminar)	3
Gen Ed World History	3 Gen Ed Health & Well-Being	3
	15	15
Year 2		
Fall	Credits Spring	Credits
Gen Ed Natural Lab Science	4 Gen Ed Math/Lang/Logical Systems	4
CST Interpersonal Emphasis Elective	3 CST Media Studies Emphasis Elective	3
Minor Course	3 Minor Course	3
Gen Ed Humanistic Studies	3 CST 315	3
CST 211	3 CST 301	3
	16	16
Year 3		
Fall	Credits Spring	Credits
Gen Ed Self & Society	3 Advanced Public Communication & Advocacy Elective	3
CASSH Core Course - Natural Lab Science	4 CASSH Core Course	3
Minor Course	3 Minor Course	3
University Elective	2 CASSH Core Course	3
CST Organizational & Professional Emphasis Elective	3 Gen Ed Arts	2-3
	15	14
Year 4		
Fall	Credits Spring	Credits
CST 498	3 CST 499	3
CST Elective	3 CST Elective	3
Minor Course	3 Minor Course	3
CASSH Core Course	3 CASSH Core Diversity Course	3
CST 412 or 413	3 University Elective	2
	15	14
Total Credits: 120		

Communication Studies Minor: Interpersonal Communication Emphasis

(All colleges)

24 credits

Courses listed in more than one category may be counted only once.

Code	Title	Credits
Required		
CST 190	Introduction to Communication Studies	3

CST 230	Interpersonal Communication	3
CST 334	Gender Communication	3
or CST 336	Family Communication	
CST 430	Advanced Topics in Interpersonal Communication	3
Select at least three credits of the following:		3
CST 330	Nonverbal Communication	
CST 331	Communicating Social Support	
CST 332	Intercultural Communication	
CST 333	Lying and Deception in Human Interaction	
CST 334	Gender Communication	
CST 337	Communication and Race	
CST 339	Communication and Aging	
Select nine credits of electives, three credits from each emphasis area (see below)		9
Total Credits		24

Areas of emphasis:

Organizational & professional communication emphasis

Code	Title	Credits
CST 260	Professional Communication	3
CST 350	Organizational Communication	3
CST 351	Interviewing: Principles and Processes	3
CST 353	Workplace Relationships	3
CST 354	Health Communication	3
CST 355	Diversity and Organizational Communication	3
CST 358	New Media and Technologies in Modern Organizations	3
CST 360	Public Relations	3
CST 365	Communication in Teams	3
CST 380	Communicating Leadership	3

Public communication & advocacy emphasis

Code	Title	Credits
CST 210	Presentational Speaking	3
CST 211	Communication and Civic Engagement	3
CST 310	Debate	3
CST 315	Communication Criticism	3
CST 410	Argumentation	3
CST 412	Community Advocacy and Social Change	3
CST 413	Persuasive Campaigns	3
CST 415	Advanced Topics in Public Communication and Advocacy	3

Media studies emphasis

Code	Title	Credits
CST 271	Media and Society	3
CST 338	Media and Sexuality	3
CST 371	Media Industries and Audiences	3
CST 373	Television & Media Histories	3
CST 377	Digital Media Production	3
CST 378	Emerging Media and Communication Technology	3
CST 379	Interactive and Experiential Media	3
CST 419	Communication, Media and Identity	3

CST 471	Broadcast and Digital Media Management	3
CST 489	Advanced Topics in Media Studies	3

Communication Studies Minor: Media Studies Emphasis

(All colleges)

24 credits

Courses listed in more than one category may be counted only once.

Code	Title	Credits
Required:		
CST 190	Introduction to Communication Studies	3
CST 271	Media and Society	3
CST 378	Emerging Media and Communication Technology	3
CST 419	Communication, Media and Identity	3
or CST 489	Advanced Topics in Media Studies	
Select at least three credits of the following:		3
CST 338	Media and Sexuality	
CST 371	Media Industries and Audiences	
CST 373	Television & Media Histories	
CST 379	Interactive and Experiential Media	
CST 419	Communication, Media and Identity	
CST 471	Broadcast and Digital Media Management	
CST 489	Advanced Topics in Media Studies	
Select nine credits of electives, one from each emphasis areas (see below)		9
Total Credits		24

Areas of emphasis:

Interpersonal communication emphasis

Code	Title	Credits
CST 230	Interpersonal Communication	3
CST 330	Nonverbal Communication	3
CST 331	Communicating Social Support	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 339	Communication and Aging	3

Public communication & advocacy emphasis

Code	Title	Credits
CST 210	Presentational Speaking	3
CST 211	Communication and Civic Engagement	3
CST 310	Debate	3
CST 315	Communication Criticism	3
CST 410	Argumentation	3
CST 412	Community Advocacy and Social Change	3
CST 413	Persuasive Campaigns	3
CST 415	Advanced Topics in Public Communication and Advocacy	3

Organizational & professional communication emphasis

Code	Title	Credits
CST 260	Professional Communication	3
CST 350	Organizational Communication	3
CST 351	Interviewing: Principles and Processes	3
CST 353	Workplace Relationships	3
CST 354	Health Communication	3
CST 355	Diversity and Organizational Communication	3
CST 358	New Media and Technologies in Modern Organizations	3
CST 360	Public Relations	3
CST 365	Communication in Teams	3
CST 380	Communicating Leadership	3

Communication Studies Minor: Organizational and Professional Communication Emphasis

(All colleges)

24 credits

Courses listed in more than one category may be counted only once.

Code	Title	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:		3
CST 351	Interviewing: Principles and Processes	
CST 353	Workplace Relationships	
CST 354	Health Communication	
CST 355	Diversity and Organizational Communication	
CST 358	New Media and Technologies in Modern Organizations	
CST 360	Public Relations	
CST 365	Communication in Teams	
CST 380	Communicating Leadership	
Select nine credits of electives, three credits from each emphasis area (see below)		9
Total Credits		24

Areas of emphasis:

Interpersonal communication emphasis

Code	Title	Credits
CST 230	Interpersonal Communication	3
CST 330	Nonverbal Communication	3
CST 331	Communicating Social Support	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 339	Communication and Aging	3

Public communication & advocacy emphasis

Code	Title	Credits
CST 210	Presentational Speaking	3
CST 211	Communication and Civic Engagement	3
CST 310	Debate	3
CST 315	Communication Criticism	3
CST 410	Argumentation	3
CST 412	Community Advocacy and Social Change	3
CST 413	Persuasive Campaigns	3
CST 415	Advanced Topics in Public Communication and Advocacy	3

Media studies emphasis

Code	Title	Credits
CST 271	Media and Society	3
CST 338	Media and Sexuality	3
CST 371	Media Industries and Audiences	3
CST 373	Television & Media Histories	3
CST 377	Digital Media Production	3
CST 378	Emerging Media and Communication Technology	3
CST 379	Interactive and Experiential Media	3
CST 419	Communication, Media and Identity	3
CST 471	Broadcast and Digital Media Management	3
CST 489	Advanced Topics in Media Studies	3

Communication Studies Minor: Public Communication and Advocacy Emphasis

(All colleges)

24 credits

Courses listed in more than one category may be counted only once.

Code	Title	Credits
Required		
CST 190	Introduction to Communication Studies	3
CST 211	Communication and Civic Engagement	3
CST 315	Communication Criticism	3
CST 412	Community Advocacy and Social Change	3
or CST 413	Persuasive Campaigns	
Select at least three credits of the following:		3
CST 210	Presentational Speaking	
CST 310	Debate	
CST 410	Argumentation	
CST 412	Community Advocacy and Social Change	
CST 413	Persuasive Campaigns	
CST 415	Advanced Topics in Public Communication and Advocacy	

Select nine credits of electives, three credits from each of the other emphasis areas (see below) 9

Total Credits 24

Areas of emphasis:

Organizational & professional communication emphasis

Code	Title	Credits
CST 260	Professional Communication	3
CST 350	Organizational Communication	3
CST 351	Interviewing: Principles and Processes	3
CST 353	Workplace Relationships	3
CST 354	Health Communication	3
CST 355	Diversity and Organizational Communication	3
CST 358	New Media and Technologies in Modern Organizations	3
CST 360	Public Relations	3
CST 365	Communication in Teams	3
CST 380	Communicating Leadership	3

Interpersonal communication emphasis

Code	Title	Credits
CST 230	Interpersonal Communication	3
CST 330	Nonverbal Communication	3
CST 331	Communicating Social Support	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 339	Communication and Aging	3

Media studies emphasis

Code	Title	Credits
CST 271	Media and Society	3
CST 338	Media and Sexuality	3
CST 371	Media Industries and Audiences	3
CST 373	Television & Media Histories	3
CST 377	Digital Media Production	3
CST 378	Emerging Media and Communication Technology	3
CST 379	Interactive and Experiential Media	3
CST 419	Communication, Media and Identity	3
CST 471	Broadcast and Digital Media Management	3
CST 489	Advanced Topics in Media Studies	3

Digital Media Studies and Design Minor

(All colleges)

19 credits

Code	Title	Credits
Core		
Select one of the following art courses:		4

ART 206	Introduction to Digital Art and Design for Non-Art Majors	
or ART 207	Introduction to Digital Art and Design	
CST 271	Media and Society	3
ENG 310	Digital Content Writing, Strategy, and Experience Design	3

Electives (minimum nine credits)

Select three of the following courses from at least two different departments: 9

ART 272	Photography and Imaging I ¹	
ART 308	Intermediate Digital Art and Design ¹	
ART 372	Photography and Imaging II ¹	
ART 373	Documentary Strategies in Photography ¹	
CST 358	New Media and Technologies in Modern Organizations	
CST 360	Public Relations	
CST 377	Digital Media Production	
CST 378	Emerging Media and Communication Technology	
CST 379	Interactive and Experiential Media	
CST 460	Plan/Implementing/Evaluation Public Relations Campaign	
ENG 307	Writing for Management, Public Relations and the Professions	
ENG 308	Technical Writing	
ENG 318	Journalism and New Media	
ENG 327	Publishing in a Digital Age	

Total Credits 19

- At least nine credits must be at or above the 300-level.
- Art majors/minors may apply a maximum of eight credits toward both an art major, art education major, photography minor, or any art minor and the digital media studies and design minor.
- Communication studies majors/minors may apply a maximum of three credits toward both a communication studies major/minor and the digital media studies and design minor.
- English majors/minors/certificates may apply a maximum of three credits toward both an English major/minor/certificate and the digital media studies and design minor.

¹ Class is four credits.

Leadership Development Minor

(All colleges)

18 credits

Code	Title	Credits
Core		
CST 280	Introduction to Communication and Leadership	3
CST 380	Communicating Leadership	3
CST 481	Applied Leadership Experience	3
Diversity		
Select one course from the following:		3
ANT 375	Language, Power, and Inequality	
CST 332	Intercultural Communication	
CST 355	Diversity and Organizational Communication	

POL 205	Women and Politics	
RGS 307	Ethnic, Racial, and Gender Stereotypes in the Media	
RGS/SOC 316	Gender, Sexuality, and Social Change in Religion	
RGS 325	Exploring White Privilege	
RGS 345	Gender, Race, and Leadership	
RGS 374	Poverty as Public Policy	
SOC 225	Sociology of Race and Ethnicity	
SOC 303	Generations and Age in the Social World	
SOC 310	Social Stratification	
SOC 370	Sociology of Gender	

Emphasis area

Select two courses from one of the emphasis areas below. 6

Total Credits 18

Areas of emphasis

Select two courses from one of the areas below:

Management and organizational leadership

Code	Title	Credits
CST 260	Professional Communication	3
CST 350	Organizational Communication	3
CST 355	Diversity and Organizational Communication	3
CST 365	Communication in Teams	3
MGT 308	Organizational Behavior	3
MGT 412	Leadership and Team Development	3
MS 102	Foundations of Agile and Adaptive Leadership in the Army	2
MS 201	Leadership and Decision Making	2
MS 202	Army Doctrine and Team Development	2
THA 472	Theatre Management	3
THA 474	Advanced Studies in Arts Administration	3

Community and political leadership

Code	Title	Credits
POL 201	Introduction to Political Science	3
POL 301	American Presidency	3
POL 302	Legislative Process	3
POL 303	Wisconsin Government and Politics	3
REC 201	Introduction to Outdoor Leadership	3
REC 301	Leadership and Programming in Recreation	3
REC 390	Principles of Management in Recreation	3

Leadership and social justice

Code	Title	Credits
CST 211	Communication and Civic Engagement	3
CST 332	Intercultural Communication	3
CST 355	Diversity and Organizational Communication	3
CST 412	Community Advocacy and Social Change	3
POL 205	Women and Politics	3
RGS/SOC 316	Gender, Sexuality, and Social Change in Religion	3
RGS 345	Gender, Race, and Leadership	3
RGS/ANT 362	Hmong Americans	3

RGS 374	Poverty as Public Policy	3
RGS/HIS 409	20th Century Civil Rights Movement	3

Healthcare leadership

Code	Title	Credits
CST 260	Professional Communication	3
CST 354	Health Communication	3
CST 360	Public Relations	3
CST 365	Communication in Teams	3
CST 413	Persuasive Campaigns	3
REC 201	Introduction to Outdoor Leadership	3
REC 301	Leadership and Programming in Recreation	3
REC 390	Principles of Management in Recreation	3

Ethics and leadership

Code	Title	Credits
PHL 201	Ethical Theory and Practice	3
PHL 337	Social and Political Philosophy	3
PHL 339	Medical Ethics	3
PHL 341	Environmental Ethics	3

- At least nine credits must be at or above the 300-level.
- A maximum of three credits are allowed to overlap between General Education Program and the minor.
- A maximum of six credits are allowed to overlap between the leadership development minor and other majors or minors.

Economics Department (ECO)

The economics major is offered through the College of Arts, Social Sciences, and Humanities and through the College of Business Administration. The department is housed in the College of Business Administration (p. 342).

College of Business Administration
Department Chair: Sheida Teimouri
 2134 Wittich Hall; 608.785.5296
 Email: steimouri@uwlax.edu

www.uwlax.edu/economics (<http://www.uwlax.edu/economics/>)

2023-24 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 July.

Professor

Taggert Brooks

Nabamita Dutta

Mary Hamman

Michael Hauptert

James Murray

John Nunley

Associate Professor

Lisa Giddings

Sheida Babakhani Teimouri

Assistant Professor

Marissa Eckrote-Nordland

Israt Jahan

Amir Tayebi

Cody Vaughn

Teaching Professor

Laurie Miller

Assistant Teaching Professor

SaraJane Parsons

Lecturer

Michael Boland

Tom Longwell

Researcher I

Lucas Redding

Administrative Support

Mark Beckerjeck

Majors

- Economics major - BA (p. 145)
- Economics major - BS (p. 148)

Minors

- Economics minor (p. 150)

Honors

- Economics honors program (p. 150)

Economics Major - Bachelor of Arts (BA)

Major requirements

(All colleges, excluding College of Business Administration and teacher certification programs)

33 credits

Code	Title	Credits
Core		
ECO 110	Microeconomics and Public Policy	3
ECO 120	Global Macroeconomics	3
ECO 305	Intermediate Macroeconomic Analysis	3

ECO 307	Introduction to Econometrics	3
ECO 308	Intermediate Microeconomic Analysis	3
Electives		
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 309; POL 330, POL 353; PUB 210, PUB 330; STAT 245, and any course numbered 200 or greater offered by a department in the College of Business Administration. A limit of three internship credits may be applied toward the economics major.

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. 70)
- College core (p. 146)
- Baccalaureate degree requirements (p. 147)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. Native speakers of English complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
JPN 202	Intermediate Japanese II	
RUS 202	Russian Language and Cultures in Action II	
SPA 202	Spanish Language and Cultures in Action II	
or SPA 221 Introduction to Spanish for the Health Professions		

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office 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 global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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

- 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:

- Fulfill the general education requirements.
- Complete at least one ethnic studies (diversity) course.
- Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
- Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
- At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
- Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
- A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
- 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1

Fall	Credits	Spring	Credits
ECO 110 (Gen Ed Self & Society)	3	ECO 120 (Gen Ed Global Studies)	3
CST 110 (Gen Ed Literacy-Oral)	3	ENG 110 or 112 (Gen Ed Literacy-Written)	3
Gen Ed Natural Lab Science	4	FYS 100 (Gen Ed First-Year Seminar)	3
SOC 225 (Gen Ed Minority Cultures)	3	MTH 160 or 175 (or MTH 207) ¹	4
Gen Ed World History	3	Minor Course	3
	16		16

Year 2

Fall	Credits	Spring	Credits
STAT 145 (Gen Ed Math)	4	102+ Level Gen Ed/CASSH Core Language ²	4
Minor Course	3	Minor Course	3
Gen Ed Health & Well-Being	3	ECO 307	3
Gen Ed Arts	2	Gen Ed Arts	2
Minor Course	3	University Elective	3
	15		15

Year 3

Fall	Credits	Spring	Credits
ECO Elective ^{3,4}	3	Minor Course	3
Minor Course	3	ECO 300/400 Level Elective ⁴	3
University Elective	3	University Elective	4
ECO Elective ^{3,4}	3	CASSH Core Course	3
ECO 305	3	ECO 308	3
	15		16

Year 4

Fall	Credits	Spring	Credits
ECO 300/400 Level Elective ⁴	3	Writing Emphasis (300/400 level)	3
CASSH Core Diversity Course	3	CASSH Core Course	3
ECO 300/400 Level Elective ⁴	3	Gen Ed Humanistic Studies	3
CASSH Core Course	3	ECO 300/400 Level Elective ⁴	3

Writing Emphasis	3	
	15	12
Total Credits: 120		

¹ MTH 150 is a prerequisite for MTH 160 and MTH 175.

² **CASSH Core Humanities and Fine Arts Tracks** require 102+ level language. **CASSH 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.

⁴ A limit of three internship credits may be applied toward the economics major.

At least two courses must be designed as writing emphasis.

Economics Major - Bachelor of Science (BS)

Major requirements

(All colleges, excluding College of Business Administration and teacher certification programs)

33 credits

Code	Title	Credits
Core		
ECO 110	Microeconomics and Public Policy	3
ECO 120	Global Macroeconomics	3
ECO 305	Intermediate Macroeconomic Analysis	3
ECO 307	Introduction to Econometrics	3
ECO 308	Intermediate Microeconomic Analysis	3
Electives		
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 309; POL 330, POL 353; PUB 210, PUB 330; STAT 245, and any course numbered 200 or greater offered by a department in the College of Business Administration. A limit of three internship credits may be applied toward the economics major.

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. 70)
- College core (p. 148)
- Baccalaureate degree requirements (p. 149)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/>) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH alternative (ENV 101, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a global cultures and languages course 102 level or higher.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
ECO 110 (Gen Ed Self & Society)	3 ECO 120 (Gen Ed Global Studies)	3
ENG 110 or 112 (Gen Ed Literacy-Written)	3 Gen Ed Arts	2
Gen Ed Natural Lab Science	4 MTH 160 or 175 (or MTH 207) ¹	4
Gen Ed World History	3 CST 110 (Gen Ed Literacy-Oral)	3
Gen Ed Minority Cultures	3 FYS 100 (Gen Ed First-Year Seminar)	3
	16	15
Year 2		
Fall	Credits Spring	Credits
Gen Ed Humanistic Studies	3 ECO Elective ^{2,3}	3
STAT 145 (Gen Ed Math)	4 ECO 300/400 Level Elective ³	3
ECO 305	3 Minor Course	3
Gen Ed Health & Well-Being	3 ECO 308	3
Gen Ed Arts	2 Natural Lab Science CASSH Core	4
	15	16
Year 3		
Fall	Credits Spring	Credits
ECO 300/400 Level Elective ³	3 ECO Elective ^{2,3}	3
ECO 300/400 Level Elective ³	3 Additional Soc. Science/GE Nat. Science CASSH Core	3
Minor Course	3 ECO 307	3
CASSH Core Diversity Course	3 ECO 300/400 Level Elective ³	3
University Elective	3 University Elective	3
	15	15
Year 4		
Fall	Credits Spring	Credits
Minor Course	3 Minor Course	3
University Elective	3 CASSH Core Course	3
Social Science CASSH Core	3 University Elective	3
Minor Course	3 Minor Course	3
University Elective	1 University Elective	3
	13	15
Total Credits: 120		

¹ MTH 150 is a prerequisite for MTH 160 and MTH 175.

² Any ECO course or any course numbered 200 or greater offered by a CBA department.

³ A limit of three internship credits may be applied toward the economics major.

At least two courses must be designed as writing emphasis.

Economics Minor

(All colleges)

18 credits

Code	Title	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 ¹		12
Total Credits		18

¹ A limit of three internship credits may be applied toward the economics minor.

Economics Honors Program

Program

1. Admission Requirements

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

2. Program Requirements

- ECO 307 Introduction to Econometrics (3 cr.) or Mathematical Economics (3 credits)¹
- 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 advisor.

3. Evaluation

- Minimum cumulative 3.50 GPA in the major at graduation
- Presentation of the honors thesis to a colloquium of faculty and students.
- Both the primary thesis advisor and the secondary thesis reader evaluate the honors thesis. In consultation with the secondary reader, the primary thesis advisor 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 Department (ENG)

College of Arts, Social Sciences, and Humanities

Department Chair: Kate Parker

433A Wimberly Hall; 608.785.8304

Email: kparker@uwlax.edu

www.uwlax.edu/english (<http://www.uwlax.edu/english/>)

The English Department at the University of Wisconsin-La Crosse prepares students as future professionals and responsible citizens through the practice and close study of literature and culture, writing and rhetoric, and the teaching of English studies.

Our interdisciplinary and integrative coursework focuses on:

- Engaging with peers and professors in dynamic discussions
- Developing in-demand writing skills
- Practicing critical reading and creative thinking
- Analyzing real-world situations
- Promoting independent and collaborative experiences

English students explore complex problems from multiple perspectives and are proactive in developing creative, ethical solutions. The department offers opportunities for applied learning such as internships, client service projects with community organizations, and undergraduate research projects. English students engage with texts and ideas as imaginative, open-minded individuals who contribute thoughtfully and effectively to diverse communities—skills highly valued by employers.

English course share policy

English majors/English minors/English certificate

English majors who elect to take one or more of the English minors or certificate must complete the requirements for both the major and the minor(s) or certificate. Only three credits from the major may also be counted toward each minor(s) or certificate.

Multiple English minors

Students who elect to take multiple English minors must complete the requirements for all. Only three credits from one English minor may also be counted toward each additional minor.

English minors and English certificate

Students who elect to take more than one English minor and a certificate must complete the requirements for all. Only three credits from each English minor may also be counted toward a certificate. Students may not take both the minor and certificate in professional and technical writing.

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. 70).

2023-24 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 July.

Professor

Bradley Butterfield

Matthew Cashion

Virginia Crank

David Hart

Haixia Lan

Marie Moeller

Kate Parker

William Stobb

Kelly Sultzbach

Darci Thoune

Associate Professor

Susan Crutchfield

Kimberly DeFazio

Rebekah Fowler

Merideth Garcia

Thomas Jesse

Bryan Kopp

Stephen Mann

Lindsay Steiner

Robert Wilkie

Louise Zamparutti

Lei Zhang

Assistant Professor

Christopher McCracken

Teaching Professor

Ryan Friesen

Karen Hart

Jennifer Mohlenhoff-Baggett

Associate Teaching Professor

Sara Heaser

Luke Schaaf

Assistant Teaching Professor

Olivia Stoltman

Lecturer

Judith Becker

Meagan Madigan

Steven Petherbridge

Administrative Support

Kelly Arnost

Majors

- English major: literary and cultural studies emphasis - BA (p. 151)
- English major: medical professions emphasis - BA (p. 155)
- English major: medical professions emphasis - BS (p. 157)
- English major: writing and rhetoric studies emphasis - BA (p. 160)

Teacher education program

- English education (grades 4-12) major - BS (p. 162)

Minors

- Creative writing minor (p. 165)
- English language and literature minor (p. 166)
- Linguistics minor (p. 167)
- Literary and cultural studies minor (p. 168)
- Professional and technical writing minor (p. 169)

Certificate

- Professional and technical writing certificate (p. 169)

Honors

- English honors program (p. 170) - *currently not accepting new students*

English Major: Literary and Cultural Studies Emphasis - Bachelor of Arts (BA)

Literary and cultural studies emphasis majors develop critical modes of inquiry, foundational and transferable skills in writing, and innovative research focusing on the study of culture and the human condition. Cross-disciplinary conversations hone students' abilities to analyze diverse personal, cultural, ethical, and global perspectives, and to find creative solutions to complex problems.

Major requirements

(All colleges - including teacher certification programs)

Courses listed in more than one category may be counted only once unless otherwise stated.

English core requirements (18 credits)

Code	Title	Credits
ENG 300	Introduction to English Studies	3
ENG 311	Critical Theory	3
Language studies and linguistics		3
ENG 330	History of the English Language	
ENG 331	Introduction to Linguistics: Sounds and Words	

ENG 332	Introduction to Linguistics: Phrases and Sentences	
ENG 336	Varieties of English	
Literary studies		3
ENG 301	Foundations for Literary and Cultural Studies	
ENG 302	Intermediate Topics in Literature	
Writing and rhetoric studies		3
ENG 313	Writing, Genre, and Style	
ENG 333	Introduction to Writing and Rhetoric Studies	
Creative or professional writing		3
ENG 305	Creative Writing	
ENG 335	Introduction to Professional and Technical Writing	
Total Credits		18

Literary and cultural studies emphasis (21 credits; not eligible for teacher certification)

At least three credits must be taken at the 400-level.

Code	Title	Credits
Foundations		
ENG 301	Foundations for Literary and Cultural Studies (if not taken in the core)	3
Shakespeare in the world		
Select one of the following:		3
ENG 302	Intermediate Topics in Literature ¹	
ENG 363	Shakespeare I	
ENG 364	Shakespeare II	
ENG 462	Seminar in British Literature ¹	
ENG 481	Seminar in Literature and Culture ¹	
Multicultural/international literatures		
Select one of the following:		3
ENG 302	Intermediate Topics in Literature ¹	
ENG 348	Studies in Film and Literature ¹	
ENG 349	Drama ¹	
ENG 356	European Literature in Translation	
ENG 357	World Literature	
ENG 380	Literature of American Ethnic and Minority Cultures	
ENG 382	Latino Literature in English	
ENG 385	Women Authors	
ENG 481	Seminar in Literature and Culture ¹	
American/British literary traditions before 1800		
Select one of the following:		3
ENG 302	Intermediate Topics in Literature ¹	
ENG 342	The Essay ¹	
ENG 344	The Novel ¹	
ENG 348	Studies in Film and Literature ¹	
ENG 349	Drama ¹	
ENG 361	Old and Middle English Literature	
ENG 362	English Renaissance	
ENG 366	Restoration and 18th Century British Literature	
ENG 370	Early American Literature	
ENG 462	Seminar in British Literature ¹	
ENG 470	Seminar in American Literature ¹	
ENG 481	Seminar in Literature and Culture ¹	

American/British literary traditions after 1800

Select one of the following:		3
ENG 302	Intermediate Topics in Literature ¹	
ENG 342	The Essay ¹	
ENG 344	The Novel	
ENG 348	Studies in Film and Literature ¹	
ENG 349	Drama ¹	
ENG 367	19th Century British Literature	
ENG 368	British Literature After 1900	
ENG 371	Nineteenth Century American Literature	
ENG 372	American Literature After 1900	
ENG 387	Literature and Environmental Action	
ENG 462	Seminar in British Literature ¹	
ENG 470	Seminar in American Literature ¹	
ENG 481	Seminar in Literature and Culture ¹	

Electives

Select six credits of the following:		6
ENG 302	Intermediate Topics in Literature	
ENG 342	The Essay	
ENG 343	Creative Nonfiction	
ENG 344	The Novel	
ENG 348	Studies in Film and Literature	
ENG 349	Drama	
ENG 356	European Literature in Translation	
ENG 357	World Literature	
ENG 361	Old and Middle English Literature	
ENG 362	English Renaissance	
ENG 363	Shakespeare I	
ENG 364	Shakespeare II	
ENG 366	Restoration and 18th Century British Literature	
ENG 367	19th Century British Literature	
ENG 368	British Literature After 1900	
ENG 370	Early American Literature	
ENG 371	Nineteenth Century American Literature	
ENG 372	American Literature After 1900	
ENG 380	Literature of American Ethnic and Minority Cultures	
ENG 382	Latino Literature in English	
ENG 385	Women Authors	
ENG 387	Literature and Environmental Action	
ENG 403	Individual Projects	
ENG 446	Forms of Fiction	
ENG 449	Form and Genre in Creative Writing	
ENG 462	Seminar in British Literature	
ENG 470	Seminar in American Literature	
ENG 481	Seminar in Literature and Culture	

Capstone

ENG 413	Capstone Research Project	3
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Exit portfolio

Will be introduced to students in ENG 300 and assembled throughout their studies

Total Credits	21
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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. 70)
- College core (p. 153)
- Baccalaureate degree requirements (p. 153)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	

HMG 304	Hmong Heritage Language: Advanced
JPN 202	Intermediate Japanese II
RUS 202	Russian Language and Cultures in Action II
SPA 202	Spanish Language and Cultures in Action II
or SPA 221 Introduction to Spanish for the Health Professions	

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office 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 global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.

4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1

Fall	Credits Spring	Credits
ENG 110 or 112 (Gen Ed Literacy-Written)	3 CST 110 (Gen Ed Literacy-Oral)	3
Gen Ed Math	4 102+ Level Gen Ed/CASSH Core Language ¹	4
Gen Ed Global Studies	3 Gen Ed Minority Cultures	3
Gen Ed Self & Society	3 Gen Ed Humanistic Studies	3
Gen Ed Arts	2 FYS 100 (Gen Ed First-Year Seminar)	3
	15	16

Year 2

Fall	Credits Spring	Credits
ENG 300 (ENG Core)	3 ENG 301 (counts in ENG Core and Literature Emphasis)	3
Gen Ed Arts	2 Creative/Professional Writing (ENG Core)	3
Gen Ed Natural Lab Science	4 University Elective	2
Gen Ed Health & Well-Being	3 CASSH Core Diversity Course	3
Gen Ed World History	3 Minor Course	3
	15	14

Year 3

Fall	Credits Spring	Credits
ENG 311 (ENG Core)	3 American/British Lit. Traditions After 1800	3
American/British Lit. Traditions Before 1800	3 Language Studies & Linguistics (ENG Core)	3
CASSH Core Course	3 Shakespeare	3
Minor Course	3 Writing & Rhetoric (ENG Core)	3
Minor Course	3 Minor Course	3
	15	15

Year 4

Fall	Credits Spring	Credits
Multicultural/International Lit.	3 ENG 413	3
English Elective	3 English Elective	3
University Elective	3 Minor Course	3
CASSH Core Course	3 Minor Course	3
CASSH Core Course	3 University Elective	3
	Exit Portfolio ²	
	15	15

Total Credits: 120

¹ CASSH Core Humanities and Fine Arts Tracks require 102+ level language. CASSH Core Language Track requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

² Will be introduced to students in ENG 300 and assembled throughout their studies.

English Major: Medical Professions Emphasis - Bachelor of Arts (BA)

The **English major: medical professions emphasis** combines courses from English and biology to prepare students for careers in healthcare while they also complete some of the pre-healthcare coursework, practice their writing skills, and study the human condition through narrative. These skills are essential for health-related careers focused on writing and communication. The emphasis also dovetails nicely with existing science and pre-health tracks in other majors and provides an advantage to UWL students entering into clinical health programs.

Major requirements

(All colleges, excluding teacher certification programs)

38-40 credits

Courses listed in more than one category may be counted only once unless otherwise stated.

English core requirements (18 credits)

Code	Title	Credits
ENG 300	Introduction to English Studies	3
ENG 311	Critical Theory	3
Language studies and linguistics		3
ENG 330	History of the English Language	
ENG 331	Introduction to Linguistics: Sounds and Words	
ENG 332	Introduction to Linguistics: Phrases and Sentences	
ENG 336	Varieties of English	
Literary studies		3
ENG 301	Foundations for Literary and Cultural Studies	
ENG 302	Intermediate Topics in Literature	
Writing and rhetoric studies		3
ENG 313	Writing, Genre, and Style	
ENG 333	Introduction to Writing and Rhetoric Studies	
Creative or professional writing		3
ENG 305	Creative Writing	
ENG 335	Introduction to Professional and Technical Writing	
Total Credits		18

Medical professions emphasis (20-22 credits; not eligible for teacher certification)

Code	Title	Credits
Biology core coursework		
BIO 105	General Biology	4
BIO 312	Human Anatomy and Physiology I ¹	4
BIO 313	Human Anatomy and Physiology II	4
English medical emphasis elective		3
ENG 309	Writing in the Sciences	
ENG 312	Literature, Medicine, and Culture	
ENG 314	Grant Writing	
ENG 315	Rhetoric, Health, and Medicine	
Electives		2-4

BIO 306	Genetics	
BIO 315	Cell Biology	
BIO 390	Latin and Greek Roots in Scientific Terminology	
BIO 424	Human Endocrinology ²	
BIO 432	Biology of Cancer ²	
BIO 443	Molecular Mechanism of Disease and Drug Action ²	
BIO 465	Neurophysiology ²	
PHL 339	Medical Ethics	
Any 300/400-level ENG course not used above		
Capstone		
ENG 412	Capstone in English for Medical Professions	3
or ENG 413	Capstone Research Project	
Exit Portfolio		
Will be introduced to students in ENG 300 and assembled throughout their studies		
Total Credits		20-22

¹ CHM 103 (GE05) is prerequisite. CHM 103 requires a grade of "C" or higher in MTH 150 (GE02) or placement into MTH 151 or higher. These courses fulfill the noted general education requirements.

² Check to make sure prerequisites have been met prior to selecting an elective.

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. 70)
- College core (p. 155)
- Baccalaureate degree requirements (p. 156)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 credits required in the General Education Program.

- At least one course in the B.A. or B.S. college degree program (core requirements) must be a CASSH designated diversity course.
- Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

- Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
JPN 202	Intermediate Japanese II	
RUS 202	Russian Language and Cultures in Action II	
SPA 202	Spanish Language and Cultures in Action II	
	or SPA 221 Introduction to Spanish for the Health Professions	

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office for eligibility and regulations.

- Two additional courses outside of the student's major in two of the following: humanities, social sciences or fine arts.

B. Humanities track

- One global language course 102 or higher; and
- Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
- One additional course in social sciences or fine arts.

C. Fine arts track

- One global language course 102 or higher; and
- Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
- One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete a second major, minor, or program option by satisfying one of the following:

- Complete a minor (or second major) outside of the student's major program, consisting of at least 18 credits; or
- 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
- 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:

- Fulfill the general education requirements.
- Complete at least one ethnic studies (diversity) course.
- Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
- Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
- At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
- Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
- A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
- 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
ENG 110 or 112 (Gen Ed Literacy-Written)	3 CST 110 (Gen Ed Literacy-Oral)	3
Gen Ed Math (MTH 150 or higher) ¹	4 BIO 105 (Gen Ed Natural Lab Science)	4
Gen Ed Global Studies	3 FYS 100 (Gen Ed First-Year Seminar)	3
Gen Ed Self & Society	3 102+ Level Gen Ed/CASSH Core Language ²	3-4
Gen Ed Arts	2 Gen Ed Arts	2-3
	15	15

Year 2		
Fall	Credits Spring	Credits
ENG 300 (ENG Core)	3 Literary Studies (ENG Core)	3
English Medical Emphasis Elective	3 Creative/Professional Writing (ENG Core)	3
CHM 103 ¹	5 CASSH Core Diversity Course	3
Gen Ed Health & Well-Being	3 Minor Course	3
	Gen Ed World History	3
	14	15

Year 3		
Fall	Credits Spring	Credits
ENG 311 (ENG Core)	3 Language Studies & Linguistics (ENG Core)	3
BIO 312 ³	4 BIO 313	4
CASSH Core Course	3 Writing & Rhetoric (ENG Core)	3
Minor Course (300/400 level)	3 Minor Course (300/400 level)	3

Gen Ed Humanistic Studies	3 Gen Ed Minority Cultures	3
	16	16
Year 4		
Fall	Credits Spring	Credits
University Elective	3 ENG 412 or 413	3
CASSH Core Course	3 English Medical Professions Elective	2-4
CASSH Core Course	3 Minor Course (300/400 level)	3
University Elective	3 Minor Course	3
Minor Course (300/400 level)	3 University Elective	3
	Exit Portfolio ⁴	
	15	14

Total Credits: 120

¹ CHM 103 (GE05) requires a grade of "C" or higher in MTH 150 (GE02) or placement into MTH 151 (GE02) or higher. These courses fulfill the noted general education requirements.

² **CASSH Core Humanities and Fine Arts Tracks** require 102+ level language. **CASSH Core Language Track** requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

³ Grade of "C" or higher is required in BIO 105 and CHM 103.

⁴ Will be introduced to students in ENG 300 and assembled throughout their studies.

English Major: Medical Professions Emphasis - Bachelor of Science (BS)

The **English major: medical professions emphasis** combines courses from English and biology to prepare students for careers in healthcare while they also complete some of the pre-healthcare coursework, practice their writing skills, and study the human condition through narrative. These skills are essential for health-related careers focused on writing and communication. The emphasis also dovetails nicely with existing science and pre-health tracks in other majors and provides an advantage to UWL students entering into clinical health programs.

Major requirements

(All colleges, excluding teacher certification programs)

38-40 credits

Courses listed in more than one category may be counted only once unless otherwise stated.

English core requirements (18 credits)

Code	Title	Credits
ENG 300	Introduction to English Studies	3
ENG 311	Critical Theory	3
Language studies and linguistics		3
ENG 330	History of the English Language	
ENG 331	Introduction to Linguistics: Sounds and Words	
ENG 332	Introduction to Linguistics: Phrases and Sentences	
ENG 336	Varieties of English	
Literary studies		3
ENG 301	Foundations for Literary and Cultural Studies	

ENG 302	Intermediate Topics in Literature	
Writing and rhetoric studies		3
ENG 313	Writing, Genre, and Style	
ENG 333	Introduction to Writing and Rhetoric Studies	
Creative or professional writing		3
ENG 305	Creative Writing	
ENG 335	Introduction to Professional and Technical Writing	
Total Credits		18

Medical professions emphasis (20-22 credits; not eligible for teacher certification)

Code	Title	Credits
Biology core coursework		
BIO 105	General Biology	4
BIO 312	Human Anatomy and Physiology I ¹	4
BIO 313	Human Anatomy and Physiology II	4
English medical emphasis elective		3
ENG 309	Writing in the Sciences	
ENG 312	Literature, Medicine, and Culture	
ENG 314	Grant Writing	
ENG 315	Rhetoric, Health, and Medicine	
Electives		2-4
BIO 306	Genetics	
BIO 315	Cell Biology	
BIO 390	Latin and Greek Roots in Scientific Terminology	
BIO 424	Human Endocrinology ²	
BIO 432	Biology of Cancer ²	
BIO 443	Molecular Mechanism of Disease and Drug Action ²	
BIO 465	Neurophysiology ²	
PHL 339	Medical Ethics	
Any 300/400-level ENG course not used above		
Capstone		
ENG 412	Capstone in English for Medical Professions	3
or ENG 413	Capstone Research Project	
Exit Portfolio		
Will be introduced to students in ENG 300 and assembled throughout their studies		
Total Credits		20-22

¹ CHM 103 (GE05) is prerequisite. CHM 103 requires a grade of "C" or higher in MTH 150 (GE02) or placement into MTH 151 or higher. These courses fulfill the noted general education requirements.

² Check to make sure prerequisites have been met prior to selecting an elective.

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. 70)
- College core (p. 158)
- Baccalaureate degree requirements (p. 159)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/>) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH alternative (ENV 101, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a global cultures and languages course 102 level or higher.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
ENG 110 or 112 (Gen Ed Literacy-Written)	3 CST 110 (Gen Ed Literacy-Oral)	3
Gen Ed Math (MTH 150 or higher) ¹	4 BIO 105 (Gen Ed Natural Lab Science)	4
Gen Ed Global Studies	3 FYS 100 (Gen Ed First-Year Seminar)	3
Gen Ed Self & Society	3 Gen Ed Math/Logical Systems	3-4
Gen Ed Arts	2 Gen Ed Arts	2-3
	15	15
Year 2		
Fall	Credits Spring	Credits
ENG 300 (ENG Core)	3 Literary Studies (ENG Core)	3
English Medical Emphasis Elective	3 Creative/Professional Writing (ENG Core)	3
CHM 103 ¹	5 CASH Core Diversity Course	3
Gen Ed Health & Well-Being	3 Minor Course	3
	Gen Ed World History	3
	14	15
Year 3		
Fall	Credits Spring	Credits
ENG 311 (ENG Core)	3 Language Studies & Linguistics (ENG Core)	3
BIO 312 ²	4 BIO 313	4
Minor Course	3 Writing & Rhetoric (ENG Core)	3
Gen Ed Humanistic Studies	3 Minor Course	3
University Elective	3 Gen Ed Minority Cultures	3
	16	16
Year 4		
Fall	Credits Spring	Credits
University Elective	3 ENG 412 or 413	3
CASH Core Course	3 English Medical Professions Elective	2-4
CASH Core Course	3 Minor Course	3
University Elective	3 Minor Course	3
Minor Course	3 University Elective	3
	Exit Portfolio ³	
	15	14
Total Credits: 120		

¹ CHM 103 (GE05) requires a grade of "C" or higher in MTH 150 (GE02) or placement into MTH 151 (GE02) or higher. These courses fulfill the noted general education requirements.

² Grade of "C" or higher is required in BIO 105 and CHM 103.

³ Will be introduced to students in ENG 300 and assembled throughout their studies.

English Major: Writing and Rhetoric Studies Emphasis - Bachelor of Arts (BA)

This major provides students with the knowledge, skills, and flexibility necessary to succeed in rapidly-changing, global environments. Students are empowered to examine and shape the world through writing. They develop high-demand written communication skills, gain experience working in teams, learn digital writing technologies, and address diverse audience needs. Students complete a senior capstone project, create a writing portfolio, and are encouraged to pursue internships and undergraduate research. The **English major: writing and rhetoric studies emphasis** is also a great option as a second major because many careers require expertise in written communication, persuasion, and analysis.

Major requirements

(All colleges - including teacher certification programs)

Courses listed in more than one category may be counted only once unless otherwise stated.

English core requirements (18 credits)

Code	Title	Credits
ENG 300	Introduction to English Studies	3
ENG 311	Critical Theory	3
Language studies and linguistics		3
ENG 330	History of the English Language	
ENG 331	Introduction to Linguistics: Sounds and Words	
ENG 332	Introduction to Linguistics: Phrases and Sentences	
ENG 336	Varieties of English	
Literary studies		3
ENG 301	Foundations for Literary and Cultural Studies	
ENG 302	Intermediate Topics in Literature	
Writing and rhetoric studies		3
ENG 313	Writing, Genre, and Style	
ENG 333	Introduction to Writing and Rhetoric Studies	
Creative or professional writing		3
ENG 305	Creative Writing	
ENG 335	Introduction to Professional and Technical Writing	
Total Credits		18

Writing/rhetoric studies emphasis (18 credits; not eligible for teacher certification)

Code	Title	Credits
Introduction		
Select whichever course was not used in the core:		3

ENG 313	Writing, Genre, and Style	
or ENG 333	Introduction to Writing and Rhetoric Studies	
Writing studies		
Select six credits of the following:		6
ENG 299	Writing Tutor Practicum	
ENG 303	Special Topics in Writing and Rhetoric Studies	
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 310	Digital Content Writing, Strategy, and Experience Design	
ENG 314	Grant Writing	
ENG 315	Rhetoric, Health, and Medicine	
ENG 317	Writing for Stage and Screen	
ENG 318	Journalism and New Media	
ENG 320	Literary Journal Production	
ENG 325	Multimedia News Writing and Editing	
ENG 326	Feature and Specialized Writing	
ENG 327	Publishing in a Digital Age	
ENG 334	Language Study for Teachers	
ENG 335	Introduction to Professional and Technical Writing	
ENG 337	The Rhetorics of Style	
ENG 339	Topics in Linguistics	
ENG 342	The Essay	
ENG 343	Creative Nonfiction	
ENG 403	Individual Projects	
ENG 416	Seminar in Advanced Fiction Writing	
ENG 417	The Writer's Studio	
ENG 433	Introduction to Teaching Writing	
ENG 434	Chinese Discourse	
ENG 446	Forms of Fiction	
ENG 449	Form and Genre in Creative Writing	
ENG 450	English Internship	
Writing research		
ENG 375	Writing Research	3
Capstone		
ENG 413	Capstone Research Project	3
ENG 497	Seminar in Writing and Rhetoric Studies	3
Exit portfolio		
Will be introduced to students in ENG 300 and assembled throughout their studies		
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. 70)
- College core (p. 161)
- Baccalaureate degree requirements (p. 161)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
JPN 202	Intermediate Japanese II	
RUS 202	Russian Language and Cultures in Action II	
SPA 202	Spanish Language and Cultures in Action II	
	or SPA 221 Introduction to Spanish for the Health Professions	

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking

student; or complete 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office 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 global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).

7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
ENG 110 or 112 (Gen Ed Literacy-Written)	3 CST 110 (Gen Ed Literacy-Oral)	3
FYS 100 (Gen Ed First-Year Seminar)	3 102+ Level Gen Ed/CASSH Core Language ¹	4
Gen Ed Arts	2 Gen Ed Global Studies	3
Gen Ed Self & Society	3 Gen Ed Arts	2
Gen Ed Math	4 Gen Ed World History	3
	15	15

Year 2		
Fall	Credits Spring	Credits
ENG 300 (ENG Core)	3 ENG 311 (ENG Core)	3
Gen Ed Minority Cultures	3 ENG 313 or 333	3
CASSH Core Course	3 Creative/Professional Writing (ENG Core)	3
Gen Ed Humanistic Studies	3 Gen Ed Health & Well-Being	3
Gen Ed Natural Lab Science	4 Minor Course	3
	16	15

Year 3		
Fall	Credits Spring	Credits
ENG 333 or 313 (whichever was not used in the ENG core)	3 Language Studies and Linguistics (ENG Core)	3
Writing Studies Elective (300/400 level)	3 ENG 375	3
Minor Course	3 Writing Studies Elective	3
CASSH Core Course	3 Minor Course	3
CASSH Core Course	3 CASSH Core Diversity Course	3
	15	15

Year 4		
Fall	Credits Spring	Credits
Literary Studies (ENG Core)	3 ENG 413	3
ENG 497	3 Minor Course	3
Minor Course	3 Minor Course	3
University Elective	3 University Elective	2
University Elective	3 University Elective	3
		Exit Portfolio ²
	15	14

Total Credits: 120

¹ **CASSH Core Humanities and Fine Arts Tracks** require 102+ level language. **CASSH Core Language Track** requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

² Will be introduced to students in ENG 300 and assembled throughout their studies.

English Education (Grades 4-12) Major - Bachelor of Science (BS)

This major prepares students to become dynamic English Language Arts (ELA) teachers who can meet the needs of adolescent learners at both the middle and high school levels. English education faculty guide students through rigorous coursework in multiple fields of inquiry (including literature, writing, linguistics, and ELA pedagogy) and provide personalized mentoring throughout multiple field experience and student teaching semesters. Most importantly, English education majors who meet the necessary criteria graduate with a license to teach grades

4-12 in the state of Wisconsin—and our program has maintained an outstanding job placement rate over the past few years.

Major requirements

Completion of the English Education Program and associated benchmark assessments (<http://catalog.uwlax.edu/undergraduate/education/#SOE-program-requirements>) will lead to endorsement for the following Wisconsin teaching license:

- English and Language Arts, grades 4-12 (2300).

Students in all teacher education programs must satisfy the School of Education (SOE) core requirements (p. 589).

Students in all teacher education programs must be admitted to the School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) in order to complete their program requirements and be eligible for endorsement for the appropriate teaching license(s). Students majoring in English education (grades 4-12) must meet specific program admission criteria (p. 585).

Retention and advancement

Teacher candidates may be retained in their teacher education program provided they fulfill the conditions described in the SOE Retention Policy (<http://catalog.uwlax.edu/undergraduate/education/#retention>). Students must complete all course requirements and other benchmarks prior to student teaching as described in the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>). Additional SOE program requirements, including the culminating assessment of pedagogical knowledge, are described on the SOE catalog page (<http://catalog.uwlax.edu/undergraduate/education/>).

Curriculum

The English Education Program is aligned with InTASC Teacher Standards and the NCTE/NCATE Standards, and supplemented with Elementary Literacy, Journalism Educators of America, and Wisconsin Speech Educators standards.

Required general education courses (6 credits)

Besides the courses specified below, English education majors must satisfy additional general education requirements (<http://catalog.uwlax.edu/undergraduate/generaleducation/#generaleducationrequirements>). The General Education Program requires a total of 42 credits.

Code	Title	Credits
EDS 203	School, Society, and Teachers (GE06) ^{1,3}	3
EDS 206	Multicultural Education (GE03) ^{2,3}	3
Total Credits		6

¹ Counts toward General Education Program requirement: Self and Society (GE Category 6).

² Counts toward General Education Program requirement: Minority Cultures or Multiracial Women's Studies (GE Category 3).

Additional middle/high school education requirements (21 credits)

Code	Title	Credits
Courses not requiring admission to the School of Education		
EDS 309	Teaching Global Perspectives Across the Curriculum	3
SPE 200	Foundations of Special Education ³	3
PSY 212	Lifespan Development	3
Student teaching semester ⁴		
EDS 492	Student Teaching Seminar ³	1
One of the following: ³		11
EDS 496	Student Teaching: Middle/High School Education (4-12)	
EDS 495	Teaching Internship	
Total Credits		21

Courses listed in more than one category may be counted only once unless otherwise stated.

English core requirements (18 credits)

Code	Title	Credits
ENG 300	Introduction to English Studies	3
ENG 311	Critical Theory	3
Language studies and linguistics		3
ENG 330	History of the English Language	
ENG 331	Introduction to Linguistics: Sounds and Words	
ENG 332	Introduction to Linguistics: Phrases and Sentences	
ENG 336	Varieties of English	
Literary studies		3
ENG 301	Foundations for Literary and Cultural Studies	
ENG 302	Intermediate Topics in Literature	
Writing and rhetoric studies		3
ENG 313	Writing, Genre, and Style	
ENG 333	Introduction to Writing and Rhetoric Studies	
Creative or professional writing		3
ENG 305	Creative Writing	
ENG 335	Introduction to Professional and Technical Writing	
Total Credits		18

English education requirements (28 credits)

Code	Title	Credits
Language/linguistics		
Select one of the following:		3
ENG 330	History of the English Language	
ENG 331	Introduction to Linguistics: Sounds and Words	
ENG 332	Introduction to Linguistics: Phrases and Sentences (must be selected here if not taken in the English major core requirements)	
ENG 334	Language Study for Teachers	
ENG 336	Varieties of English	
ENG 339	Topics in Linguistics	
Literature electives		
Select three of the following:		9
ENG 302	Intermediate Topics in Literature	

ENG 356	European Literature in Translation	
ENG 357	World Literature	
ENG 361	Old and Middle English Literature	
ENG 362	English Renaissance	
ENG 363	Shakespeare I	
ENG 364	Shakespeare II	
ENG 366	Restoration and 18th Century British Literature	
ENG 367	19th Century British Literature	
ENG 368	British Literature After 1900	
ENG 370	Early American Literature	
ENG 371	Nineteenth Century American Literature	
ENG 372	American Literature After 1900	
ENG 380	Literature of American Ethnic and Minority Cultures	
ENG 382	Latino Literature in English	
ENG 385	Women Authors	
ENG 387	Literature and Environmental Action	
ENG 462	Seminar in British Literature	
ENG 470	Seminar in American Literature	
ENG 481	Seminar in Literature and Culture	
English education specialization		9
ENG 301	Foundations for Literary and Cultural Studies ⁵	
ENG 411	Capstone in English Education ^{6, 7, 8}	
ENG 433	Introduction to Teaching Writing	
Field I block (must be taken concurrently)⁶		
ENG 351	Workshop in Classroom Management	1
ENG 355	Field I Experience: English in the Middle Grades ³	4
Field II block (must be taken concurrently)⁶		
ENG 451	Workshop in Curriculum & Assessment ⁸	1
ENG 455	Field II Experience: Teaching and Learning English in the Secondary Classroom ^{3, 8}	4
Total Credits		28

³ Also satisfies an SOE core requirement.

⁴ Must complete all course requirements and other benchmarks prior to student teaching. For more information, please see the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>).

⁵ Must be taken in the English major core for the "Literary Studies" category. Credits counted in the major core.

⁶ Requires admission to the School of Education.

⁷ Taken concurrently with ENG 355 or ENG 455.

⁸ Included in the English education portfolio.

Additional teacher education requirements are listed on the School of Education (p. 582) catalog page.

Degree requirements

All teacher education students must complete the general education, School of Education, 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. 70)
- School of Education requirements (p. 582)
- Baccalaureate degree requirements (p. 164)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
ENG 110 or 112 (Gen Ed Literacy-Written)	3 CST 110 (Gen Ed Literacy-Oral)	3
EDS 203 (Gen Ed Self & Society)	3 Gen Ed Math	4
Gen Ed Arts	2-3 EDS 206 (Gen Ed Minority Cultures)	3
FYS 100 (Gen Ed First-Year Seminar)	3 Gen Ed Humanistic Studies	3
Gen Ed World History	3 Gen Ed Global Studies	3
	14	16

Year 2		
Fall	Credits Spring	Credits
ENG 300 (ENG Core)	3 ENG 301 (ENG Core)	3
University Elective	3 ENG 311 (ENG Core)	3
Gen Ed Arts	2-3 EDS 309	3
Gen Ed Math/Lang/Logical Systems	3-4 Gen Ed Health & Well-Being	3
Gen Ed Natural Lab Science	4 University Elective	3
	15	15

Year 3		
Fall	Credits Spring	Credits
ENG 332 (ENG Core)	3 Language/Linguistics Course	3
Creative/Professional Writing Course (ENG Core)	3 ENG 351	1
Writing & Rhetoric Studies Course (ENG Core)	3 Literature elective	3
PSY 212	3 Literature elective	3
SPE 200	3 ENG 355	4
Apply for admission to SOE ¹	University Elective	3
Apply for Field Experience I ²	Apply for Field Experience II ²	
	Apply for Student Teaching ³	
	15	17

Year 4		
Fall	Credits Spring	Credits
Literature elective	3 All course requirements and other benchmarks must be completed prior to student teaching. ⁴	
ENG 411	3 EDS 492	1
ENG 433	3 EDS 496	11

ENG 451	1
ENG 455	4
University Elective	2
	16
	12

Total Credits: 120

- ¹ See the SOE admissions website (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) for complete admission and application details. Students will be required to complete a criminal background check (p. 588) at the time of application for admission.
- ² Students applying for field and student teaching placements will be asked to disclose any criminal charges (p. 592).
- ³ Students must apply for student teaching (<https://www.uwlax.edu/soe/field-and-student-teaching-experience/for-teacher-candidates/>) through the Office of Field Experience one year prior to the student teaching semester.
- ⁴ For more information, please see the Student Teaching and Internship Policy.

Creative Writing Minor

Students develop creative-thinking skills that emphasize the value of innovation and collaboration. Creative writing classrooms are supportive communities that foster the development of diverse voices, each member committed to helping one another improve as writers, readers, and creative-thinkers. In composing original stories, scripts, and poems, students learn to apply literary techniques used by classical and contemporary authors. Hands-on experiences in publishing are available, as well as opportunities to work on (or be published in) the student journal, *The Catalyst*.

Minor requirements

Writing minor restriction (p. 150)

(All colleges)

18 credits

Code	Title	Credits
Creating writing		3
ENG 305	Creative Writing ¹	
Writing, language, and publishing		3
ENG 313	Writing, Genre, and Style	
ENG 314	Grant Writing	
ENG 317	Writing for Stage and Screen	
ENG 320	Literary Journal Production	
ENG 325	Multimedia News Writing and 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: Sounds and Words	
ENG 332	Introduction to Linguistics: Phrases and Sentences	
ENG 335	Introduction to Professional and Technical Writing	
ENG 337	The Rhetorics of Style	
ENG 339	Topics in Linguistics	
ENG 343	Creative Nonfiction	
ENG 416	Seminar in Advanced Fiction Writing	
ENG 417	The Writer's Studio	

ENG 433	Introduction to Teaching Writing	
Forms of fiction or poetry		3
ENG 446	Forms of Fiction	
ENG 449	Form and Genre in Creative Writing	
Seminar in fiction or poetry		3
ENG 416	Seminar in Advanced Fiction Writing	
ENG 417	The Writer's Studio	
Literature (at least three credits at the 400-level)		6
ENG 301	Foundations for Literary and Cultural Studies	
ENG 302	Intermediate Topics in Literature	
ENG 312	Literature, Medicine, and Culture	
ENG 342	The Essay	
ENG 344	The Novel	
ENG 348	Studies in Film and Literature	
ENG 349	Drama	
ENG 356	European Literature in Translation	
ENG 357	World Literature	
ENG 361	Old and Middle English Literature	
ENG 362	English Renaissance	
ENG 363	Shakespeare I	
ENG 364	Shakespeare II	
ENG 366	Restoration and 18th Century British Literature	
ENG 367	19th Century British Literature	
ENG 368	British Literature After 1900	
ENG 370	Early American Literature	
ENG 371	Nineteenth Century American Literature	
ENG 372	American Literature After 1900	
ENG 380	Literature of American Ethnic and Minority Cultures	
ENG 382	Latino Literature in English	
ENG 385	Women Authors	
ENG 387	Literature and Environmental Action	
ENG 403	Individual Projects	
ENG 446	Forms of Fiction	
ENG 449	Form and Genre in Creative Writing	
ENG 462	Seminar in British Literature	
ENG 470	Seminar in American Literature	
ENG 481	Seminar in Literature and Culture	
Total Credits		18

¹ Prerequisites include ENG 110 or ENG 112.

English Language and Literature Minor

The **English language and literature minor** provides a foundation in English Language Arts-related topics. It is a general English minor that addresses issues of literary analysis, linguistics, writing instruction, and literature with particular attention to young adult literature. It is especially relevant for students who plan to teach in the middle grades or overseas.

Minor requirements

Writing minor restriction (p. 150)

(All colleges)

Courses listed in more than one category may be counted only once.

18 credits

Code	Title	Credits
ENG 301	Foundations for Literary and Cultural Studies	3
ENG 341	Pedagogical Approaches to Young Adult Literature	3
ENG 433	Introduction to Teaching Writing	3
Language/linguistics		
Select three credits of the following:		3
ENG 330	History of the English Language	
ENG 331	Introduction to Linguistics: Sounds and Words	
ENG 332	Introduction to Linguistics: Phrases and Sentences	
ENG 334	Language Study for Teachers	
ENG 336	Varieties of English	
ENG 339	Topics in Linguistics	
Writing		
Select three credits of the following:		3
ENG 303	Special Topics in Writing and Rhetoric Studies	
ENG 305	Creative Writing	
ENG 306	Writing in Education	
ENG 307	Writing for Management, Public Relations and the Professions	
ENG 308	Technical Writing	
ENG 313	Writing, Genre, and Style	
Literature		
Select three credits of the following:		3
ENG 302	Intermediate Topics in Literature	
ENG 312	Literature, Medicine, and Culture	
ENG 344	The Novel	
ENG 348	Studies in Film and Literature	
ENG 349	Drama	
ENG 356	European Literature in Translation	
ENG 357	World Literature	
ENG 361	Old and Middle English Literature	
ENG 362	English Renaissance	
ENG 363	Shakespeare I	
ENG 364	Shakespeare II	
ENG 366	Restoration and 18th Century British Literature	
ENG 367	19th Century British Literature	
ENG 368	British Literature After 1900	
ENG 370	Early American Literature	
ENG 371	Nineteenth Century American Literature	
ENG 372	American Literature After 1900	
ENG 380	Literature of American Ethnic and Minority Cultures	
ENG 382	Latino Literature in English	
ENG 385	Women Authors	
ENG 387	Literature and Environmental Action	
ENG 462	Seminar in British Literature	
ENG 470	Seminar in American Literature	

ENG 481	Seminar in Literature and Culture
Total Credits	18

Prerequisites include ENG 110 (<http://catalog.uwlax.edu/search/?P=ENG%20110>) or ENG 112 (<http://catalog.uwlax.edu/search/?P=ENG%20112>); a 200-level English course is also required.

Linguistics Minor

Linguistics is the scientific study of human language. Linguists apply scientific methodology to language with the goal of understanding how human language works – cognitively, biologically, physically, and socially. Even though linguists are scientists of language, language is ultimately a social tool. The linguistics minor bridges the social and cultural aspects of linguistics with the more structural, systematic aspects of the study. Students from a wide variety of majors take linguistics to complement their field of study.

Minor requirements

(All colleges)

18-19 credits

Code	Title	Credits
Foundations		6
ENG 331	Introduction to Linguistics: Sounds and Words	
or ENG 332	Introduction to Linguistics: Phrases and Sentences	
ANT 196	Introduction to Linguistic Anthropology	
Language^{1,2}		3-4
Select one of the following:		
CHI 102	Chinese in a Global Society II	
CHI 201	Chinese Language and Culture in Action I	
CHI 202	Chinese Language and Culture in Action II	
ESL 250	Oral English Skills: Issues and Controversies in the U.S.	
ESL 252	Written English Skills: Researching Your Community	
FRE 102	French in a Global Society II	
FRE 201	French Language and Cultures in Action I	
FRE 202	French Language and Cultures in Action II	
GCL 102	Elementary Languages II	
GCL 201	Intermediate Languages I	
GCL 202	Intermediate Languages II	
GER 102	German in a Global Society II	
GER 201	German Language and Cultures in Action I	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	
RUS 102	Russian in a Global Society II	
RUS 201	Russian Language and Cultures in Action I	
RUS 202	Russian Language and Cultures in Action II	
SPA 102	Spanish in a Global Society II	
SPA 103	Spanish in a Global Society I & II	
SPA 201	Spanish Language and Cultures in Action I	
SPA 202	Spanish Language and Cultures in Action II	
Linguistic structure		3
Select one of the following:		
ENG 330	History of the English Language	
ENG 331	Introduction to Linguistics: Sounds and Words	

ENG 332	Introduction to Linguistics: Phrases and Sentences	
FRE 301	Sound, Speech, and Proficiency	
GER 330	German Conversation and Phonetics	
SPA 381	The Sounds of Spanish	
SPA 443	Studies in Hispanic Linguistics	
Sociolinguistics/Linguistic anthropology		3
Select one of the following:		
ANT 375	Language, Power, and Inequality	
CST 332	Intercultural Communication	
CST 334	Gender Communication	
CST 337	Communication and Race	
ENG 334	Language Study for Teachers	
ENG 336	Varieties of English	
SPA 380	Spanish Language in Contexts	
Elective ²		3
Select at least one of the following:		
ANT 375	Language, Power, and Inequality	
ANT 399	Anthropology Forum ³	
ARC/HIS 302	Egyptian Hieroglyphs: The Language and Culture of Ancient Egypt	
ARC/HIS 368	History of Babylonian Language and Culture I	
ARC/HIS 369	History of Babylonian Language and Culture II	
CST 332	Intercultural Communication	
CST 334	Gender Communication	
CST 337	Communication and Race	
ENG 330	History of the English Language	
ENG 331	Introduction to Linguistics: Sounds and Words	
ENG 332	Introduction to Linguistics: Phrases and Sentences	
ENG 334	Language Study for Teachers	
ENG 336	Varieties of English	
ENG 339	Topics in Linguistics	
ENG 403	Individual Projects ³	
FRE 301	Sound, Speech, and Proficiency	
GER 330	German Conversation and Phonetics	
PHL 302	Symbolic Logic	
PHL 311	Philosophy of Language	
PSY 436	Psychology of Language	
SPA 380	Spanish Language in Contexts	
SPA 381	The Sounds of Spanish	
SPA 443	Studies in Hispanic Linguistics	
SPE 207	American Sign Language and Deaf Culture I	
SPE 214	American Sign Language and Deaf Culture II	
Total Credits		18-19

¹ All courses in this category will also satisfy general education requirements.

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) world language and culture score of 3 or higher;
- Placement into a 201 level or higher world 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.
- 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.
 - **Global Cultures and Languages majors/minors** may apply a maximum of three credits toward both a Global Cultures and Languages 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.
 - **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/TSL 340 plus three additional credits.

Literary and Cultural Studies Minor

Literary and cultural studies minors encounter and interpret a variety of texts representing a range of human experience and expression. Students engage in interdisciplinary conversations about complex social structures, individual decisions, and human delights and dilemmas, while gaining transferable skills in writing, critical thinking, and analysis. The minor is a strong complement to major programs leading to a variety of career paths, including medicine, law, human services, business, education, and communication.

Minor requirements

Writing minor restriction (p. 150)

(All colleges; not open to English: literary and cultural studies emphasis majors)

18 credits

Code	Title	Credits
ENG 301	Foundations for Literary and Cultural Studies	3
Select one of the following:		3
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 313	Writing, Genre, and Style	
ENG 320	Literary Journal Production	
ENG 325	Multimedia News Writing and Editing	
ENG 326	Feature and Specialized Writing	
ENG 327	Publishing in a Digital Age	
ENG 333	Introduction to Writing and Rhetoric Studies	
ENG 335	Introduction to Professional and Technical Writing	
ENG 337	The Rhetorics of Style	
ENG 343	Creative Nonfiction	
ENG 403	Individual Projects ¹	
ENG 416	Seminar in Advanced Fiction Writing	
ENG 417	The Writer's Studio	
ENG 433	Introduction to Teaching Writing	
ENG 434	Chinese Discourse	
Select four of the following with at least one at the 400 level:		12
ENG 302	Intermediate Topics in Literature	
ENG 311	Critical Theory	
ENG 330	History of the English Language	
ENG 331	Introduction to Linguistics: Sounds and Words	
ENG 336	Varieties of English	
ENG 339	Topics in Linguistics	
ENG 341	Pedagogical Approaches to Young Adult Literature	
ENG 342	The Essay	
ENG 344	The Novel	
ENG 348	Studies in Film and Literature	
ENG 349	Drama	
ENG 356	European Literature in Translation	
ENG 357	World Literature	
ENG 361	Old and Middle English Literature	
ENG 362	English Renaissance	
ENG 363	Shakespeare I	
ENG 364	Shakespeare II	
ENG 366	Restoration and 18th Century British Literature	
ENG 367	19th Century British Literature	
ENG 368	British Literature After 1900	
ENG 370	Early American Literature	
ENG 371	Nineteenth Century American Literature	
ENG 372	American Literature After 1900	
ENG 380	Literature of American Ethnic and Minority Cultures	
ENG 382	Latino Literature in English	
ENG 385	Women Authors	
ENG 387	Literature and Environmental Action	
ENG 403	Individual Projects ²	

ENG 446	Forms of Fiction
ENG 449	Form and Genre in Creative Writing
ENG 462	Seminar in British Literature
ENG 470	Seminar in American Literature
ENG 481	Seminar in Literature and Culture

Total Credits 18

¹ When focused on rhetoric/writing.

² When focused on literature.

Professional and Technical Writing Certificate

Students develop high-demand skills in written communication for professional and technical contexts:

- Communicating an organization's goals and objectives to a range of stakeholders, including professional and public audiences
- Explaining technical and specialized topics
- Designing and delivering information in a way that meets the needs of specific users and organizations
- Using a range of technologies to complete written communication projects
- Working collaboratively and using project management strategies

Program requirements

(All colleges, open only to degree-seeking UWL students)

12 credits

Code	Title	Credits
Select four courses from the following:		12
ENG 307	Writing for Management, Public Relations and the Professions	
ENG 308	Technical Writing	
ENG 309	Writing in the Sciences	
ENG 310	Digital Content Writing, Strategy, and Experience Design	
ENG 314	Grant Writing	
ENG 335	Introduction to Professional and Technical Writing	
ENG 450	English Internship	
Total Credits		12

- Students must earn a minimum 2.50 cumulative GPA in the certificate's coursework.
- Students may complete the certificate or the minor in professional and technical writing, not both.

Professional and Technical Writing Minor

Students develop high-demand skills in written communication for professional and technical contexts:

- Clearly communicating an organization's goals and objectives to a range of professional and public stakeholders
- Explaining technical and specialized topics

- Designing and delivering information in a way that meets the needs of specific users and organizations
- Using a range of technologies to complete written communication projects
- Working collaboratively and using project management strategies

Minor requirements

Writing minor restriction (p. 150)

(All colleges)

Courses listed in more than one category may be counted only once.

18 credits

Code	Title	Credits
Core		
ENG 335	Introduction to Professional and Technical Writing	3
Select three of the following:		9
ENG 307	Writing for Management, Public Relations and the Professions	
ENG 308	Technical Writing	
ENG 309	Writing in the Sciences	
ENG 310	Digital Content Writing, Strategy, and Experience Design	
ENG 314	Grant Writing	
Practicum		
ENG 450	English Internship ¹	3
Electives		
Select one of the following:		3
ENG 305	Creative Writing	
ENG 307	Writing for Management, Public Relations and the Professions	
ENG 308	Technical Writing	
ENG 309	Writing in the Sciences	
ENG 310	Digital Content Writing, Strategy, and Experience Design	
ENG 313	Writing, Genre, and Style	
ENG 314	Grant Writing	
ENG 315	Rhetoric, Health, and Medicine	
ENG 320	Literary Journal Production (max three credits)	
ENG 325	Multimedia News Writing and Editing	
ENG 326	Feature and Specialized Writing	
ENG 327	Publishing in a Digital Age	
ENG 333	Introduction to Writing and Rhetoric Studies	
ENG 497	Seminar in Writing and Rhetoric Studies (max three credits, may not be counted or repeated for dual credit)	
ART 206	Introduction to Digital Art and Design for Non-Art Majors	
CST 360	Public Relations ²	
Total Credits		18

¹ All students must meet with a professional/technical writing advisor prior to enrolling in ENG 450.

² Except for CST majors and professional/organizational communications minors.

English Honors Program

Program

****Program currently not accepting new students.****

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.

Gerontology Program (GTL)

College of Arts, Social Sciences, and Humanities

Coordinators: Ellen Rozek (erozek@uwslax.edu), Ph.D. and Erica Srinivasan (esrinivasan@uwslax.edu), Ph.D. (Psychology)

335 Graff Main Hall; 608.785.8440

www.uwslax.edu/gerontology/ (<https://www.uwslax.edu/gerontology/>)

Program statement

The **gerontology certificate** 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 certificate applicable to college core

If a student declares the gerontology certificate, it will appear on the student's transcript and advisement report. As an undergraduate certificate, 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 their major. For College of Arts, Social Sciences, and Humanities 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 certificate. The committee differentiates between coursework that is part of the gerontology core and coursework that is supportive of a certificate 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 certificate. 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.

2023-24 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 July.

Program Coordinators

Coordinators: Ellen Rozek, PhD and Erica Srinivasan, PhD (Psychology)

E-mail: erozek@uwslax.edu or esrinivasan@uwslax.edu

Advisors

John Kovari (<https://www.uwslax.edu/profile/jkovari/>), Political Science and Public Administration

Dawn Norris (<https://www.uwslax.edu/profile/dnorris/>), Sociology

Vivek Pande (<https://www.uwslax.edu/profile/vpande/>), Business

Ellen Rozek (<https://www.uwslax.edu/profile/erozek/>), Psychology

Erica Srinivasan (<https://www.uwslax.edu/profile/esrinivasan/>), Psychology

Certificate

- Gerontology certificate (p. 171)

Gerontology Certificate

(All colleges)

12 credits with at least three credits from the core and the remaining credits from the core, supportive courses, or other gerontology-related coursework approved by the Gerontology Steering Committee.

Core

Code	Title	Credits
Select three credits from the following:		3
HED 473	Health Aspects of Aging	
PSY 358	Adulthood	
SOC 303	Generations and Age in the Social World	
Total Credits		3

Supportive courses

Code	Title	Credits
Select at least nine credits from the following:		9
CST 336	Family Communication	
CST 339	Communication and Aging	
CST 354	Health Communication	
ECO 350	Health Economics	
ESS 443	Fitness Across the Lifespan	
HED 320	The U.S. Health Care System	
HED 473	Health Aspects of Aging (if not used in the core)	
PHL 339	Medical Ethics	
PSY 358	Adulthood (if not used in the core)	
PSY 359	Aging and the Elderly	
PSY/SOC 422	Death, Dying, and Bereavement	
PSY 434	Clinical Neuropsychology	
PUB 334	Health Policy	
RTH 229	Diagnostic Groups in Recreational Therapy	
RTH 445	Recreational Therapy for Older Adults	
RTH 480	Leisure Education in Therapeutic Recreation	
SOC 303	Generations and Age in the Social World (if not used in the core)	
SOC 320	Demography	
SOC 325	Sociology of Mental Illness	
SOC 338	Sociological Aspects of Work and Life	
SOC 420	Health Care and Illness	
Total Credits		9

The core courses focus on older adults. Supportive courses do not exclusively focus on older adults but support an improved understanding of older adults. The Gerontology Steering Committee will consider experimental courses, workshops, independent study, and for-credit field experience as part of the core when the course faculty affirm that the course focuses on the lives of older adults or as supportive courses when the course faculty describes how the course indirectly supports learning about the lives of older adults.

Global Cultures and Languages Department (GCL)

College of Arts, Social Sciences, and Humanities

Department Chair: Omar Granados

315 Graff Main Hall; 608.785.8324

Email: ogranados@uwlax.edu

www.uwlax.edu/global-cultures-and-languages (<https://www.uwlax.edu/global-cultures-and-languages/>)

UWL's Department of Global Cultures and Languages is committed to our students' professional and personal growth. We enact this commitment by preparing students to communicate effectively—with cultural sensitivity and awareness—in more than one language. Students and teachers collectively engage with the products, practices, and perspectives of other cultures. By putting such knowledge into practice through applied learning opportunities—such as study abroad experiences, internships, community engagement projects, and teacher education training opportunities—we educate and empower students to employ their learned expertise in culture, language, critical thinking and leadership with an eye towards social justice action in our diverse and ever-changing regional, national, and world communities.

The Department of Global Cultures and Languages offers majors and minors in French, German studies, and Spanish (with education majors for French and Spanish); minors in Chinese studies; certificates in French proficiency, Chinese proficiency, Russian studies, Spanish for business and organizations, and Spanish for the health professions; 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 Regional Foreign Language Placement Test in order to determine the appropriate course level. French, German, and Spanish placement tests are available. Following the appropriate course placement as indicated by this test should help assure receipt of retroactive credits, but does not guarantee them.

Global Cultures and Languages retroactive credit and advanced placement policy

The Department of Global Cultures and 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, Early College Credit Program, 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 GER 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/SPA 221):**
 - 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 GER 326) earns 16 retroactive credits plus three course credits for a total of 19 credits. Any advanced course in French earns 12 retroactive credits plus three course credits for a total of 15 credits.

More information about retroactive credit can be found in the undergraduate credit for prior learning policy (p. 38).

Global Cultures and Languages study abroad credit policy

The chair of the Department of Global Cultures and 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 who choose to study abroad are required to take at least one three-credit course in the world language at UWL after returning from the country of study.

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. 70).

2023-24 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 July.

Associate Professor

Rose Brougham

Victoria Calmes

Anna Keefe

Omar Granados, Department Chair

Shelley Hay

Kimberly Morris

Megan Strom

Hongying Xu

Assistant Professor

Antonio Martín Gómez

Astrid Lorena Ochoa Campo

Teaching Professor

Natalia Roberts

Assistant Teaching Professor

Tyler Gabbard-Rocha

Tony Yang

Lecturer

Administrative Support

Judy King

Dane Devetter (Director of the Language Resource Center)

Majors

- French major - BA (p. 173)
- French major with business concentration - BA (p. 175)
- German studies major - BA (p. 183)
- German studies major with business concentration - BA (p. 186)
- Spanish major - BA (p. 188)

Teacher education programs

- French education (grades K-12) major - BS (p. 177)
- French education (grades K-12) and teaching English to speakers of other languages major (grades K-12) - BS (p. 180) (*dual licensure*)
- Spanish education major (grades K-12) - BS (p. 191)
- Spanish education (grades K-12) and teaching English to speakers of other languages major (grades K-12) - BS (p. 195) (*dual licensure*)

Minors

- Chinese studies minor (p. 198)
- French minor (p. 198)
- German studies minor (p. 199)
- Spanish minor (p. 199)

Certificates

- Chinese proficiency certificate (p. 200)
- French proficiency certificate (p. 200)
- Russian studies certificate (p. 200)
- Spanish for business and organizations certificate (p. 201)
- Spanish for the health professions certificate (p. 201)

Honors

- Alvida Ahlstrom honors program (p. 202)
-

French Major - Bachelor of Arts (BA)

Major requirements

(All colleges excluding teacher certification programs)

33 credits

Code	Title	Credits
Communication category		12
FRE 202	French Language and Cultures in Action 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 227	French for International Relations	
FRE 317	Practice in Translation	
FRE 337	French 3.0: Focus on Science and Technology	
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. 70)
- College core (p. 173)
- Baccalaureate degree requirements (p. 174)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
JPN 202	Intermediate Japanese II	
RUS 202	Russian Language and Cultures in Action II	
SPA 202	Spanish Language and Cultures in Action II	
	or SPA 221 Introduction to Spanish for the Health Professions	

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their

equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office for eligibility and regulations.

- Two additional courses outside of the student's major in two of the following: humanities, social sciences or fine arts.

B. Humanities track

- One global language course 102 or higher; and
- Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
- One additional course in social sciences or fine arts.

C. Fine arts track

- One global language course 102 or higher; and
- Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
- One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete a second major, minor, or program option by satisfying one of the following:

- Complete a minor (or second major) outside of the student's major program, consisting of at least 18 credits; or
- 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
- 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:

- Fulfill the general education requirements.
- Complete at least one ethnic studies (diversity) course.
- Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
- Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
- At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
- Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
- A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
- 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.
- The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
FRE 202	3 FRE 301	3
ENG 110 or 112 (Gen Ed Literacy-Written)	3 CST 110 (Gen Ed Literacy-Oral)	3
Gen Ed Arts	2 FYS 100 (Gen Ed First-Year Seminar)	3

Gen Ed World History	3 Gen Ed Global Studies	3
Gen Ed Math	4 Gen Ed Self & Society	3
15		15
Year 2		
Fall	Credits Spring	Credits
FRE 300	3 FRE Major Elective	3
FRE 351, 395, or 403 (FRE Connections Category Elective) ^{1, 2}	3 Gen Ed Minority Cultures	3
Gen Ed Natural Lab Science	4 Minor Course	3
Minor Course	3 Gen Ed Humanistic Studies ¹	3
Gen Ed Arts	2 University Elective	3
15		15
Year 3		
Fall	Credits Spring	Credits
FRE 305	3 FRE Major Elective	3
FRE 320 or 322 (FRE Culture Category)	3 FRE Major Elective	3
Minor Course	3 Minor Course	3
CASSH Core Course	3 University Elective	3
University Elective	3 CASSH Core Course	3
15		15
Year 4		
Fall	Credits Spring	Credits
FRE 307	3 FRE 430	3
Minor Course	3 Gen Ed Health & Well-Being	3
CASSH Core Course	3 CASSH Core Diversity Course	3
University Elective	3 Minor Course	3
University Elective	3 University Elective	3
15		15
Total Credits: 120		

¹ FRE 395 will satisfy Gen Ed Humanistic Studies requirement.

² FRE 395 is offered in Fall. FRE 351 and FRE 403 are offered in Spring. Depending on which elective is selected, schedule may need to be rearranged.

French Major with Business Concentration - Bachelor of Arts (BA)

Major requirements

(All colleges, excluding teacher certification programs)

51 credits

Code	Title	Credits
Select 30 credits above FRE 201, distributed as follows:		
Communication category		15
FRE 202	French Language and Cultures in Action II	
FRE 300	Visual Encounters	
FRE 301	Sound, Speech, and Proficiency	
FRE 307	French for Professional Communication	
FRE 317	Practice in Translation	
Connections category		3
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		3
At least one from the list:		
FRE 320	Perspectives on French Civilization	
FRE 322	French without Borders	
Electives		6
Any of the courses not used toward previous categories, any from the list below, or approved courses taken abroad:		
FRE 227	French for International Relations	
FRE 337	French 3.0: Focus on Science and Technology	
FRE 450	National/International Intern Program	
FRE 498	Independent Study	
FRE 499	Independent Study	
Capstone		3
FRE 430	French Connections	
Total Credits		30

Business requirements (21 credits)

Code	Title	Credits
Business core		15
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	
Business electives		6
Select one of the following:		
MKT 341	International Marketing (recommended for international business emphasis)	
MGT 484	International Human Resource Management	
Select one of the following:		
FIN 355	Principles of Financial Management (prerequisite ACC 222)	
MGT 308	Organizational Behavior (recommended for international business-human resources emphasis)	
MGT 430	Cross-Cultural Management (recommended for international business-human resources emphasis)	
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. 70)
- College core (p. 176)
- Baccalaureate degree requirements (p. 176)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwla.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
JPN 202	Intermediate Japanese II	
RUS 202	Russian Language and Cultures in Action II	
SPA 202	Spanish Language and Cultures in Action II	
or SPA 221 Introduction to Spanish for the Health Professions		

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their

equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office 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 global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
FRE 202	3 ACC 221	3
ECO 110 (Gen Ed Self & Society)	3 FRE 301	3
ENG 110 or 112 (Gen Ed Literacy-Written)	3 FYS 100 (Gen Ed First-Year Seminar)	3

Gen Ed World History	3 Gen Ed Natural Lab Science	4
Gen Ed Health & Well-Being	3 Gen Ed Arts	2
15		15

Year 2		
Fall	Credits Spring	Credits
FRE 300	3 ECO 120 (Gen Ed Global Studies)	3
FRE 305, 351, 395, or 403 (FRE Major Connection Category) ^{1, 2}	3 FRE Major Elective	3
Gen Ed Math	4 Gen Ed Humanistic Studies ¹	3
CST 110 (Gen Ed Literacy-Oral)	3 University Elective	3
Gen Ed Arts	2 CASH Core Course	3
15		15

Year 3		
Fall	Credits Spring	Credits
FRE 320 or 322 (FRE Major Culture Category)	3 FRE 317	3
ECO 340	3 FIN 355, MGT 308, or MGT 430 (FRE Major Business Elective)	3
FRE Major Elective	3 Gen Ed Minority Cultures	3
CASH Core Course	3 University Elective	3
University Elective	3 University Elective	3
15		15

Year 4		
Fall	Credits Spring	Credits
MKT 309	3 MKT 341	3
FRE 307	3 FRE 430	3
CASH Core Course	3 University Elective	3
University Elective	3 CASH Core Diversity Course	3
University Elective	3 University Elective	3
15		15

Total Credits: 120

¹ FRE 395 will satisfy Gen Ed Humanistic Studies requirement.

² FRE 305 and FRE 395 are offered in Fall. FRE 351 and FRE 403 are offered in Spring. Depending on which elective is selected, schedule may need to be rearranged.

French Education (Grades K-12) Major - Bachelor of Science (BS)

Major requirements

Completion of the French Education Program and associated benchmark assessments (<http://catalog.uwlax.edu/undergraduate/education/#SOE-program-requirements>) will lead to endorsement for the following Wisconsin teaching license:

- French, grades K-12 (1355).

Students in all teacher education programs must satisfy the School of Education (SOE) core requirements (p. 589).

Student all teacher education programs must be admitted to the School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) in order to complete their program requirements be eligible for endorsement for the appropriate teaching license(s). Students majoring in French Education (grades K-12) must meet specific program admission criteria (p. 586).

Retention and advancement

Teacher candidates may be retained in their teacher education program provided they fulfill the conditions described in the SOE Retention Policy (<http://catalog.uwlax.edu/undergraduate/education/#retention>). Students must complete all course requirements and other benchmarks prior to student teaching as described in the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>). Additional SOE program requirements, including the culminating assessment of pedagogical knowledge, are described on the SOE catalog page (<http://catalog.uwlax.edu/undergraduate/education/>).

Beginning language proficiency

All students with French language on their transcripts and/or prior experience in French must take the UW System Placement exam and are required to enroll at their level of placement. Students with no evidence of prior study of French are required to begin French at FRE 101

Curriculum

Required general education courses (6 credits)¹

Besides the courses specified below, French education majors must satisfy additional general education requirements (<http://catalog.uwlax.edu/undergraduate/generaleducation/#generaleducationrequirements>). The General Education Program requires a total of 42 credits.

Code	Title	Credits
EDS 203	School, Society, and Teachers ^{2,4}	3
EDS 206	Multicultural Education ^{3,4}	3
Total Credits		6

¹ Students earning retroactive credits in French may count up to four credits toward the General Education Program requirement: Mathematical/Logical Systems and Modern Languages (GE Category 2).

² Counts toward General Education Program requirement: Self and Society (GE Category 6).

³ Counts toward General Education Program requirement: Minority Cultures or Multiracial Women's Studies (GE Category 3).

Allied course requirements for education majors (9 credits)

Code	Title	Credits
PSY 212	Lifespan Development ⁴	3
SPE 200	Foundations of Special Education ⁴	3
TSL 250	Educating Multilingual Learners	3
Total Credits		9

French major content requirements (30 credits)

Code	Title	Credits
Communication category		
FRE 300	Visual Encounters	3
FRE 301	Sound, Speech, and Proficiency	3
FRE 307	French for Professional Communication	3
Connections category		
FRE 305	Exploring the Story	3
FRE 403	Studies in French/Francophone Literature	3

Culture category		
Select one of the following:		3
FRE 320	Perspectives on French Civilization	
FRE 322	French without Borders	
Study abroad		
Three approved study abroad credits		3
Elective credits		
Select six credits of the following:		6
FRE 227	French for International Relations	
FRE 317	Practice in Translation	
FRE 320	Perspectives on French Civilization ⁵	
FRE 322	French without Borders ⁵	
FRE 337	French 3.0: Focus on Science and Technology	
FRE 351	French Cinema	
FRE 395	French Literary Voices in English	
FRE 450	National/International Intern Program	
FRE 498	Independent Study	
FRE 499	Independent Study	
Approved study abroad credits		
Capstone		
FRE 430	French Connections (must be completed at UWL)	3
Total Credits		30

World language education requirements (30 credits)

Code	Title	Credits
Courses not requiring admission to the School of Education		
GCL 310	Theories and Research in Second Language Acquisition	3
TSL 345	Intercultural Interactions	3
Courses requiring admission to the School of Education		
GCL 300	World Language Education: Field Experience I ⁴	3
GCL 320	World Language Education: Field Experience II ⁴	3
GCL 400	Teaching World Languages: Methods and Approaches ⁴	3
GCL 420	Teaching World Languages: Design and Application ⁴	3
Student teaching semester⁶		
EDS 492	Student Teaching Seminar ⁴	1
One of the following: ⁴		11
EDS 497	Student Teaching: Kindergarten through Grade 12 (K-12)	
EDS 495	Teaching Internship	
Total Credits		30

⁴ Also satisfies an SOE core requirement.

⁵ If not taken in a previous category.

⁶ Must complete all course requirements and other benchmarks prior to student teaching. For more information, please see the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>).

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);
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. FRE 430 must be taken at UWL (concurrent registration in methods course (GCL 400 or GCL 420) is recommended).

Language proficiency for student teaching 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).

Additional teacher education requirements are listed on the School of Education (p. 582) catalog page.

Degree requirements

All teacher education students must complete the general education, School of Education, 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. 70)
- School of Education requirements (p. 582)
- Baccalaureate degree requirements (p. 179)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.
- ² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

The sample plan below is based on a student beginning their French education major by placing into a FRE course at the 300-level and earning 12 retroactive credits. Additional courses may need to be completed, depending on a student's FRE placement and number of retroactive credits earned. Students should consult with their advisor regarding their individual plan of study.

Year 1		
Fall	Credits Spring	Credits
CST 110 (Gen Ed Literacy-Oral)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
EDS 203 (Gen Ed Self & Society)	3 EDS 206 (Gen Ed Minority Cultures)	3
Gen Ed Math	4 Gen Ed Natural Lab Science	4
FRE 300 ¹	3 FYS 100 (Gen Ed First-Year Seminar)	3
FRE retroactive credits ^{2, 3}	12 FRE 301	3
	25	16
Year 2		
Fall	Credits Spring	Credits
Gen Ed Humanistic Studies	3 SPE 200	3
Gen Ed Arts	2-3 TSL 250	3
PSY 212	3 TSL 345	3
FRE 307	3 FRE 305	3
Gen Ed Global Studies	3 Gen Ed Arts	2-3
	Apply for admission to SOE ⁴	
	Apply for Field Experience I ⁵	
	14	14
Year 3		
Fall	Credits Spring	Credits
GCL 300	3 Study Abroad Semester (Transfer Electives)	
GCL 400	3 FRE Ed Major Electives	9
FRE 320 or 322	3 Gen Ed World History	3
FRE 403	3 Apply for Field Experience II ⁵	
	Apply for Student Teaching ⁶	
	12	12
Year 4		
Fall	Credits Spring	Credits
GCL 320	3 All course requirements and other benchmarks must be completed prior to student teaching. ⁷	
GCL 420	3 EDS 492	1
GCL 310	3 EDS 497	11
FRE 430	3	
Gen Ed Health & Well-Being	3	
	15	12
Total Credits: 120		

¹ Depending on placement, additional courses may be required to meet the prerequisite for enrollment in FRE 300.

² Students who place into a French course at the 300-level and earn a grade of "B" or better will receive 12 retroactive credits.

³ Students earning retroactive credits in French may count up to four credits towards the General Education Program requirement: Mathematical/Logical Systems and Modern Languages (GE Category 2).

⁴ See the SOE admissions website (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) for complete admission and application details. Students will be required to complete a criminal background check (p. 588) at the time of application for admission.

⁵ Students applying for field and student teaching placements will be asked to disclose any criminal charges (p. 592).

⁶ Students must apply for student teaching (<https://www.uwlax.edu/soe/field-and-student-teaching-experience/for-teacher-candidates/>) through the Office of Field Experience one year prior to the student teaching semester.

⁷ For more information, please see the Student Teaching and Internship Policy (p. 592).

French Education (Grades K-12) and TESOL (Grades K-12) Major - Bachelor of Science (BS)

Major requirements

Completion of the French Education and Teaching English to Speakers of Other Languages Program and associated benchmark assessments (<http://catalog.uwlax.edu/undergraduate/education/#SOE-program-requirements>) will lead to endorsement for the following Wisconsin teaching licenses:

- French, grades K-12 (1355) and
- English as a Second Language, grades K-12 (ESL, 1395).

Students in all teacher education programs must satisfy the School of Education (SOE) core requirements (p. 589).

Students in all teacher education programs must be admitted to the School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) in order to complete their program requirements and be eligible for endorsement for the appropriate teaching license(s). Students majoring in French education (grades K-12) and teaching English to speakers of other languages (grades K-12) must meet specific program admission criteria (p. 586).

Retention and advancement

Teacher candidates may be retained in their teacher education program provided they fulfill the conditions described in the SOE Retention Policy (<http://catalog.uwlax.edu/undergraduate/education/#retention>). Students must complete all course requirements and other benchmarks prior to student teaching as described in the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>). Additional SOE program requirements, including the culminating assessment of pedagogical knowledge, are described on the SOE catalog page (<http://catalog.uwlax.edu/undergraduate/education/>).

Beginning language proficiency

All students with French language on their transcripts and/or prior experience in French must take the UW System Placement exam and are required to enroll at their level of placement. Students with no evidence of prior study of French are required to begin French at FRE 101.

Curriculum

The French Education and Teaching English to Speakers of Other Languages (TESOL) Program is aligned with InTASC Teacher Standards, Wisconsin DPI World Language Standards, and CAEP/TESOL ESL Standards.

Required general education courses (6 credits) ¹

Besides the courses specified below, French education and teaching English to speakers of other languages majors must satisfy additional general education requirements (<http://catalog.uwlax.edu/undergraduate/generaleducation/#generaleducationrequirements>). The General Education Program requires a total of 42 credits.

Code	Title	Credits
EDS 203	School, Society, and Teachers ^{2,4}	3
EDS 206	Multicultural Education ^{3,4}	3
Total Credits		6

¹ Students earning retroactive credits in French may count up to four credits toward the General Education Program requirement: Mathematical/Logical Systems and Modern Languages (GE Category 2).

² Counts toward General Education Program requirement: Self and Society (GE Category 6).

³ Counts toward General Education Program requirement: Minority Cultures or Multiracial Women's Studies (GE Category 3).

Allied course requirements for language education majors (9 credits)

Code	Title	Credits
PSY 212	Lifespan Development ⁴	3
SPE 200	Foundations of Special Education ⁴	3
TSL 250	Educating Multilingual Learners	3
Total Credits		9

French major content requirements (30 credits)

Code	Title	Credits
Communication category		
FRE 300	Visual Encounters	3
FRE 301	Sound, Speech, and Proficiency	3
FRE 307	French for Professional Communication	3
Connections category		
FRE 305	Exploring the Story	3
FRE 403	Studies in French/Francophone Literature	3
Culture category		
Select one of the following:		3
FRE 320	Perspectives on French Civilization	3
FRE 322	French without Borders	
Study abroad		
Three approved study abroad credits		3
Elective credits		
Select six credits of the following:		6
FRE 227	French for International Relations	3
FRE 317	Practice in Translation	
FRE 320	Perspectives on French Civilization ⁵	3
FRE 322	French without Borders ⁵	
FRE 337	French 3.0: Focus on Science and Technology	3
FRE 351	French Cinema	
FRE 395	French Literary Voices in English	3
FRE 450	National/International Intern Program	
FRE 498	Independent Study	3
FRE 499	Independent Study	
Approved study abroad credits		3
Capstone		
FRE 430	French Connections (must be completed at UWL)	3
Total Credits		30

World language education requirements (30 credits)

Code	Title	Credits
Courses not requiring admission to the School of Education		
GCL 310	Theories and Research in Second Language Acquisition	3
TSL 345	Intercultural Interactions	3
Courses requiring admission to the School of Education		
GCL 300	World Language Education: Field Experience I ⁴	3
GCL 320	World Language Education: Field Experience II ⁴	3
GCL 400	Teaching World Languages: Methods and Approaches ⁴	3
GCL 420	Teaching World Languages: Design and Application ⁴	3
Student teaching semester ⁶		
EDS 492	Student Teaching Seminar ⁴	1
One of the following: ⁴		11
EDS 497	Student Teaching: Kindergarten through Grade 12 (K-12)	3
EDS 495	Teaching Internship	
Total Credits		30

Additional teaching English to speakers of other languages (TESOL) courses (10-12 credits)

Code	Title	Credits
Courses not requiring admission to the School of Education		
ENG 331	Introduction to Linguistics: Sounds and Words	3
TSL 400	Teaching English to Speakers of Other Languages (TESOL) Policies and Program Models	3
TSL 463	Teaching English to Speakers of Other Languages (TESOL) Methods ⁴	3
Courses requiring admission to the School of Education		
Select one of the following: ⁴		1-3
TSL 420	TESOL Field Seminar (Taken in conjunction with Field I or Field II.)	3
TSL 460	TESOL Field Experience (Taken during winter intersession study abroad in Puerto Rico.)	
Total Credits		10-12

⁴ Also satisfies an SOE core requirement.

⁵ If not taken in a previous category.

⁶ Must complete all course requirements and other benchmarks prior to student teaching. For more information, please see the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>).

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);
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. FRE 430 must be taken at UWL (concurrent registration in methods course (GCL 400 or GCL 420) is recommended).

Language proficiency for student teaching 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).

Additional teacher education requirements are listed on the School of Education (p. 582) catalog page.

Degree requirements

All teacher education students must complete the general education, School of Education, 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. 70)
- School of Education requirements (p. 582)
- Baccalaureate degree requirements (p. 182)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

The sample plan below is based on a student beginning their French education major by placing into a FRE course at the 300-level and earning 12 retroactive credits. Additional courses may need to be completed, depending on a student's FRE placement and number of retroactive credits earned. Students should consult with their advisor regarding their individual plan of study.

Year 1		
Fall	Credits Spring	Credits
CST 110 (Gen Ed Literacy-Oral)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
EDS 203 (Gen Ed Self & Society)	3 EDS 206 (Gen Ed Minority Cultures)	3
Gen Ed Math	4 Gen Ed Natural Lab Science	4
FRE 300 ¹	3 FRE 301	3

FRE retroactive credits ^{2,3}	12 FYS 100 (Gen Ed First-Year Seminar)	3
	25	16
Year 2		
Fall	Credits Spring	Credits
Gen Ed Humanistic Studies	3 SPE 200	3
PSY 212	3 TSL 250	3
FRE 307	3 TSL 345	3
Gen Ed Global Studies	3 FRE 305	3
	Gen Ed Arts	2-3
	Apply for admission to SOE ⁴	
	Apply for Field Experience I ⁵	
	12	14
Year 3		
Fall	Credits Spring	Credits
GCL 300	3 Study Abroad Semester (Transfer Electives)	
GCL 400	3 FRE Ed Major Electives	9
FRE 320 or 322	3 Gen Ed World History	3
FRE 403	3 Apply for Field Experience II ⁵	
ENG 331	3	
	15	12
Year 4		
Fall	Credits Spring	Credits
GCL 320	3 Gen Ed Health & Well-Being	3
GCL 420	3 Gen Ed Arts	2-3
GCL 310	3 FRE 430	3
TSL 463	3 TSL 420 or 460 ⁷	1
Apply for Student Teaching ⁶	TSL 400	3
	12	12
Additional year		
Fall	Credits	
All course requirements and other benchmarks must be completed prior to student teaching. ⁸		
EDS 492	1	
EDS 497	11	
	12	
Total Credits: 130		

¹ Depending on placement, additional courses may be required to meet the prerequisite for enrollment in FRE 300.

² Students who place into a French course at the 300-level and earn a grade of "B" or better will receive 12 retroactive credits.

³ Students earning retroactive credits in French may count up to four credits towards the General Education Program requirement: Mathematical/Logical Systems and Modern Languages (GE Category 2).

⁴ See the SOE admissions website (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) for complete admission and application details. Students will be required to complete a criminal background check (p. 588) at the time of application for admission.

⁵ Students applying for field and student teaching placements will be asked to disclose any criminal charges (p. 592).

⁶ Students must apply for student teaching (<https://www.uwlax.edu/soe/field-and-student-teaching-experience/for-teacher-candidates/>) through the Office of Field Experience one year prior to the student teaching semester.

⁷ TSL 460 TESOL Field Experience (3 cr.) is only offered in the Winter term.

⁸ For more information, please see the Student Teaching and Internship Policy (p. 592).

German Studies Major - Bachelor of Arts (BA)

Major requirements

(All colleges excluding teacher certification programs)

33 credits above GER 201

Code	Title	Credits
GER 202	German Language and Cultures in Action II	3
Select one of the following in literature:		3
GER 301	An Introduction to German Literature	
GER 403	Studies of German Literature	
Select one of the following in civilization:		3
GER 320	German Civilization: 1870-Reunification	
GER 321	German Civilization: 1989-Present	
Select two of the following in German skills development:		6
GER 300	Advanced German	
GER 311	German Conversation and Composition	
GER 313	German Grammar and Composition	
GER 330	German Conversation and Phonetics	
Advanced electives: select 12 credits of electives in German at the 300/400 level. ¹		12
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.		6
GER 398	German Thinkers and Popular Culture (highly recommended)	
GER 399	German Literature in Translation (highly recommended)	
ANT 196	Introduction to Linguistic Anthropology	
HIS 314	The Holocaust	
HIS 323	The World War II Era	
HIS 346	The Middle Ages	
HIS 352	Germany: 1848-1989	
POL 338	European Government and Politics	
POL 355	Political Ideologies	
ENG 331	Introduction to Linguistics: Sounds and Words	
ENG 356	European Literature in Translation	
Total Credits		33

¹ Excluding GER 398 and GER 399. A maximum of six credits from GER 326, GER 327 and/or GER 328.

It is highly recommended that students 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. 70)
- College core (p. 184)
- Baccalaureate degree requirements (p. 184)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
JPN 202	Intermediate Japanese II	
RUS 202	Russian Language and Cultures in Action II	

SPA 202 Spanish Language and Cultures in Action II
or SPA 221 Introduction to Spanish for the Health Professions

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office 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 global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}

5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA¹, ² in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
GER 202	3 GER 301 or 403	3
Gen Ed Self & Society	3 FYS 100 (Gen Ed First-Year Seminar)	3
ENG 110 or 112 (Gen Ed Literacy-Written)	3 CST 110 (Gen Ed Literacy-Oral)	3
Gen Ed Math	4 Gen Ed Natural Lab Science	4
Gen Ed Arts	2 Gen Ed Arts	2
	15	15

Year 2		
Fall	Credits Spring	Credits
GER 300, 311, 313, or 330 (GER Major German Skills Development) ¹	3 GER 300, 311, 313, or 330 (GER Major German Skills Development) ¹	3
GER 399 (Gen Ed Humanistic Studies)	3 Gen Ed Minority Cultures	3
University Elective ²	3 GER 320 or 321 (German Civilization)	3
Minor Course	3 University Elective	3
Gen Ed World History	3 Minor Course	3
	15	15

Year 3		
Fall	Credits Spring	Credits
GER Advanced Elective (300/400)	3 GER Advanced Elective (300/400)	3
GER Studies Breadth (see list)	3 Gen Ed Global Studies	3
University Elective	3 University Elective	3
CASSH Core Course	3 Minor Course	3
Minor Course	3 Gen Ed Health & Well-Being	3
	15	15

Year 4		
Fall	Credits Spring	Credits
GER Advanced Elective (300/400)	3 GER Advanced Elective (300/400)	3
GER Studies Breadth (see list)	3 Minor Course	3
University Elective	3 CASSH Core Diversity Course	3
Minor Course	3 University Elective	3
CASSH Core Course	3 CASSH Core Course	3
	15	15

Total Credits: 120

It is highly recommended students complete an approved work or study experience in a German-speaking country. After returning, students are required to complete at least one GER course from UWL. See your German Studies Advisor for details.

¹ Prerequisite: GER 202 German Language and Cultures in Action II (3 cr.) or equivalent, or appropriate departmental placement. If student is placed into a 300-level German Studies course, they must earn retro credit in order to satisfy General Education and the CASSH B.A. Core language requirements.

² Must be taken from the Gen Ed Math/Lang/Logical Systems category if GER 202 retro credit was not earned.

German Studies Major with Business Concentration - Bachelor of Arts (BA)

Major requirements

(All colleges excluding teacher certification programs)

57 credits

Core requirements

Code	Title	Credits
33 credits above GER 201 including the following:		
GER 202	German Language and Cultures in Action II	3
GER 315	Business German	3
Select one of the following in literature:		3
GER 301	An Introduction to German Literature	
GER 403	Studies of German Literature	
Select one of the following in civilization:		3
GER 320	German Civilization: 1870-Reunification	
GER 321	German Civilization: 1989-Present	
Select two of the following in German skills development:		6
GER 300	Advanced German	
GER 311	German Conversation and Composition	
GER 313	German Grammar and Composition	
GER 330	German Conversation and Phonetics	
Advanced electives: select 9 credits of electives in German at the 300/400 level. ¹		9
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.		6
GER 398	German Thinkers and Popular Culture (highly recommended)	
GER 399	German Literature in Translation (highly recommended)	
ANT 196	Introduction to Linguistic Anthropology	
HIS 314	The Holocaust	
HIS 323	The World War II Era	
HIS 346	The Middle Ages	
HIS 352	Germany: 1848-1989	
POL 338	European Government and Politics	
POL 355	Political Ideologies	
ENG 356	European Literature in Translation	
ENG 331	Introduction to Linguistics: Sounds and Words	
Total Credits		33

¹ Excluding GER 398 and GER 399. A maximum of six credits from GER 326, GER 327 and/or GER 328.

It is highly recommended that students complete an approved work or study experience in a German-speaking country.

Business requirements (24-27 credits)

Code	Title	Credits
Select one of the following:		3-6
ACC 235	Survey of Accounting	
ACC 221 & ACC 222	Accounting Principles I and Accounting Principles II	
ECO 110	Microeconomics and Public Policy	3
ECO 120	Global Macroeconomics	3
ECO 340	Introduction to International Economics	3
MGT 308	Organizational Behavior	3
MKT 309	Principles of Marketing	3
MKT 341	International Marketing	3
Select one of the following:		3
FIN 355	Principles of Financial Management	
MGT 430	Cross-Cultural Management	
Recommended courses: ¹		
CS 101 or CT 100	Introduction to Computing or Introduction to Computational Thinking	
ECO 375	Economic Development	
FIN 440	Multinational Financial Management	
STAT 145	Elementary Statistics	
MTH 175	Applied Calculus	
Total Credits		24-27

¹ Recommended courses also include the course not chosen from 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. 70)
- College core (p. 186)
- Baccalaureate degree requirements (p. 187)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
JPN 202	Intermediate Japanese II	
RUS 202	Russian Language and Cultures in Action II	
SPA 202	Spanish Language and Cultures in Action II	
	or SPA 221 Introduction to Spanish for the Health Professions	

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office 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 global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.
- ² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
GER 202	3 ECO 120 (Gen Ed Global Studies)	3
ECO 110 (Gen Ed Self & Society)	3 CST 110 (Gen Ed Literacy-Oral)	3
FYS 100 (Gen Ed First-Year Seminar)	3 GER 301 or 403 (GER Major Literature)	3
ENG 110 or 112 (Gen Ed Literacy-Written)	3 Gen Ed Math	4
Gen Ed Minority Cultures	3 Gen Ed World History	3
	15	16
Year 2		
Fall	Credits Spring	Credits
ACC 221	3 ACC 222	3
MKT 309	3 ECO 340	3
GER 320 or 321 (GER Major Civilization)	3 GER 300, 311, 313, or 330 (GER Major German Skills Development) ¹	3
GER 315	3 Gen Ed Natural Lab Science	4
Gen Ed Arts	2 University Elective ²	3
	14	16

Year 3		
Fall	Credits Spring	Credits
MKT 341	3 GER Major German Advanced Elective (300/400)	3
GER 300, 311, 313, or 330 (GER Major German Skills Development) ¹	3 FIN 355 or MGT 430 (Business Core)	3
GER Studies Breadth (GER 398 recommended)	3 University Elective	3
Gen Ed Health & Well Being	3 CASH Core Course	3
University Elective	3 CASH Core Course	3
	15	15
Year 4		
Fall	Credits Spring	Credits
GER Major German Advanced Elective (300/400)	3 GER Major German Advanced Elective (300/400)	3
University Elective	3 MGT 308	3
Gen Ed Arts	2 University Elective	3
GER 399 (Gen Ed Humanistic Studies and GER Studies Breadth)	3 University Elective	3
CASH Core Course	3 CASH Core Diversity Course	3
	14	15

Total Credits: 120

It is highly recommended students complete an approved work or study experience in a German-speaking country. After returning, students are required to complete at least one GER course from UWL. See your German Studies Advisor for details.

- ¹ Prerequisite: GER 202 German Language and Cultures in Action II (3 cr.) or equivalent, or appropriate departmental placement. If student is placed into a 300-level German Studies course, they must earn retro credit in order to satisfy General Education and the CASH B.A. Core language requirements.
- ² Must be taken from the Gen Ed Math/Lang/Logical Systems category if GER 202 retro credit was not earned. STAT 145 or MTH 175 are recommended.

Spanish Major - Bachelor of Arts (BA)

Overview

Spanish advising

Students should consult with an advisor in the Department of Global Cultures and 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 UWL as university elective credit.

Global Cultures and Languages study abroad credit policy

The chair of the Department of Global Cultures and 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 who choose to study abroad are required to take at least one three-credit course in the world language at UWL after returning from the country of study.

Major requirements

(All colleges excluding teacher certification programs)

30-34 credits¹

Beginning language proficiency

All students with Spanish language on their transcripts and/or prior experience in Spanish will take the UW System Placement exam and are required to enroll at their level of placement. Students with no evidence of prior study of Spanish are required to begin Spanish at SPA 103.

Curriculum

Students must complete two linguistics courses (SPA 331-350; SPA 380-399) and two cultural studies courses (SPA 300-320; SPA 351-370) by the time they complete the program.

Code	Title	Credits
Experiences in cultural contexts ¹		
SPA 202 or SPA 221	Spanish Language and Cultures in Action II Introduction to Spanish for the Health Professions	4
Communities: diversity and social responsibility		
Select two writing proficiency courses from the following list:		6
SPA 307	Latin American Texts: Reading Between the Lines	
SPA 309	Spanish Culture Through Art	
SPA 323	Spanish for Heritage Speakers	
SPA 325	Spanish for Professional Communication	
SPA 333	Spanish Beyond the Classroom: Navigating the Personal and Professional World	
SPA 335	Writing to Effect Change: Global and Responsible Citizenship	
Select two oral proficiency courses from the following list:		6
SPA 302	Faces of Spain: Conversation and Culture	
SPA 310	Communities of Resistance in the Spanish-Speaking World	

SPA 312	Cinema and Social Justice in the Spanish-Speaking World	
SPA 322	Spanish for Mental Health Professionals	
SPA 332	Spanish Speakers in the U.S.: Language, Community, (In)justice	
Identities and perspectives ²		
Select 12 credits of the following:		12
SPA 352	Latin American Voices of Revolution	
SPA 353	Perspectives on Contemporary Spain: Culture and Society	
SPA 354	Artistic Expression and Society in the Spanish-Speaking World	
SPA 355	Latinx in the U.S.: Culture and Society	
SPA 369	Topics in Hispanic Cultures	
SPA 370	Spanish for the Health Professions	
SPA 371	Business Spanish	
SPA 372	Intercultural Medical Experience Abroad/Away	
SPA 380	Spanish Language in Contexts	
SPA 381	The Sounds of Spanish	
SPA 382	Spanish Storytelling	
Human conditions in globalized societies ³		
Select six credits of the following:		6
SPA 403	Studies in Hispanic Literature	
SPA 443	Studies in Hispanic Linguistics	
SPA 450	National/International Intern Program	
Prerequisite courses (dependent upon placement scores) ⁴		
SPA 101 & SPA 102 or SPA 103	Spanish in a Global Society I and Spanish in a Global Society II Spanish in a Global Society I & II	
SPA 201	Spanish Language and Cultures in Action I	
Total Credits		34

¹ Students who begin their Spanish major by placing into a SPA course at the 300-level will complete the major with 30 credits instead of 34.

² Students may enroll in the "Identities and Perspectives" courses after they have completed nine of the "Communities: Diversity and Social Responsibility" credits required.

³ Students may enroll in the "Human Conditions in Globalized Societies" courses after they have completed six of the "Identities and Perspectives" credits required.

⁴ Credits do not 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. 70)
- College core (p. 190)
- Baccalaureate degree requirements (p. 190)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
JPN 202	Intermediate Japanese II	
RUS 202	Russian Language and Cultures in Action II	
SPA 202	Spanish Language and Cultures in Action II	
or SPA 221 Introduction to Spanish for the Health Professions		

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their

equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office 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 global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.
- ² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1

Fall	Credits Spring	Credits
SPA 202 or 221 ¹	4 CST 110 (Gen Ed Literacy-Oral)	3
ENG 110 or 112 (Gen Ed Literacy-Written)	3 FYS 100 (Gen Ed First-Year Seminar)	3
Gen Ed Arts	2 SPA Major: Communities-Oral Course	3

Gen Ed Self & Society	3 SPA Major: Communities-Writing Course	3
Gen Ed World History	3 Gen Ed Natural Lab Science	4
15		16

Year 2

Fall	Credits Spring	Credits
Minor Course	3 University Elective ²	3
Gen Ed Math	4 Minor Course	3
SPA Major: Communities-Oral Course (not already used)	3 CASSH Core Course	3
SPA Major: Communities-Writing Course (not already used)	3 SPA Major: Identities & Perspectives Course ³	3
Gen Ed Arts	2 Gen Ed Health & Well-Being	3
15		15

Year 3

Fall	Credits Spring	Credits
Minor Course	3 SPA Major: Identities & Perspectives Course ³	3
SPA Major: Identities & Perspectives Course ³	3 Gen Ed Minority Cultures	3
University Elective	3 University Elective	3
Gen Ed Global Studies	3 Minor Course	3
SPA Major: Identities & Perspectives Course ³	3 Gen Ed Humanistic Studies	3
15		15

Year 4

Fall	Credits Spring	Credits
Minor Course	3 Minor Course	3
University Elective	2 University Elective	3
SPA Major: Human Conditions in Globalized Societies Course ⁴	3 SPA Major: Human Conditions in Globalized Societies Course ⁴	3
CASSH Core Course	3 CASSH Core Diversity Course	3
CASSH Core Course	3 University Elective	3
14		15

Total Credits: 120

- ¹ If a student is placed into a 300-level Spanish course, they must earn retro credit for SPA 202 or SPA 221 in order to satisfy Gen Ed and the CASSH B.A. Core language requirements.
- ² Must be taken from the General Education: Math/Language/Logical Systems category if retro credit for SPA 202 or SPA 221 was not earned.
- ³ Students may enroll in the "Identities and Perspectives" courses once they have completed nine of the "Communities: Diversity and Social Responsibility" credits required.
- ⁴ Students may enroll in the "Human Conditions in Globalized Societies" courses once they have completed six of the "Identities and Perspectives" credits required.

Spanish Education Major (Grades K-12) - Bachelor of Science (BS)

Spanish advising

Students should consult with an advisor in the Department of Global Cultures and 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 UWL as university elective credit.

Global Cultures and Languages study abroad credit policy

The chair of the Department of Global Cultures and 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 who choose to study abroad are required to take at least one three-credit course in the world language at UWL after returning from the country of study.

Major requirements

Completion of the Spanish Education Program and associated benchmark assessments (<http://catalog.uwlax.edu/undergraduate/education/#SOE-program-requirements>) will lead to endorsement for the following Wisconsin teaching license:

- Spanish, grades K-12 (1365).

Students in all teacher education programs must satisfy the School of Education (SOE) core requirements (p. 589).

Students in all teacher education programs must be admitted to the School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) in order to complete their program requirements and be eligible for endorsement for the appropriate teaching license(s). Students majoring in Spanish education (grades K-12) must meet specific program admission criteria (p. 586).

Retention and advancement

Teacher candidates may be retained in their teacher education program provided they fulfill the conditions described in the SOE Retention Policy (<http://catalog.uwlax.edu/undergraduate/education/#retention>). Students must complete all course requirements and other benchmarks prior to student teaching as described in the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>). Additional SOE program requirements, including the culminating assessment of pedagogical knowledge, are described

on the SOE catalog page (<http://catalog.uwlax.edu/undergraduate/education/>).

Beginning language proficiency

All students with Spanish language on their transcripts and/or prior experience in Spanish must take the UW System Placement exam and are required to enroll at their level of placement. Students with no evidence of prior study of Spanish are required to begin Spanish at SPA 103.

Curriculum

Required general education courses (6 credits) ¹

Besides the following courses, Spanish education majors must satisfy additional general education requirements (<http://catalog.uwlax.edu/undergraduate/generaleducation/#generaleducationrequirementstext>). The General Education Program requires a total of 42 credits.

Code	Title	Credits
EDS 203	School, Society, and Teachers ^{2,4}	3
EDS 206	Multicultural Education ^{3,4}	3
Total Credits		6

- ¹ Students earning retroactive credits in Spanish may count up to four credits toward the General Education Program requirement: Mathematical/Logical Systems and Modern Languages (GE Category 2).
- ² Counts toward General Education Program requirement: Self and Society (GE Category 6).
- ³ Counts toward General Education Program requirement: Minority Cultures or Multiracial Women's Studies (GE Category 3).

Allied course requirements for education majors (9 credits)

Code	Title	Credits
PSY 212	Lifespan Development ⁴	3
SPE 200	Foundations of Special Education ⁴	3
TSL 250	Educating Multilingual Learners	3
Total Credits		9

Spanish major content requirements (30 credits)

Code	Title	Credits
Communities: diversity & social responsibility		
Select two writing proficiency courses from the following list:		6
SPA 307	Latin American Texts: Reading Between the Lines	
SPA 309	Spanish Culture Through Art	
SPA 323	Spanish for Heritage Speakers	
SPA 325	Spanish for Professional Communication	
SPA 333	Spanish Beyond the Classroom: Navigating the Personal and Professional World	
SPA 335	Writing to Effect Change: Global and Responsible Citizenship	
Select two oral proficiency courses from the following list:		6
SPA 302	Faces of Spain: Conversation and Culture	
SPA 310	Communities of Resistance in the Spanish-Speaking World	
SPA 312	Cinema and Social Justice in the Spanish-Speaking World	

SPA 322	Spanish for Mental Health Professionals	
SPA 332	Spanish Speakers in the U.S.: Language, Community, (In)justice	
Identities and perspectives ⁵		12
SPA 352	Latin American Voices of Revolution	
SPA 353	Perspectives on Contemporary Spain: Culture and Society	
SPA 354	Artistic Expression and Society in the Spanish-Speaking World	
SPA 355	Latinx in the U.S.: Culture and Society	
SPA 369	Topics in Hispanic Cultures	
SPA 370	Spanish for the Health Professions	
SPA 371	Business Spanish	
SPA 380	Spanish Language in Contexts	
SPA 381	The Sounds of Spanish	
SPA 382	Spanish Storytelling	
Human conditions in globalized societies ⁶		
SPA 403	Studies in Hispanic Literature	3
SPA 443	Studies in Hispanic Linguistics	3
Total Credits		30

World language education requirements (30 credits)

Code	Title	Credits
Courses not requiring admission to the School of Education		
GCL 310	Theories and Research in Second Language Acquisition	3
TSL 345	Intercultural Interactions	3
Courses requiring admission to the School of Education		
GCL 300	World Language Education: Field Experience I ⁴	3
GCL 320	World Language Education: Field Experience II ⁴	3
GCL 400	Teaching World Languages: Methods and Approaches ⁴	3
GCL 420	Teaching World Languages: Design and Application ⁴	3
Student teaching semester ⁷		
EDS 492	Student Teaching Seminar ⁴	1
One of the following: ⁴		11
EDS 497	Student Teaching: Kindergarten through Grade 12 (K-12)	
EDS 495	Teaching Internship	
Total Credits		30

⁴ Also satisfies an SOE core requirement.

⁵ Students may enroll in the "Identities and Perspectives" courses after they have completed nine of the "Communities: Diversity and Social Responsibility" credits required.

⁶ Students may enroll in "Human Conditions in Globalized Societies" courses after they have completed six of the "Identities and Perspectives" credits required.

⁷ Must complete all course requirements and other benchmarks prior to student teaching. For more information, please see the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>).

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 language immersion experience of at least 14 weeks (one semester);
3. Students are required to complete the 12 credit core of courses before studying abroad;
4. Spanish education majors may take up to six credits of the Level IV and V category abroad. Consult with Spanish advisor for applicability.

Language proficiency for student teaching 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).

Additional teacher education requirements are listed on the School of Education (p. 582) catalog page.

Degree requirements

All teacher education students must complete the general education, School of Education, 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. 70)
- School of Education requirements (p. 582)
- Baccalaureate degree requirements (p. 193)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

The sample plan below is based on a student beginning their Spanish education major by placing into a SPA course at the 300-level and earning 16 retroactive credits. Additional courses may need to be completed, depending on a student's SPA placement and number of retroactive credits earned. Students should consult with their advisor regarding their individual plan of study.

Year 1		
Fall	Credits Spring	Credits
CST 110 (Gen Ed Literacy-Oral)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
EDS 203 (Gen Ed Self & Society)	3 EDS 206 (Gen Ed Minority Cultures)	3
SPA Ed Major: Communities-Writing 300 level Course ¹	3 SPA Ed Major: Communities-Oral 300 level Course	3
Gen Ed Math	4 FYS 100 (Gen Ed First-Year Seminar)	3
SPA retroactive credits ^{2,3}	16 Gen Ed Natural Lab Science	4
29		16

Year 2		
Fall	Credits Spring	Credits
Gen Ed Humanistic Studies	3 SPE 200	3
Gen Ed Arts	2-3 TSL 250	3
PSY 212	3 SPA Ed Major: Communities-Oral 300 level Course	3
SPA Ed Major: Communities-Writing 300 level Course	3 SPA Ed Major: Identities & Perspectives Course	3
Gen Ed Global Studies	3 Gen Ed Arts	2-3
Apply for admission to SOE ⁴		
14		14

Year 3		
Fall	Credits Spring	Credits
Study Abroad Semester (Transfer Electives)	GCL 300	3
SPA Ed Major: Identities & Perspectives Courses	9 GCL 400	3
Gen Ed World History	3 TSL 345	3
Apply for Field Experience I ⁵	SPA 443	3
Apply for Field Experience II ⁵		
Apply for Student Teaching ⁶		
12		12

Year 4		
Fall	Credits Spring	Credits
GCL 320	3 All course requirements and other benchmarks must be completed prior to student teaching. ⁷	
GCL 420	3 EDS 492	1
GCL 310	3 EDS 497	11
SPA 403	3	
Gen Ed Health & Well-Being	3	
15		12

Total Credits: 124

¹ Depending on placement, additional courses may be required to meet the prerequisite for enrollment in a SPA 300-level course.

² Students who place into a Spanish 300-level course and earn a grade of "B" or better will receive 16 retroactive credits.

³ Students earning retroactive credits in Spanish may count up to four credits towards the General Education Program requirement: Mathematical/Logical Systems and Modern Languages (GE Category 2).

⁴ See the SOE admissions website for complete admission and application details. Students will be required to complete a criminal background check at the time of application for admission.

⁵ Students applying for field and student teaching placements will be asked to disclose any criminal charges.

⁶ Students must apply for student teaching through the Office of Field Experience one year prior to the student teaching semester.

⁷ For more information, please see the Student Teaching and Internship Policy.

Spanish Education (Grades K-12) and TESOL (Grades K-12) Major - Bachelor of Science (BS)

Spanish advising

Students should consult with an advisor in the Department of Global Cultures and 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 UWL as university elective credit.

Global Cultures and Languages study abroad credit policy

The chair of the Department of Global Cultures and 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 who choose to study abroad are required to take at least one three-credit course in the world language at UWL after returning from the country of study.

Major requirements

Completion of the Spanish Education and Teaching English to Speakers of Other Languages Program and associated benchmark assessments (<http://catalog.uwlax.edu/undergraduate/education/#SOE-program-requirements>) will lead to endorsement for the following Wisconsin teaching licenses:

- Spanish, grades K-12 (1365) and
- English as a Second Language, grades K-12 (ESL, 1395).

Students in all teacher education programs must satisfy the School of Education (SOE) core requirements (p. 589).

Students in all teacher education programs must be admitted to the School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) in order to complete their program requirements and be eligible for endorsement for the appropriate teaching license(s). Students majoring in Spanish education (grades K-12) and teaching English to speakers of other languages (grades K-12) must meet specific program admission criteria (p. 586).

Retention and advancement

Teacher candidates may be retained in their teacher education program providing they fulfill the conditions described in the SOE Retention Policy (<http://catalog.uwlax.edu/undergraduate/education/#retention>). Students must complete all course requirements and other benchmarks prior to student teaching as described in the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>). Additional SOE program requirements, including the culminating assessment of pedagogical knowledge, are described on the SOE catalog page (<http://catalog.uwlax.edu/undergraduate/education/>).

Beginning language proficiency

All students with Spanish language on their transcripts and/or prior experience in Spanish must take the UW System Placement exam and are required to enroll at their level of placement. Students with no evidence of prior study of Spanish are required to begin Spanish at SPA 103

Curriculum

The Spanish Education and Teaching English to Speakers of Other Languages (TESOL) Program is aligned with InTASC Teacher Standards, Wisconsin DPI World Language Standards, and CAEP/TESOL ESL Standards.

Required general education courses (6 credits) ¹

Besides the courses specified below, Spanish education and teaching English to speakers of other languages majors must satisfy additional general education requirements (<http://catalog.uwlax.edu/undergraduate/generaleducation/#generaleducationrequirementstext>). The General Education Program requires a total of 42 credits.

Code	Title	Credits
EDS 203	School, Society, and Teachers ^{2, 4}	3
EDS 206	Multicultural Education ^{3, 4}	3
Total Credits		6

¹ Students earning retroactive credits in Spanish may count up to four credits toward the General Education Program requirement: Mathematical/Logical Systems and Modern Languages (GE Category 2).

² Counts toward General Education Program requirement: Self and Society (GE Category 6).

³ Counts toward General Education Program requirement: Minority Cultures or Multiracial Women's Studies (GE Category 3).

Allied course requirements for language education majors (9 credits)

Code	Title	Credits
PSY 212	Lifespan Development ⁴	3
SPE 200	Foundations of Special Education ⁴	3
TSL 250	Educating Multilingual Learners	3
Total Credits		9

Spanish major content requirements (30 credits)

Code	Title	Credits
Communities: diversity & social responsibility		
Select two writing proficiency courses from the following list:		6
SPA 307	Latin American Texts: Reading Between the Lines	
SPA 309	Spanish Culture Through Art	
SPA 323	Spanish for Heritage Speakers	
SPA 325	Spanish for Professional Communication	
SPA 333	Spanish Beyond the Classroom: Navigating the Personal and Professional World	
SPA 335	Writing to Effect Change: Global and Responsible Citizenship	
Select two oral proficiency courses from the following list:		6
SPA 302	Faces of Spain: Conversation and Culture	
SPA 310	Communities of Resistance in the Spanish-Speaking World	
SPA 312	Cinema and Social Justice in the Spanish-Speaking World	
SPA 322	Spanish for Mental Health Professionals	
SPA 332	Spanish Speakers in the U.S.: Language, Community, (In)justice	
Identities and perspectives ⁵		12
SPA 352	Latin American Voices of Revolution	
SPA 353	Perspectives on Contemporary Spain: Culture and Society	
SPA 354	Artistic Expression and Society in the Spanish-Speaking World	
SPA 355	Latinx in the U.S.: Culture and Society	
SPA 369	Topics in Hispanic Cultures	
SPA 370	Spanish for the Health Professions	
SPA 371	Business Spanish	
SPA 380	Spanish Language in Contexts	
SPA 381	The Sounds of Spanish	
SPA 382	Spanish Storytelling	
Human conditions in globalized societies ⁶		
SPA 403	Studies in Hispanic Literature	3
SPA 443	Studies in Hispanic Linguistics	3
Total Credits		30

World language education requirements (30 credits)

Code	Title	Credits
Courses not requiring admission to the School of Education		
GCL 310	Theories and Research in Second Language Acquisition	3
TSL 345	Intercultural Interactions	3
Courses requiring admission to the School of Education		

GCL 300	World Language Education: Field Experience I ⁴	3
GCL 320	World Language Education: Field Experience II ⁴	3
GCL 400	Teaching World Languages: Methods and Approaches ⁴	3
GCL 420	Teaching World Languages: Design and Application ⁴	3
Student teaching semester ⁷		
EDS 492	Student Teaching Seminar ⁴	1
One of the following: ⁴		11
EDS 497	Student Teaching: Kindergarten through Grade 12 (K-12)	
EDS 495	Teaching Internship	
Total Credits		30

Additional TESOL requirements (10-12 credits)

Code	Title	Credits
Courses not requiring admission to the School of Education		
ENG 331	Introduction to Linguistics: Sounds and Words	3
TSL 400	Teaching English to Speakers of Other Languages (TESOL) Policies and Program Models	3
TSL 463	Teaching English to Speakers of Other Languages (TESOL) Methods ⁴	3
Courses requiring admission to the School of Education		
Select one of the following: ⁴		1-3
TSL 420	TESOL Field Seminar (Taken in conjunction with Field I or Field II.)	
TSL 460	TESOL Field Experience (Taken during winter intersession study abroad in Puerto Rico.)	
Total Credits		10-12

⁴ Also satisfies an SOE core requirement.

⁵ Students may enroll in the "Identities and Perspectives" courses after they have completed nine of the "Communities: Diversity and Social Responsibility" credits required.

⁶ Students may enroll in "Human Conditions in Globalized Societies" courses after they have completed six of the "Identities and Perspectives" credits required.

⁷ Must complete all course requirements and other benchmarks prior to student teaching. For more information, please see the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>).

Study abroad requirement

1. All students should consult with their advisor in Spanish regarding specific requirements for study abroad;
2. All Spanish education and TESOL majors are required to complete an approved language immersion experience of at least 14 weeks (one semester);
3. Students are required to complete the 12 credit core of courses before studying abroad;
4. Spanish education and TESOL may take up to six credits of the Level IV and V category abroad. Consult with Spanish advisor for applicability.

Language proficiency for student teaching 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).

Additional teacher education requirements are listed on the School of Education (p. 582) page.

Degree requirements

All teacher education students must complete the general education, School of Education, 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. 70)
- School of Education requirements (p. 582)
- Baccalaureate degree requirements (p. 197)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

The sample plan below is based on a student beginning their Spanish education major by placing into a SPA course at the 300-level and earning 16 retroactive credits. Additional courses may need to be completed, depending on a student's SPA placement and number of retroactive credits earned. Students should consult with their advisor regarding their individual plan of study.

Year 1		
Fall	Credits Spring	Credits
CST 110 (Gen Ed Literacy-Oral)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
EDS 203 (Gen Ed Self & Society)	3 EDS 206 (Gen Ed Minority Cultures)	3
Gen Ed Math	4 SPA Ed Major: Communities-Oral 300 level Course	3
SPA Ed Major: Communities-Writing 300 level course ¹	3 BIO 100 (Gen Ed Natural Lab Science)	4
SPA retroactive credits ^{2,3}	16 FYS 100 (Gen Ed First-Year Seminar)	3

Year 2

Fall	Credits Spring	Credits
Gen Ed Humanistic Studies	3 SPE 200	3
PSY 212	3 TSL 250	3
SPA Ed Major: Communities-Writing 300 level Course	3 TSL 345	3
ENG 331	3 SPA Ed Major: Communities-Oral 300 level Course	3
Apply for admission to SOE ⁴		
12		12

Year 3

Fall	Credits Spring	Credits
Study Abroad Semester (Transfer Electives)	GCL 300	3
SPA Ed Major: Identities & Perspectives Courses	9 GCL 400	3
Gen Ed World History	3 SPA Ed Major: Identities & Perspectives Course	3
Apply for Field Experience I ⁵	Gen Ed Arts	2-3
	Gen Ed Global Studies	3
Apply for Field Experience II ⁵		
12		14

Year 4

Fall	Credits Spring	Credits
GCL 320	3 Gen Ed Health & Well-Being	3
GCL 420	3 SPA 403	3
GCL 310	3 TSL 420 or 460 ⁷	1
SPA 443	3 TSL 400	3
TSL 463	3 Gen Ed Arts	2-3
Apply for Student Teaching ⁶		
15		12

Additional year

Fall	Credits
All course requirements and other benchmarks must be completed prior to student teaching. ⁸	
EDS 492	1
EDS 497	11
12	

Total Credits: 134

¹ Depending on placement, additional courses may be required to meet the prerequisite for enrollment in a SPA 300-level course.

² Students who place into a Spanish 300-level course and earn a grade of "B" or better will receive 16 retroactive credits.

³ Students earning retroactive credits in Spanish may count up to four credits towards the General Education Program requirement: Mathematical/Logical Systems and Modern Languages (GE Category 2).

⁴ See the SOE admissions website (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) for complete admission and application details. Students will be required to complete a criminal background check (p. 588) at the time of application for admission.

⁵ Students applying for field and student teaching placements will be asked to disclose any criminal charges (p. 592).

⁶ Students must apply for student teaching (<https://www.uwlax.edu/soe/field-and-student-teaching-experience/for-teacher-candidates/>) through the Office of Field Experience one year prior to the student teaching semester.

⁷ TSL 460 TESOL Field Experience (3 cr.) is only offered in the Winter term.

⁸ For more information, please see the Student Teaching and Internship Policy (p. 592).

Chinese Studies Minor

(All colleges)

18 credits

Code	Title	Credits
Core		
CHI 201	Chinese Language and Culture in Action I	4
CHI 202	Chinese Language and Culture in Action II	4
CHI 301	Advanced Chinese	3
or CHI 315	Business Chinese	
CHI 305	Introduction to Modern Chinese Literature	3
or CHI 320	Introduction to Chinese Civilization	
Electives		
Select four credits of electives from:		4
CHI 301	Advanced Chinese ¹	
or CHI 315	Business Chinese	
CHI 305	Introduction to Modern Chinese Literature ¹	
or CHI 320	Introduction to Chinese Civilization	
CHI 326	Current Events	
CHI 398	Directed Studies	
ENG 434	Chinese Discourse	
HIS 327	History of Buddhism	
HIS 334	Themes in Chinese History	
HIS 335	History of China	
POL 333	Asian Government and Politics	
POL 355	Political Ideologies	
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:

Code	Title	Credits
Communication category		12
FRE 202	French Language and Cultures in Action II	
FRE 300	Visual Encounters	
FRE 301	Sound, Speech, and Proficiency	
FRE 307	French for Professional Communication	
Connections category		3
At least one from the list below:		
FRE 305	Exploring the Story	
FRE 351	French Cinema	
FRE 395	French Literary Voices in English ¹	
FRE 403	Studies in French/Francophone Literature	
Culture category		3
At least one from the list:		
FRE 320	Perspectives on French Civilization	

FRE 322	French without Borders	
Electives		3
Any of the courses not used towards the previous categories or any from the list below:		
FRE 227	French for International Relations	
FRE 317	Practice in Translation	
FRE 337	French 3.0: Focus on Science and Technology	
FRE 430	French Connections	
FRE 450	National/International Intern Program	
FRE 495	Honors Seminar in French	
FRE 498	Independent Study	
FRE 499	Independent Study	
Total Credits		21

Students may take up to 6 credits abroad for their French minor after studying abroad for a period of 12-16 weeks.

German Studies Minor

(All colleges)

18 credits above GER 201

Code	Title	Credits
GER 202	German Language and Cultures in Action II	3
Select one of the following in literature:		3
GER 301	An Introduction to German Literature	
GER 403	Studies of German Literature	
Select one of the following:		3
GER 320	German Civilization: 1870-Reunification	
GER 321	German Civilization: 1989-Present	
Select two of the following in German skills development:		6
GER 300	Advanced German	
GER 311	German Conversation and Composition	
GER 313	German Grammar and Composition	
GER 330	German Conversation and Phonetics	
Select 3 credits of electives in German at the 300/400 level: ¹		3
Total Credits		18

¹ A maximum of six credits from GER 326, GER 327, and/or GER 328.

Spanish Minor

Spanish advising

Students should consult with an advisor in the Department of Global Cultures and 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 UWL as university elective credit.

Minor requirements

(All colleges)

21-25 credits¹

Beginning language proficiency

All students with Spanish language on their transcripts and/or prior experience in Spanish will take the UW System Placement exam and are required to enroll at their level of placement. Students with no evidence of prior study of Spanish are required to begin Spanish at SPA 103.

Curriculum

Students must complete two linguistics courses (SPA 331-350; SPA 380-399) and two cultural studies courses (SPA 300-320; SPA 351-370) by the time they complete the program.

Code	Title	Credits
Experiences in cultural contexts ¹		
SPA 202	Spanish Language and Cultures in Action II	4
or SPA 221	Introduction to Spanish for the Health Professions	
Communities: diversity and social responsibility		
Select two writing proficiency courses from the following list:		6
SPA 307	Latin American Texts: Reading Between the Lines	
SPA 309	Spanish Culture Through Art	
SPA 323	Spanish for Heritage Speakers	
SPA 325	Spanish for Professional Communication	
SPA 333	Spanish Beyond the Classroom: Navigating the Personal and Professional World	
SPA 335	Writing to Effect Change: Global and Responsible Citizenship	
Select two oral proficiency courses from the following list:		6
SPA 302	Faces of Spain: Conversation and Culture	
SPA 310	Communities of Resistance in the Spanish-Speaking World	
SPA 312	Cinema and Social Justice in the Spanish-Speaking World	
SPA 322	Spanish for Mental Health Professionals	
SPA 332	Spanish Speakers in the U.S.: Language, Community, (In)justice	
Identities and perspectives ²		
Select nine credits from the following:		9
SPA 352	Latin American Voices of Revolution	

SPA 353	Perspectives on Contemporary Spain: Culture and Society
SPA 354	Artistic Expression and Society in the Spanish-Speaking World
SPA 355	Latinx in the U.S.: Culture and Society
SPA 369	Topics in Hispanic Cultures
SPA 370	Spanish for the Health Professions
SPA 371	Business Spanish
SPA 372	Intercultural Medical Experience Abroad/Away
SPA 380	Spanish Language in Contexts
SPA 381	The Sounds of Spanish
SPA 382	Spanish Storytelling
Human conditions in globalized societies elective ³	
SPA 403	Studies in Hispanic Literature
SPA 443	Studies in Hispanic Linguistics
SPA 450	National/International Intern Program
Prerequisite courses (dependent upon placement) ⁴	
SPA 101 & SPA 102	Spanish in a Global Society I and Spanish in a Global Society II
or SPA 103	Spanish in a Global Society I & II
SPA 201	Spanish Language and Cultures in Action I
Total Credits	25

¹ Students who begin their Spanish minor by placing into a SPA course at the 300-level will complete the minor with 21 credits instead of 25.

² Students may enroll in the "Identities and Perspectives" courses after they have completed nine of the "Communities: Diversity and Social Responsibility" credits required.

³ Students may enroll in "Human Conditions in Globalized Societies" courses after they have completed at least six of the "Identities and Perspectives" credits required.

⁴ Credits do not count toward the minor.

Chinese Proficiency Certificate

(All colleges, open only to degree-seeking UWL students; not open to Chinese studies minors)

16 credits

Code	Title	Credits
CHI 101	Chinese in a Global Society I	4
CHI 102	Chinese in a Global Society II	4
CHI 201	Chinese Language and Culture in Action I	4
CHI 202	Chinese Language and Culture in Action II	4
Total Credits		16

To complete the certificate program, a candidate must earn a minimum 2.5 cumulative GPA for course work in the certificate.

Twelve of the sixteen credits required for the certificate must be resident (UWL) credits.

French Proficiency Certificate

Certificate requirements

(All colleges, open only to degree-seeking UWL students; not open to French majors or minors)

12 credits

Code	Title	Credits
FRE 101	French in a Global Society I	3
FRE 102	French in a Global Society II	3
FRE 201	French Language and Cultures in Action I	3
FRE 202	French Language and Cultures in Action II	3
Total Credits		12

To complete the certificate program, a candidate must earn a minimum 2.5 cumulative GPA for course work in the certificate.

Russian Studies Certificate

Certificate requirements

(All colleges, open only to degree-seeking UWL students)

14 credits above RUS 102

Code	Title	Credits
RUS 201	Russian Language and Cultures in Action I	4
RUS 202	Russian Language and Cultures in Action II	4
RUS 305	Golden Age Russian Literature and Culture ¹	3
or RUS 320	The Russian Mindset: Cultural Perspectives	
Select three credits of the following:		3
ANT/HIS 312	Peoples and Cultures of Eastern Europe and the Former Soviet Union	
HIS 325	America in the Cold War	
HIS 339	Russia and the Soviet Union	
POL 334	Post-Communist Politics	
POL 338	European Government and Politics	
POL 341	America and the World	
POL 344	Global Governance	
POL 355	Political Ideologies	
RUS 305	Golden Age Russian Literature and Culture ¹	
RUS 320	The Russian Mindset: Cultural Perspectives ¹	
RUS 351	Russian Identity through Film	
RUS 398	Directed Studies	
Total Credits		14

¹ Can be used as an elective if not used in the core.

To complete the certificate program, a candidate must earn a minimum 2.50 cumulative GPA for course work in the certificate.

Spanish for Business and Organizations Certificate

Certificate requirements

(All colleges, open only to degree-seeking UWL students)

12 credits above SPA 202/SPA 221 including:

Code	Title	Credits
Core		
SPA 325	Spanish for Professional Communication	3
SPA 332	Spanish Speakers in the U.S.: Language, Community, (In)justice	3
or SPA 333	Spanish Beyond the Classroom: Navigating the Personal and Professional World	
SPA 371	Business Spanish ¹	3
Electives		3
SPA 302	Faces of Spain: Conversation and Culture	
SPA 307	Latin American Texts: Reading Between the Lines	
SPA 309	Spanish Culture Through Art	
SPA 310	Communities of Resistance in the Spanish-Speaking World	
SPA 312	Cinema and Social Justice in the Spanish-Speaking World	
SPA 322	Spanish for Mental Health Professionals	
SPA 323	Spanish for Heritage Speakers	
SPA 335	Writing to Effect Change: Global and Responsible Citizenship	
SPA 450	National/International Intern Program	
Total Credits		12

Code	Title	Credits
Prerequisite courses (dependent on placement scores) ²		
SPA 101	Spanish in a Global Society I	
SPA 102	Spanish in a Global Society II	
SPA 103	Spanish in a Global Society I & II	
SPA 201	Spanish Language and Cultures in Action I	
SPA 202	Spanish Language and Cultures in Action II	
SPA 221	Introduction to Spanish for the Health Professions	

¹ Students must complete nine credits of courses numbered SPA 300-350 before enrolling in SPA 371.

² Credits do not count toward certificate. Students may earn retroactive credit for these courses. See the Global Cultures and Languages Department's placement exams and retroactive credit (<https://www.uwlax.edu/global-cultures-and-languages/resources-for-students/placement-exams/#tm-spanish>) website or more information.

Spanish for the Health Professions Certificate

Certificate requirements

(All colleges, open only to degree-seeking UWL students)

15-16¹ credits above SPA 201 including:

Code	Title	Credits
Core		
SPA 322	Spanish for Mental Health Professionals	3
SPA 325	Spanish for Professional Communication	3
SPA 332	Spanish Speakers in the U.S.: Language, Community, (In)justice	3
SPA 370	Spanish for the Health Professions ²	3
Electives		3-4
SPA 221	Introduction to Spanish for the Health Professions ³	
SPA 307	Latin American Texts: Reading Between the Lines	
SPA 310	Communities of Resistance in the Spanish-Speaking World	
SPA 355	Latinx in the U.S.: Culture and Society	
SPA 372	Intercultural Medical Experience Abroad/Away	
SPA 450	National/International Intern Program	
ANT 354	Peoples and Cultures of Latin America	
CHE 400	Health Policy, Advocacy, and Community Organizations	
ENG 312	Literature, Medicine, and Culture	
ESS 423	Sociocultural Factors in Physical Education and School Health Education	
HIS 336	Latinos in the United States: 1450-2000	
HIS 345	U.S.-Latin American Relations	
PSY 285	Culture and Mental Health	
PSY/RGS 415	Multicultural Counseling	
REC 325	Leisure in a Diverse Society	
Total Credits		15-16

Code	Title	Credits
Prerequisite courses (dependent on placement scores) ⁴		
SPA 101	Spanish in a Global Society I	
SPA 102	Spanish in a Global Society II	
SPA 103	Spanish in a Global Society I & II	
SPA 201	Spanish Language and Cultures in Action I	

¹ Students who begin their Spanish major by placing into a SPA course at the 300-level will complete the certificate with 15 credits instead of 16.

² Students must complete nine credits of courses numbered 300-350 before enrolling in SPA 370.

³ Students who place into SPA 202/SPA 221 should take SPA 221 as the first course of the certificate.

⁴ Credits do not count toward certificate. Students may earn retroactive credit for these courses. See the Global Cultures and Languages Department's placement exams and retroactive credit (<https://www.uwlax.edu/global-cultures-and-languages/resources-for-students/placement-exams/#tm-spanish>) website or more information.

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. Three additional credits of literature or civilization at the 300 or 400 level
 - c. 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.

History Department (HIS)

College of Arts, Social Sciences, and Humanities

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www.uwlax.edu/history/ (<http://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 describe 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 world 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 world 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 Global Cultures and 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 world 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.

2023-24 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 July.

Professor

Ariel Beaujot

Mark Chavalas

John Grider

James Longhurst

Victor Macías-González

Gita Pai

Kenneth Shonk

Associate Professor

Penelope Hardy

Gerald Iguchi

Heidi Morrison

Tiffany Trimmer

Jennifer Trost

Assistant Professor

Lecturer

Benjamin Hamburger

Administrative Support

Amy Ticknor

Majors

- History major with regional emphasis - BA (p. 203)
- History major with regional emphasis - BS (p. 207)
- History major with topical emphasis - BA (p. 210)
- History major with topical emphasis - BS (p. 214)
- History major with world history emphasis - BA (p. 219)
- History major with world history emphasis - BS (p. 223)

Minors

- History minor (p. 226)

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 from one region: Africa and African Diaspora, Asia, Europe, Latin America, Middle East, or United States.

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

Code	Title	Credits
Core requirements		
HIS 200	Historiography and Historical Methods	3
HIS 490	History Research Seminar	4
Select nine credits of the following:		9
HIS 210	Survey of the United States	
HIS 220	Survey of Latin American and Latino History	

HIS 230	Survey of Ancient and Medieval Worlds	
HIS 240	Survey of Europe	
HIS 250	Survey of Asia	
HIS 260	Survey of the Middle East	
HIS 280	Survey of the History of Modern Science	
HIS 285	Survey of Modern Africa	
Electives (24 credits total) ¹		
Regional emphasis		12
Select 12 credits from one of the regions below, with no more than three of the credits coming from outside the department.		
Global-transregional/religions		6
Select six credits from the global-transregional/religions courses listed below.		
Additional electives		6
Select six credits of electives from any 200, 300, or 400-level HIS courses.		
Total Credits		40

¹ The 400-level elective HIS courses have the same workload and expectations as 300-level HIS courses, and are open to all juniors, seniors, and sophomores with appropriate preparation.

Regional emphasis electives

Select 12 credits from one region.

Africa and African Diaspora

Code	Title	Credits
HIS 379	African Environmental History	
HIS 386	Women and Gender in Africa	
HIS 397	African Nationalism	
HIS 398	Colonial Africa	
HIS 409	20th Century Civil Rights Movement	
HIS 410	British Empire	

Asia

Code	Title	Credits
HIS 316	The Vietnam War Era	
HIS 328	History of Hinduism	
HIS 334	Themes in Chinese History	
HIS 335	History of China	
HIS 363	Modern South Asia	
HIS 364	Gandhi and the World	
HIS 382	Imperialism in Asia and the Pacific	
HIS 383	Women in South Asia	
HIS 384	The Idea of Asia	
HIS 394	Modern Japan	
HIS 395	Postwar Japan	
HIS 401	Japanese Religions	
HIS 410	British Empire	
HIS 415	Religion and Conflict in Modern South Asia	

Europe

Code	Title	Credits
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 339	Russia and the Soviet Union
HIS 346	The Middle Ages
HIS 349	Twentieth Century Europe
HIS 351	France and the French Empire: 1750-Present
HIS 352	Germany: 1848-1989
HIS 354	Spain to 1700
HIS 358	French Revolution
HIS 359	Women, Gender and Sexuality in Modern Europe
HIS 373	World War I
HIS 410	British Empire
HIS 414	Ireland and the World: 1500-present
HIS 420	Global Fascisms

Latin America

Code	Title	Credits
HIS 341	Nineteenth Century Latin America	
HIS 342	Twentieth Century Latin America	
HIS 344	Latin America: 1450-1830	
HIS 345	U.S.-Latin American Relations	
HIS 356	History of Mexico	
HIS 360	Women, Gender, and Sexuality in Latin America	

Middle East

Code	Title	Credits
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 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	

United States

Code	Title	Credits
HIS 301	Women and Gender 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 309	History of U.S. Science and Technology	
HIS 310	Native American History	
HIS 316	The Vietnam War Era	
HIS 317	American Environmental History	
HIS 318	Exhibition Development and Design I	
HIS 319	Twentieth Century United States	
HIS 320	Introduction to Public and Policy History	
HIS 321	Wisconsin History	
HIS 322	Public Education in Wisconsin and America	

HIS 323	The World War II Era
HIS 324	Civil War and Reconstruction
HIS 325	America in the Cold War
HIS 336	Latinos in the United States: 1450-2000
HIS 337	La Crosse Wisconsin in World History
HIS 345	U.S.-Latin American Relations
HIS 357	Crime and Punishment in America
HIS 377	U.S. Labor History
HIS 378	The American West
HIS 390	Social Justice Informed Public History
HIS 393	Material Culture
HIS 409	20th Century Civil Rights Movement
HIS 416	History of Wisconsin State and Local Government
HIS 418	Exhibition Development and Design II

Total Credits: 12**Global-transregional/religions electives**

Select six credits from the following:

Code	Title	Credits
HIS 303	Money and Crime	
HIS 306	Ethnic America	
HIS 307	Comic Books and History	
HIS 311	Peace and War	
HIS 323	The World War II Era	
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 337	La Crosse Wisconsin in World History	
HIS 338	Sugar, Coffee, Rubber, Bananas: Commodities in World History	
HIS 340	Origins of Cities	
HIS 351	France and the French Empire: 1750-Present	
HIS 363	Modern South Asia	
HIS 382	Imperialism in Asia and the Pacific	
HIS 388	Slavery	
HIS 394	Modern Japan	
HIS 395	Postwar Japan	
HIS 399	Migration and Empire: 1200-1900	
HIS 410	British Empire	
HIS 413	Topics in Cultural History	
HIS 414	Ireland and the World: 1500-present	
HIS 415	Religion and Conflict in Modern South Asia	
HIS 420	Global Fascisms	

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. 70)
- College core (p. 205)
- Baccalaureate degree requirements (p. 205)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
JPN 202	Intermediate Japanese II	
RUS 202	Russian Language and Cultures in Action II	

SPA 202 Spanish Language and Cultures in Action II
or SPA 221 Introduction to Spanish for the Health Professions

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office 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 global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}

5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA¹,² in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1

Fall	Credits	Spring	Credits
HIS 110 (Gen Ed World History)	3	ENG 110 or 112 (Gen Ed Literacy - Written)	3
Gen Ed Self & Society	3	FYS 100 (Gen Ed First-Year Seminar)	3
CST 110 (Gen Ed Literacy - Oral)	3	Gen Ed Natural Lab Science	4
Gen Ed Math	4	Gen Ed Minority Cultures	3
Gen Ed Arts	2-3	HIS Core Course (HIS 210, 220, 230, 240, 250, 260, 280, or 285)	3
15		16	

Year 2

Fall	Credits	Spring	Credits
HIS 200	3	HIS Core Course (HIS 210, 220, 230, 240, 250, 260, 280, or 285)	3
102+ Level Gen Ed/CASSH Core Language ¹	4	Gen Ed Arts	2-3
CASSH Core Course	3	History Elective	3
Gen Ed Global Studies	3	Gen Ed Health & Well-Being	3
HIS Core Course (HIS 210, 220, 230, 240, 250, 260, 280, or 285)	3	Minor Course	3
16		14	

Year 3

Fall	Credits	Spring	Credits
Minor Course	3	CASSH Core Course	3
Gen Ed Humanistic Studies	3	Global-Transregional/Religions History Course	3
Regional History Course ²	3	CASSH Core Course	3
University Elective	3	Regional History Course ²	3
Regional History Course ²	3	Minor Course	3
15		15	

Year 4

Fall	Credits	Spring	Credits
Regional History Course ²	3	Minor Course	3
HIS 490	4	History Elective	3
Minor Course	3	Global-Transregional/Religions History Course	3
Minor Course	3	CASSH Core Diversity Course	3
University Elective	1	University Elective	3
14		15	

Total Credits: 120

At least two courses must be designed as writing emphasis.

¹ **CASSH Core Humanities and Fine Arts Tracks** require 102+ level language. **CASSH Core Language Track** requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

² Complete 12 credits from one region: Africa and African Diaspora, Asia, Europe, Latin America, Middle East, or United States.

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 from one region: Africa and African Diaspora, Asia, Europe, Latin America, Middle East, or United States.

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

Code	Title	Credits
Core requirements		
HIS 200	Historiography and Historical Methods	3
HIS 490	History Research Seminar	4
Select nine credits of the following:		9
HIS 210	Survey of the United States	
HIS 220	Survey of Latin American and Latino History	
HIS 230	Survey of Ancient and Medieval Worlds	
HIS 240	Survey of Europe	
HIS 250	Survey of Asia	
HIS 260	Survey of the Middle East	
HIS 280	Survey of the History of Modern Science	
HIS 285	Survey of Modern Africa	
Electives (24 credits total) ¹		
Regional emphasis		12
Select 12 credits from one of the regions below, with no more than three of the credits coming from outside the department.		
Global-transregional/religions		6
Select six credits from the global-transregional/religions courses listed below.		
Additional electives		6
Select six credits of electives from any 200, 300, or 400-level HIS courses.		
Total Credits		40

¹ The 400-level elective HIS courses have the same workload and expectations as 300-level HIS courses, and are open to all juniors, seniors, and sophomores with appropriate preparation.

Regional emphasis electives

Select 12 credits from one region.

Africa and African Diaspora

Code	Title	Credits
HIS 379	African Environmental History	
HIS 386	Women and Gender in Africa	
HIS 397	African Nationalism	
HIS 398	Colonial Africa	
HIS 409	20th Century Civil Rights Movement	
HIS 410	British Empire	

Asia

Code	Title	Credits
HIS 316	The Vietnam War Era	
HIS 328	History of Hinduism	
HIS 334	Themes in Chinese History	
HIS 335	History of China	
HIS 363	Modern South Asia	
HIS 364	Gandhi and the World	
HIS 382	Imperialism in Asia and the Pacific	
HIS 383	Women in South Asia	
HIS 384	The Idea of Asia	
HIS 394	Modern Japan	
HIS 395	Postwar Japan	
HIS 401	Japanese Religions	
HIS 410	British Empire	
HIS 415	Religion and Conflict in Modern South Asia	

Europe

Code	Title	Credits
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 339	Russia and the Soviet Union	
HIS 346	The Middle Ages	
HIS 349	Twentieth Century Europe	
HIS 351	France and the French Empire: 1750-Present	
HIS 352	Germany: 1848-1989	
HIS 354	Spain to 1700	
HIS 358	French Revolution	
HIS 359	Women, Gender and Sexuality in Modern Europe	
HIS 373	World War I	
HIS 410	British Empire	
HIS 414	Ireland and the World: 1500-present	
HIS 420	Global Fascisms	

Latin America

Code	Title	Credits
HIS 341	Nineteenth Century Latin America	
HIS 342	Twentieth Century Latin America	
HIS 344	Latin America: 1450-1830	
HIS 345	U.S.-Latin American Relations	
HIS 356	History of Mexico	
HIS 360	Women, Gender, and Sexuality in Latin America	

Middle East

Code	Title	Credits
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 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	

United States

Code	Title	Credits
HIS 301	Women and Gender 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 309	History of U.S. Science and Technology	
HIS 310	Native American History	
HIS 316	The Vietnam War Era	
HIS 317	American Environmental History	
HIS 318	Exhibition Development and Design I	
HIS 319	Twentieth Century United States	
HIS 320	Introduction to Public and Policy History	
HIS 321	Wisconsin History	
HIS 322	Public Education in Wisconsin and America	
HIS 323	The World War II Era	
HIS 324	Civil War and Reconstruction	
HIS 325	America in the Cold War	
HIS 336	Latinos in the United States: 1450-2000	
HIS 337	La Crosse Wisconsin in World History	
HIS 345	U.S.-Latin American Relations	
HIS 357	Crime and Punishment in America	
HIS 377	U.S. Labor History	
HIS 378	The American West	
HIS 390	Social Justice Informed Public History	
HIS 393	Material Culture	
HIS 409	20th Century Civil Rights Movement	
HIS 416	History of Wisconsin State and Local Government	
HIS 418	Exhibition Development and Design II	

Total Credits: 12

Global-transregional/religions electives

Select six credits from the following:

Code	Title	Credits
HIS 303	Money and Crime	
HIS 306	Ethnic America	
HIS 307	Comic Books and History	
HIS 311	Peace and War	
HIS 323	The World War II Era	

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 337	La Crosse Wisconsin in World History
HIS 338	Sugar, Coffee, Rubber, Bananas: Commodities in World History
HIS 340	Origins of Cities
HIS 351	France and the French Empire: 1750-Present
HIS 363	Modern South Asia
HIS 382	Imperialism in Asia and the Pacific
HIS 388	Slavery
HIS 394	Modern Japan
HIS 395	Postwar Japan
HIS 399	Migration and Empire: 1200-1900
HIS 410	British Empire
HIS 413	Topics in Cultural History
HIS 414	Ireland and the World: 1500-present
HIS 415	Religion and Conflict in Modern South Asia
HIS 420	Global Fascisms

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. 70)
- College core (p. 208)
- Baccalaureate degree requirements (p. 209)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 credits required in the General Education Program.

- At least one course in the B.A. or B.S. college degree program (core requirements) must be a CASSH designated diversity course.
- Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/>) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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:

- A lab science course (from the general education list); and
- A social science course; and
- Another social science or general education natural science, or math course, or an approved CASSH alternative (ENV 101, PHL 334, PHL 339); and
- One additional course in humanities or fine arts or complete a global cultures and languages course 102 level or higher.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete a second major, minor, or program option by satisfying one of the following:

- Complete a minor (or second major) outside of the student's major program, consisting of at least 18 credits; or
- 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
- 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:

- Fulfill the general education requirements.
- Complete at least one ethnic studies (diversity) course.
- Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
- Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
- At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
- Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
- A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
- 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.
- The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1

Fall	Credits Spring	Credits
HIS 110 (Gen Ed World History)	3 ENG 110 or 112 (Gen Ed Literacy - Written)	3
Gen Ed Self & Society	3 FYS 100 (Gen Ed First-Year Seminar)	3
CST 110 (Gen Ed Literacy - Oral)	3 Gen Ed Natural Lab Science	4

Gen Ed Math	4 HIS Core Course (HIS 210, 220, 230, 240, 250, 260, 280, or 285)	3
Gen Ed Arts	2-3 Gen Ed Minority Cultures	3
15		16
Year 2		
Fall	Credits Spring	Credits
HIS 200	3 HIS Core Course (HIS 210, 220, 230, 240, 250, 260, 280, or 285)	3
Gen Ed Lang/Logical Systems	3-4 Gen Ed Arts	2-3
CASSH Core Course	3 History Elective	3
HIS Core Course (HIS 210, 220, 230, 240, 250, 260, 280, or 285)	3 Gen Ed Health & Well Being	3
Gen Ed Global Studies	3 Minor Course	3
15		14
Year 3		
Fall	Credits Spring	Credits
Minor Course	3 CASSH Core Course	3
Gen Ed Humanistic Studies	3 Regional History Course ¹	3
Regional History Course ¹	3 Minor Course	3
CASSH Core Course - Natural Lab Science	4 CASSH Core Course	3
Regional History Course ¹	3 Global-Transregional/Religions History Course	3
16		15
Year 4		
Fall	Credits Spring	Credits
Regional History Course ¹	3 Minor Course	3
HIS 490	4 History Elective	3
Minor Course	3 Global-Transregional/Religions History Course	3
Minor Course	3 CASSH Core Diversity Course	3
University Elective	1 University Elective	3
14		15
Total Credits: 120		

At least two courses must be designed as writing emphasis.

¹ Complete 12 credits from one region: Africa and African Diaspora, Asia, Europe, Latin America, Middle East, or United States.

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.

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 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 and Criminal Justice, Archaeology and Anthropology, and Race, 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 and prepares them for responsible global citizenship in a religiously pluralistic world.

Major requirements

(All colleges, excluding teacher certification programs)

40 credits

Code	Title	Credits
Core requirements		
HIS 200	Historiography and Historical Methods	3
HIS 490	History Research Seminar	4
Select nine credits of the following:		9
HIS 210	Survey of the United States	
HIS 220	Survey of Latin American and Latino History	
HIS 230	Survey of Ancient and Medieval Worlds	
HIS 240	Survey of Europe	
HIS 250	Survey of Asia	
HIS 260	Survey of the Middle East	
HIS 280	Survey of the History of Modern Science	
HIS 285	Survey of Modern Africa	
Electives (24 credits total) ¹		
Topical		18
Select 18 credits from one emphasis below, with no more than six of those credits coming from outside the HIS department.		
Regional/world cultural zones		6
Select six credits from any of the regional/world cultural zones listed below.		
Total Credits		40

¹ The 400-level elective HIS courses have the same workload and expectations as 300-level HIS courses, and are open to all juniors, seniors, and sophomores with appropriate preparation.

Topical electives:

Select 18 credits from one emphasis below.

Cultural and social history

Code	Title	Credits
HIS 307	Comic Books and History	
HIS 309	History of U.S. Science and Technology	
HIS 310	Native American History	
HIS 311	Peace and War	
HIS 314	The Holocaust	
HIS 319	Twentieth Century United States	
HIS 324	Civil War and Reconstruction	
HIS 325	America in the Cold War	
HIS 338	Sugar, Coffee, Rubber, Bananas: Commodities in World History	
HIS 364	Gandhi and the World	
HIS 377	U.S. Labor History	
HIS 378	The American West	
HIS 383	Women in South Asia	
HIS 384	The Idea of Asia	
HIS 392	History Through Film	
HIS 397	African Nationalism	
HIS 398	Colonial Africa	
HIS 399	Migration and Empire: 1200-1900	

HIS 406	Topics in Social History
HIS 407	Government and Society
HIS 410	British Empire
HIS 413	Topics in Cultural History
HIS 450	History Internship/Field Experience
ENG 301	Foundations for Literary and Cultural Studies
ENG 348	Studies in Film and Literature
RGS 373	Gender and Human Rights
ART 251	Survey of Art History
ART 301	World Art

Public and policy history

Code	Title	Credits
HIS 303	Money and Crime	
HIS 317	American Environmental History	
HIS 318	Exhibition Development and Design I	
HIS 319	Twentieth Century United States	
HIS 320	Introduction to Public and Policy History	
HIS 322	Public Education in Wisconsin and America	
HIS 357	Crime and Punishment in America	
HIS 390	Social Justice Informed Public History	
HIS 393	Material Culture	
HIS 407	Government and Society	
HIS 416	History of Wisconsin State and Local Government	
HIS 418	Exhibition Development and Design II	
HIS 450	History Internship/Field Experience	
PUB 210	Contemporary Issues in Government	
PUB 330	Public Policy	
PUB 334	Health Policy	
PUB 338	Environmental Policy	
GEO 305	Geographic Information Systems and Science I	
GEO 405	Geographic Information System and Science II ²	
ENG 307	Writing for Management, Public Relations and the Professions	
ENG 310	Digital Content Writing, Strategy, and Experience Design	
ENG 314	Grant Writing ²	
ENG 327	Publishing in a Digital Age ²	
ENG 335	Introduction to Professional and Technical Writing ²	
ARC 300	Cultural Resources Management ²	

² Technical skills courses: Students are encouraged to complete three credits or more from this subset of courses.

Religious studies

Code	Title	Credits
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/ANT/ARC 353	Maya Civilization
HIS 364	Gandhi and the World
HIS 401	Japanese Religions
HIS 415	Religion and Conflict in Modern South Asia
HIS 450	History Internship/Field Experience
SOC 315	Religion and Society
ANT 320	Rites, Rituals and Ceremonies
SOC 399	Special Topics in Sociology ³
PHL 310	Metaphysics
PHL 331	Philosophy of Religion
PHL 336	International Multicultural Philosophy
PHL 349	Asian Philosophy
PHL 360	Zen Buddhism

³ When appropriately focused.

Total Credits: 18

Regional/world cultural zones electives

Select six credits from any of the following:

Code	Title	Credits
Africa and African Diaspora		
HIS 379	African Environmental History	
HIS 386	Women and Gender in Africa	
HIS 397	African Nationalism	
HIS 398	Colonial Africa	
Asia		
HIS 316	The Vietnam War Era	
HIS 328	History of Hinduism	
HIS 334	Themes in Chinese History	
HIS 335	History of China	
HIS 363	Modern South Asia	
HIS 364	Gandhi and the World	
HIS 382	Imperialism in Asia and the Pacific	
HIS 383	Women in South Asia	
HIS 384	The Idea of Asia	
HIS 394	Modern Japan	
HIS 395	Postwar Japan	
HIS 401	Japanese Religions	
HIS 415	Religion and Conflict in Modern South Asia	
Europe		
HIS 311	Peace and War	
HIS/ANT 312	Peoples and Cultures of Eastern Europe and the Former Soviet Union	
HIS 314	The Holocaust	
HIS/ARC 331	The Ancient Greek World	
HIS/ARC 332	Ancient Rome and the Mediterranean	
HIS 339	Russia and the Soviet Union	
HIS 346	The Middle Ages	
HIS 349	Twentieth Century Europe	
HIS 351	France and the French Empire: 1750-Present	
HIS 352	Germany: 1848-1989	
HIS 354	Spain to 1700	

HIS 358	French Revolution
HIS 359	Women, Gender and Sexuality in Modern Europe
HIS 373	World War I
HIS 414	Ireland and the World: 1500-present
HIS 420	Global Fascisms

Latin America

HIS 341	Nineteenth Century Latin America
HIS 342	Twentieth Century Latin America
HIS 344	Latin America: 1450-1830
HIS 345	U.S.-Latin American Relations
HIS 356	History of Mexico
HIS 360	Women, Gender, and Sexuality in Latin America

Middle East

HIS 329	History of Islam
HIS 361	Israeli-Palestinian Conflict
HIS 362	Human Rights and the Middle East
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 389	Women and Gender in the Middle East
HIS/ARC 396	Ancient Syria

Total Credits: 6

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. 70)
- College core (p. 212)
- Baccalaureate degree requirement (p. 213)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
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Select one of the following:

ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
JPN 202	Intermediate Japanese II	
RUS 202	Russian Language and Cultures in Action II	
SPA 202	Spanish Language and Cultures in Action II	
or SPA 221 Introduction to Spanish for the Health Professions		

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office 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 global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
HIS 110 (Gen Ed World History)	3 ENG 110 or 112 (Gen Ed Literacy - Written)	3
Gen Ed Self & Society	3 Gen Ed Natural Lab Science	4
CST 110 (Gen Ed Literacy - Oral)	3 HIS Core Course (HIS 210, 220, 230, 240, 250, 260, 280, or 285)	3
Gen Ed Math	4 Gen Ed Minority Cultures	3
Gen Ed Arts	2-3 FYS 100 (Gen Ed First-Year Seminar)	3
	15	16

Year 2		
Fall	Credits Spring	Credits
HIS 200	3 HIS Core Course (HIS 210, 220, 230, 240, 250, 260, 280, or 285)	3
102+ Level Gen Ed/CASSH Core Language ¹	4 Gen Ed Arts	2-3
CASSH Core Course	3 History Topical Emphasis Course ²	3
HIS Core Course (HIS 210, 220, 230, 240, 250, 260, 280, or 285)	3 Gen Ed Health & Well Being	3
Gen Ed Global Studies	3 Minor Course	3
	16	14

Year 3		
Fall	Credits Spring	Credits
Minor Course	3 CASSH Core Course	3
Gen Ed Humanistic Studies	3 Minor Course	3
History Topical Emphasis Course ²	3 History Topical Emphasis Course ²	3
Regional/World Cultural Zones Course ³	3 Regional/World Cultural Zones Course ³	3
University Elective	3 CASSH Core Course	3
	15	15

Year 4		
Fall	Credits Spring	Credits
History Topical Emphasis Course ²	3 Minor Course	3
HIS 490	4 History Topical Emphasis Course ²	3
Minor Course	3 History Topical Emphasis Course ²	3
Minor Course	3 CASSH Core Diversity Course	3
University Elective	1 University Elective	3
	14	15

Total Credits: 120

¹ **CASSH Core Humanities and Fine Arts Tracks** require 102+ level language. **CASSH Core Language Track** requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

² Complete 18 credits from one of the following three emphasis areas (with no more than 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 Complete six credits from the following Regional/World Cultural Zones: Africa and African Diaspora, Asia, Europe, Latin America, or Middle East.

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.

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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.

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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 and Criminal Justice, Archaeology and Anthropology, and Race, 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 and prepares them for responsible global citizenship in a religiously pluralistic world.

Major requirements

(All colleges, excluding teacher certification programs)

40 credits

Code	Title	Credits
Core requirements		
HIS 200	Historiography and Historical Methods	3
HIS 490	History Research Seminar	4
Select nine credits of the following:		9
HIS 210	Survey of the United States	
HIS 220	Survey of Latin American and Latino History	
HIS 230	Survey of Ancient and Medieval Worlds	
HIS 240	Survey of Europe	
HIS 250	Survey of Asia	
HIS 260	Survey of the Middle East	
HIS 280	Survey of the History of Modern Science	
HIS 285	Survey of Modern Africa	
Electives (24 credits total) ¹		
Topical		18
Select 18 credits from one emphasis below, with no more than six of those credits coming from outside the HIS department.		
Regional/world cultural zones		6
Select six credits from any of the regional/world cultural zones listed below.		
Total Credits		40

¹ The 400-level elective HIS courses have the same workload and expectations as 300-level HIS courses, and are open to all juniors, seniors, and sophomores with appropriate preparation.

Topical electives:

Select 18 credits from one emphasis below.

Cultural and social history

Code	Title	Credits
HIS 307	Comic Books and History	
HIS 309	History of U.S. Science and Technology	
HIS 310	Native American History	
HIS 311	Peace and War	
HIS 314	The Holocaust	
HIS 319	Twentieth Century United States	
HIS 324	Civil War and Reconstruction	
HIS 325	America in the Cold War	
HIS 338	Sugar, Coffee, Rubber, Bananas: Commodities in World History	
HIS 364	Gandhi and the World	

HIS 377	U.S. Labor History
HIS 378	The American West
HIS 383	Women in South Asia
HIS 384	The Idea of Asia
HIS 392	History Through Film
HIS 397	African Nationalism
HIS 398	Colonial Africa
HIS 399	Migration and Empire: 1200-1900
HIS 406	Topics in Social History
HIS 407	Government and Society
HIS 410	British Empire
HIS 413	Topics in Cultural History
HIS 450	History Internship/Field Experience
ENG 301	Foundations for Literary and Cultural Studies
ENG 348	Studies in Film and Literature
RGS 373	Gender and Human Rights
ART 251	Survey of Art History
ART 301	World Art

Public and policy history

Code	Title	Credits
HIS 303	Money and Crime	
HIS 317	American Environmental History	
HIS 318	Exhibition Development and Design I	
HIS 319	Twentieth Century United States	
HIS 320	Introduction to Public and Policy History	
HIS 322	Public Education in Wisconsin and America	
HIS 357	Crime and Punishment in America	
HIS 390	Social Justice Informed Public History	
HIS 393	Material Culture	
HIS 407	Government and Society	
HIS 416	History of Wisconsin State and Local Government	
HIS 418	Exhibition Development and Design II	
HIS 450	History Internship/Field Experience	
PUB 210	Contemporary Issues in Government	
PUB 330	Public Policy	
PUB 334	Health Policy	
PUB 338	Environmental Policy	
GEO 305	Geographic Information Systems and Science I	
GEO 405	Geographic Information System and Science II ²	
ENG 307	Writing for Management, Public Relations and the Professions	
ENG 310	Digital Content Writing, Strategy, and Experience Design	
ENG 314	Grant Writing ²	
ENG 327	Publishing in a Digital Age ²	
ENG 335	Introduction to Professional and Technical Writing ²	
ARC 300	Cultural Resources Management ²	

² Technical skills courses: Students are encouraged to complete three credits or more from this subset of courses.

Religious studies

Code	Title	Credits
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/ANT/ARC 353	Maya Civilization	
HIS 364	Gandhi and the World	
HIS 401	Japanese Religions	
HIS 415	Religion and Conflict in Modern South Asia	
HIS 450	History Internship/Field Experience	
SOC 315	Religion and Society	
ANT 320	Rites, Rituals and Ceremonies	
SOC 399	Special Topics in Sociology ³	
PHL 310	Metaphysics	
PHL 331	Philosophy of Religion	
PHL 336	International Multicultural Philosophy	
PHL 349	Asian Philosophy	
PHL 360	Zen Buddhism	

³ When appropriately focused.

Total Credits: 18

Regional/world cultural zones electives

Select six credits from any of the following:

Code	Title	Credits
Africa and African Diaspora		
HIS 379	African Environmental History	
HIS 386	Women and Gender in Africa	
HIS 397	African Nationalism	
HIS 398	Colonial Africa	
Asia		
HIS 316	The Vietnam War Era	
HIS 328	History of Hinduism	
HIS 334	Themes in Chinese History	
HIS 335	History of China	
HIS 363	Modern South Asia	
HIS 364	Gandhi and the World	
HIS 382	Imperialism in Asia and the Pacific	
HIS 383	Women in South Asia	
HIS 384	The Idea of Asia	
HIS 394	Modern Japan	
HIS 395	Postwar Japan	
HIS 401	Japanese Religions	
HIS 415	Religion and Conflict in Modern South Asia	
Europe		
HIS 311	Peace and War	

HIS/ANT 312	Peoples and Cultures of Eastern Europe and the Former Soviet Union
HIS 314	The Holocaust
HIS/ARC 331	The Ancient Greek World
HIS/ARC 332	Ancient Rome and the Mediterranean
HIS 339	Russia and the Soviet Union
HIS 346	The Middle Ages
HIS 349	Twentieth Century Europe
HIS 351	France and the French Empire: 1750-Present
HIS 352	Germany: 1848-1989
HIS 354	Spain to 1700
HIS 358	French Revolution
HIS 359	Women, Gender and Sexuality in Modern Europe
HIS 373	World War I
HIS 414	Ireland and the World: 1500-present
HIS 420	Global Fascisms
Latin America	
HIS 341	Nineteenth Century Latin America
HIS 342	Twentieth Century Latin America
HIS 344	Latin America: 1450-1830
HIS 345	U.S.-Latin American Relations
HIS 356	History of Mexico
HIS 360	Women, Gender, and Sexuality in Latin America
Middle East	
HIS 329	History of Islam
HIS 361	Israeli-Palestinian Conflict
HIS 362	Human Rights and the Middle East
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 389	Women and Gender in the Middle East
HIS/ARC 396	Ancient Syria

Total Credits: 6

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. 70)
- College core (p. 217)
- Baccalaureate degree requirements (p. 218)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/>) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH alternative (ENV 101, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a global cultures and languages course 102 level or higher.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
HIS 110 (Gen Ed World History)	3 ENG 110 or 112 (Gen Ed Literacy - Written)	3
Gen Ed Self & Society	3 Gen Ed Natural Lab Science	4
CST 110 (Gen Ed Literacy - Oral)	3 Gen Ed Minority Cultures	3
Gen Ed Math	4 HIS Core Course (HIS 210, 220, 230, 240, 250, 260, 280, or 285)	3
Gen Ed Arts	2-3 FYS 100 (Gen Ed First-Year Seminar)	3
	15	16
Year 2		
Fall	Credits Spring	Credits
HIS 200	3 HIS Core Course (HIS 210, 220, 230, 240, 250, 260, 280, or 285)	3
Gen Ed Lang/Logical Systems	3-4 Gen Ed Arts	2-3
CASSH Core Course	3 History Topical Emphasis Course ¹	3
Gen Ed Global Studies	3 Gen Ed Health & Well Being	3
HIS Core Course (HIS 210, 220, 230, 240, 250, 260, 280, or 285)	3 Minor Course	3
	15	14
Year 3		
Fall	Credits Spring	Credits
Minor Course	3 CASSH Core Course	3
Gen Ed Humanistic Studies	3 History Topical Emphasis Course ¹	3
History Topical Emphasis Course ¹	3 CASSH Core Course	3
CASSH Core Course - Natural Lab Science	4 Regional/World Cultural Zones Course ²	3
Regional/World Cultural Zones Course ²	3 Minor Course	3
	16	15
Year 4		
Fall	Credits Spring	Credits
History Topical Emphasis Course ¹	3 Minor Course	3
HIS 490	4 History Topical Emphasis Course ¹	3
Minor Course	3 History Topical Emphasis Course ¹	3
Minor Course	3 CASSH Core Diversity Course	3

University Elective	1 University Elective	3
	14	15
Total Credits: 120		

¹ Complete 18 credits from one of the following three emphasis areas (with no more than six of the 18 credits coming from disciplines outside the Department of History): cultural and social history; public and policy history; or religious studies.

² Complete six credits from the following Regional/World Cultural Zones: Africa and African Diaspora, Asia, Europe, Latin America, or Middle East.

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: two courses on U.S. history; one course on global-transregional history; one course each on Asia and Europe; one course from two of the following subcategories: Africa, Latin America, Middle East; and one course on ancient/classical or religious studies.

Major requirements

(All colleges, excluding teacher certification programs)

40 credits

Code	Title	Credits
Core requirements		
HIS 200	Historiography and Historical Methods	3
HIS 490	History Research Seminar	4
Select nine credits of the following:		9
HIS 210	Survey of the United States	
HIS 220	Survey of Latin American and Latino History	
HIS 230	Survey of Ancient and Medieval Worlds	
HIS 240	Survey of Europe	
HIS 250	Survey of Asia	
HIS 260	Survey of the Middle East	
HIS 280	Survey of the History of Modern Science	
HIS 285	Survey of Modern Africa	
Electives (24 credits total from the 200, 300, and 400-level courses listed below) ¹		
Regional/world cultural zones		12
Select three credits from the Asia region.		
Select three credits from the Europe region.		
Select six credits (two courses) from the remaining three regions (Africa, Latin America, Middle East). The two courses must be from different regions.		
United States		6

Ancient/classical or religious studies	3
Global-transregional	3
Total Credits	40

¹ The 400-level elective HIS courses have the same workload and expectations as 300-level HIS courses, and are open to all juniors, seniors, and sophomores with appropriate preparation.

Regional/world cultural zones electives

12 credits total

Code	Title	Credits
Asia		
Select one of the following:		3
HIS 316	The Vietnam War Era	
HIS 328	History of Hinduism	
HIS 334	Themes in Chinese History	
HIS 335	History of China	
HIS 363	Modern South Asia	
HIS 364	Gandhi and the World	
HIS 382	Imperialism in Asia and the Pacific	
HIS 383	Women in South Asia	
HIS 384	The Idea of Asia	
HIS 394	Modern Japan	
HIS 395	Postwar Japan	
HIS 401	Japanese Religions	
HIS 410	British Empire	
HIS 415	Religion and Conflict in Modern South Asia	
Europe		
Select one of the following:		3
HIS 311	Peace and War	
HIS/ANT 312	Peoples and Cultures of Eastern Europe and the Former Soviet Union	
HIS 314	The Holocaust	
HIS/ARC 331	The Ancient Greek World	
HIS/ARC 332	Ancient Rome and the Mediterranean	
HIS 339	Russia and the Soviet Union	
HIS 346	The Middle Ages	
HIS 349	Twentieth Century Europe	
HIS 351	France and the French Empire: 1750-Present	
HIS 352	Germany: 1848-1989	
HIS 354	Spain to 1700	
HIS 358	French Revolution	
HIS 359	Women, Gender and Sexuality in Modern Europe	
HIS 373	World War I	
HIS 410	British Empire	
HIS 414	Ireland and the World: 1500-present	
HIS 420	Global Fascisms	
Select one course from two of the following subcategories (two courses total):		6
Africa and African Diaspora		
HIS 379	African Environmental History	
HIS 386	Women and Gender in Africa	
HIS 397	African Nationalism	
HIS 398	Colonial Africa	

HIS 410	British Empire
Latin America	
HIS 341	Nineteenth Century Latin America
HIS 342	Twentieth Century Latin America
HIS 344	Latin America: 1450-1830
HIS 345	U.S.-Latin American Relations
HIS 356	History of Mexico
HIS 360	Women, Gender, and Sexuality in Latin America
Middle East	
HIS 329	History of Islam
HIS 361	Israeli-Palestinian Conflict
HIS 362	Human Rights and the Middle East
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 389	Women and Gender in the Middle East
HIS/ARC 396	Ancient Syria
Total Credits	

12

United States electives

Code	Title	Credits
Select six credits of the following:		6
HIS/RGS 301	Women and Gender in the Modern United States: 1890-Present	
HIS/RGS 305	History of Motherhood in the United States	
HIS 306	Ethnic America	
HIS 308	U.S. Reform Movements	
HIS 309	History of U.S. Science and Technology	
HIS 310	Native American History	
HIS 316	The Vietnam War Era	
HIS 317	American Environmental History	
HIS 318	Exhibition Development and Design I	
HIS 319	Twentieth Century United States	
HIS 320	Introduction to Public and Policy History	
HIS 321	Wisconsin History	
HIS 322	Public Education in Wisconsin and America	
HIS 323	The World War II Era	
HIS 324	Civil War and Reconstruction	
HIS 325	America in the Cold War	
HIS 336	Latinos in the United States: 1450-2000	
HIS 337	La Crosse Wisconsin in World History	
HIS 345	U.S.-Latin American Relations	
HIS 357	Crime and Punishment in America	
HIS 377	U.S. Labor History	
HIS 378	The American West	
HIS 390	Social Justice Informed Public History	
HIS 393	Material Culture	
HIS/RGS 409	20th Century Civil Rights Movement	
HIS 416	History of Wisconsin State and Local Government	
HIS 418	Exhibition Development and Design II	
Total Credits		6

Ancient/classical or religious studies electives

Code	Title	Credits
Select three credits of the following:		3
HIS/ARC 295	Pyramids, Temples and Towns! The Archaeology of Ancient Egypt	
HIS/ARC 302	Egyptian Hieroglyphs: The Language and Culture 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 346	The Middle Ages	
HIS/ANT/ARC 353	Maya Civilization	
HIS 364	Gandhi and the World	
HIS/ARC 365	Ancient Iraq	
HIS/ARC 366	Ancient Israel	
HIS/ARC 368	History of Babylonian Language and Culture I	
HIS/ARC 369	History of Babylonian Language and Culture II	
HIS/ARC 372	History of Women in the Ancient World	
HIS/ARC 374	Ancient Turkey	
HIS/ARC 375	Iran before Islam	
HIS/ARC 396	Ancient Syria	
HIS 401	Japanese Religions	
HIS 415	Religion and Conflict in Modern South Asia	
Total Credits		3

Global-transregional electives

Code	Title	Credits
Select three credits of the following:		3
HIS 303	Money and Crime	
HIS 306	Ethnic America	
HIS 307	Comic Books and History	
HIS 311	Peace and War	
HIS 323	The World War II Era	
HIS 326	Modern Christianity	
HIS 327	History of Buddhism	
HIS 330	History of Religions	
HIS 333	Christianity to 1517	
HIS 337	La Crosse Wisconsin in World History	
HIS 338	Sugar, Coffee, Rubber, Bananas: Commodities in World History	
HIS/ARC 340	Origins of Cities	
HIS 351	France and the French Empire: 1750-Present	
HIS 363	Modern South Asia	
HIS 373	World War I	
HIS 382	Imperialism in Asia and the Pacific	
HIS 384	The Idea of Asia	

HIS 388	Slavery	
HIS 394	Modern Japan	
HIS 395	Postwar Japan	
HIS 399	Migration and Empire: 1200-1900	
HIS 410	British Empire	
HIS 413	Topics in Cultural History	
HIS 414	Ireland and the World: 1500-present	
HIS 415	Religion and Conflict in Modern South Asia	
HIS 420	Global Fascisms	
Total Credits		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. 70)
- College core (p. 221)
- Baccalaureate degree requirements (p. 222)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
JPN 202	Intermediate Japanese II	
RUS 202	Russian Language and Cultures in Action II	
SPA 202	Spanish Language and Cultures in Action II	
	or SPA 221 Introduction to Spanish for the Health Professions	

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office 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 global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
HIS 110 (Gen Ed World History)	3 Gen Ed Natural Lab Science	4
Gen Ed Self & Society	3 HIS Core Course (HIS 210, 220, 230, 240, 250, 260, 280, or 285)	3
CST 110 (Gen Ed Literacy - Oral)	3 Gen Ed Minority Cultures	3
Gen Ed Math	4 ENG 110 or 112 (Gen Ed Literacy - Written)	3
Gen Ed Arts	2-3 FYS 100 (Gen Ed First-Year Seminar)	3
15		16

Year 2		
Fall	Credits Spring	Credits
102+ Level Gen Ed/CASSH Core Language ¹	4 HIS Core Course (HIS 210, 220, 230, 240, 250, 260, 280, or 285)	3
CASSH Core Course	3 Gen Ed Arts	2-3
HIS 200	3 US History Course	3
Gen Ed Global Studies	3 Gen Ed Health & Well-Being	3
HIS Core Course (HIS 210, 220, 230, 240, 250, 260, 280, or 285)	3 Minor Course	3
16		14

Year 3		
Fall	Credits Spring	Credits
Minor Course	3 CASSH Core Course	3
Gen Ed Humanistic Studies	3 Regional/World Cultural Zones Course ²	3
Regional/World Cultural Zones Course ²	3 Minor Course	3
University Elective	3 Ancient/Classical or Religious Studies History Course	3
Regional/World Cultural Zones Course ²	3 CASSH Core Course	3
15		15

Year 4		
Fall	Credits Spring	Credits
Regional/World Cultural Zones Course ²	3 Minor Course	3
HIS 490	4 US History Course	3
Minor Course	3 CASSH Core Diversity Course	3
Minor Course	3 Global-Transregional HIS Course	3

University Elective	1 University Elective	3
	14	15
Total Credits: 120		

- ¹ **CASSH Core Humanities and Fine Arts Tracks** require 102+ level language. **CASSH Core Language Track** requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.
- ² World history majors need 12 credits of Regional/World Cultural Zones. One course from Asia; one course from Europe; select one course from two of the following subcategories: Africa and African Diaspora, Latin America, and Middle East.

At least two courses must be designed as writing emphasis.

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: two courses on U.S. history; one course on global-transregional history; one course each on Asia and Europe; one course from two of the following subcategories: Africa, Latin America, Middle East; and one course on ancient/classical or religious studies.

Major requirements

(All colleges, excluding teacher certification programs)

40 credits

Code	Title	Credits
Core requirements		
HIS 200	Historiography and Historical Methods	3
HIS 490	History Research Seminar	4
Select nine credits of the following:		9
HIS 210	Survey of the United States	
HIS 220	Survey of Latin American and Latino History	
HIS 230	Survey of Ancient and Medieval Worlds	
HIS 240	Survey of Europe	
HIS 250	Survey of Asia	
HIS 260	Survey of the Middle East	
HIS 280	Survey of the History of Modern Science	
HIS 285	Survey of Modern Africa	
Electives (24 credits total from the 200, 300, and 400-level courses listed below) ¹		
Regional/world cultural zones		12
Select three credits from the Asia region.		
Select three credits from the Europe region.		
Select six credits (two courses) from the remaining three regions (Africa, Latin America, Middle East). The two courses must be from different regions.		
United States		6

Ancient/classical or religious studies	3
Global-transregional	3
Total Credits	40

- ¹ The 400-level elective HIS courses have the same workload and expectations as 300-level HIS courses, and are open to all juniors, seniors, and sophomores with appropriate preparation.

Regional/world cultural zones electives

12 credits total

Code	Title	Credits
Asia		
Select one of the following:		3
HIS 316	The Vietnam War Era	
HIS 328	History of Hinduism	
HIS 334	Themes in Chinese History	
HIS 335	History of China	
HIS 363	Modern South Asia	
HIS 364	Gandhi and the World	
HIS 382	Imperialism in Asia and the Pacific	
HIS 383	Women in South Asia	
HIS 384	The Idea of Asia	
HIS 394	Modern Japan	
HIS 395	Postwar Japan	
HIS 401	Japanese Religions	
HIS 410	British Empire	
HIS 415	Religion and Conflict in Modern South Asia	
Europe		
Select one of the following:		3
HIS 311	Peace and War	
HIS/ANT 312	Peoples and Cultures of Eastern Europe and the Former Soviet Union	
HIS 314	The Holocaust	
HIS/ARC 331	The Ancient Greek World	
HIS/ARC 332	Ancient Rome and the Mediterranean	
HIS 339	Russia and the Soviet Union	
HIS 346	The Middle Ages	
HIS 349	Twentieth Century Europe	
HIS 351	France and the French Empire: 1750-Present	
HIS 352	Germany: 1848-1989	
HIS 354	Spain to 1700	
HIS 358	French Revolution	
HIS 359	Women, Gender and Sexuality in Modern Europe	
HIS 373	World War I	
HIS 410	British Empire	
HIS 414	Ireland and the World: 1500-present	
HIS 420	Global Fascisms	
Select one course from two of the following subcategories (two courses total):		6
Africa and African Diaspora		
HIS 379	African Environmental History	
HIS 386	Women and Gender in Africa	
HIS 397	African Nationalism	
HIS 398	Colonial Africa	

HIS 410	British Empire
Latin America	
HIS 341	Nineteenth Century Latin America
HIS 342	Twentieth Century Latin America
HIS 344	Latin America: 1450-1830
HIS 345	U.S.-Latin American Relations
HIS 356	History of Mexico
HIS 360	Women, Gender, and Sexuality in Latin America
Middle East	
HIS 329	History of Islam
HIS 361	Israeli-Palestinian Conflict
HIS 362	Human Rights and the Middle East
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 389	Women and Gender in the Middle East
HIS/ARC 396	Ancient Syria
Total Credits	

12

United States electives

Code	Title	Credits
Select six credits of the following:		6
HIS/RGS 301	Women and Gender in the Modern United States: 1890-Present	
HIS/RGS 305	History of Motherhood in the United States	
HIS 306	Ethnic America	
HIS 308	U.S. Reform Movements	
HIS 309	History of U.S. Science and Technology	
HIS 310	Native American History	
HIS 316	The Vietnam War Era	
HIS 317	American Environmental History	
HIS 318	Exhibition Development and Design I	
HIS 319	Twentieth Century United States	
HIS 320	Introduction to Public and Policy History	
HIS 321	Wisconsin History	
HIS 322	Public Education in Wisconsin and America	
HIS 323	The World War II Era	
HIS 324	Civil War and Reconstruction	
HIS 325	America in the Cold War	
HIS 336	Latinos in the United States: 1450-2000	
HIS 337	La Crosse Wisconsin in World History	
HIS 345	U.S.-Latin American Relations	
HIS 357	Crime and Punishment in America	
HIS 377	U.S. Labor History	
HIS 378	The American West	
HIS 390	Social Justice Informed Public History	
HIS 393	Material Culture	
HIS/RGS 409	20th Century Civil Rights Movement	
HIS 416	History of Wisconsin State and Local Government	
HIS 418	Exhibition Development and Design II	
Total Credits		6

Ancient/classical or religious studies electives

Code	Title	Credits
Select three credits of the following:		3
HIS/ARC 295	Pyramids, Temples and Towns! The Archaeology of Ancient Egypt	
HIS/ARC 302	Egyptian Hieroglyphs: The Language and Culture 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 346	The Middle Ages	
HIS/ANT/ARC 353	Maya Civilization	
HIS 364	Gandhi and the World	
HIS/ARC 365	Ancient Iraq	
HIS/ARC 366	Ancient Israel	
HIS/ARC 368	History of Babylonian Language and Culture I	
HIS/ARC 369	History of Babylonian Language and Culture II	
HIS/ARC 372	History of Women in the Ancient World	
HIS/ARC 374	Ancient Turkey	
HIS/ARC 375	Iran before Islam	
HIS/ARC 396	Ancient Syria	
HIS 401	Japanese Religions	
HIS 415	Religion and Conflict in Modern South Asia	
Total Credits		3

Global-transregional electives

Code	Title	Credits
Select three credits of the following:		3
HIS 303	Money and Crime	
HIS 306	Ethnic America	
HIS 307	Comic Books and History	
HIS 311	Peace and War	
HIS 323	The World War II Era	
HIS 326	Modern Christianity	
HIS 327	History of Buddhism	
HIS 330	History of Religions	
HIS 333	Christianity to 1517	
HIS 337	La Crosse Wisconsin in World History	
HIS 338	Sugar, Coffee, Rubber, Bananas: Commodities in World History	
HIS/ARC 340	Origins of Cities	
HIS 351	France and the French Empire: 1750-Present	
HIS 363	Modern South Asia	
HIS 373	World War I	
HIS 382	Imperialism in Asia and the Pacific	
HIS 384	The Idea of Asia	

HIS 388	Slavery	
HIS 394	Modern Japan	
HIS 395	Postwar Japan	
HIS 399	Migration and Empire: 1200-1900	
HIS 410	British Empire	
HIS 413	Topics in Cultural History	
HIS 414	Ireland and the World: 1500-present	
HIS 415	Religion and Conflict in Modern South Asia	
HIS 420	Global Fascisms	
Total Credits		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. 70)
- College core (p. 225)
- Baccalaureate degree requirements (p. 225)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/>) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH alternative (ENV 101, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a global cultures and languages course 102 level or higher.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
HIS 110 (Gen Ed World History)	3 Gen Ed Natural Lab Science	4
CST 110 (Gen Ed Literacy - Oral)	3 ENG 110 or 112 (Gen Ed Literacy - Written)	3
Gen Ed Self & Society	3 Gen Ed Minority Cultures	3
Gen Ed Math	4 HIS Core Course (HIS 210, 220, 230, 240, 250, 260, 280, or 285)	3
Gen Ed Arts	2-3 FYS 100 (Gen Ed First-Year Seminar)	3
15		16
Year 2		
Fall	Credits Spring	Credits
CASSH Core Course	3 Gen Ed Arts	2-3
HIS Core Course (HIS 210, 220, 230, 240, 250, 260, 280, or 285)	3 HIS Core Course (HIS 210, 220, 230, 240, 250, 260, 280, or 285)	3
Gen Ed Global Studies	3 US History Course	3
Gen Ed Lang/Logical Systems	3-4 Gen Ed Health & Well-Being	3

HIS 200	3 Minor Course	3
15		14
Year 3		
Fall	Credits Spring	Credits
Gen Ed Humanistic Studies	3 CASSH Core Course	3
Regional/World Cultural Zones Course ¹	3 Ancient/Classical or Religious Studies History Course	3
CASSH Core Course - Natural Lab Science	4 Regional/World Cultural Zones Course ¹	3
Regional/World Cultural Zones Course ¹	3 Minor Course	3
Minor Course	3 CASSH Core Course	3
16		15
Year 4		
Fall	Credits Spring	Credits
HIS 490	4 Minor Course	3
Minor Course	3 US History Course	3
Regional/World Cultural Zones Course ¹	3 Global-Transregional History Course	3
University Elective	1 CASSH Core Diversity Course	3
Minor Course	3 University Elective	3
14		15
Total Credits: 120		

¹ World history majors need 12 credits of Regional/World Cultural Zones. One course from Asia; one course from Europe; select one course from two of the following subcategories: Africa and African Diaspora, Latin America, and Middle East.

At least two courses must be designed as writing emphasis.

History Minor

(All colleges)

18 credits

Code	Title	Credits
Core requirements		
HIS 200	Historiography and Historical Methods	3
Select one of the following:		3
HIS 210	Survey of the United States	
HIS 220	Survey of Latin American and Latino History	
HIS 230	Survey of Ancient and Medieval Worlds	
HIS 240	Survey of Europe	
HIS 250	Survey of Asia	
HIS 260	Survey of the Middle East	
HIS 280	Survey of the History of Modern Science	
HIS 285	Survey of Modern Africa	
Electives (12 credits total) ¹		
Select three credits from any 200/300/400 HIS courses, except HIS 490.		3
Select nine credits from any 300/400 HIS courses, except HIS 490		9
Total Credits		18

¹ The 400-level elective HIS courses have the same workload and expectations as 300-level HIS courses, and are open to all juniors, seniors, and sophomores with appropriate preparation.

International and Global Studies Program

College of Arts, Social Sciences, and Humanities

Program Director: Gita V. Pai

403L Wimberly Hall, 608.785.8352

Email: gpai@uwlax.edu

www.uwlax.edu/international-and-global-studies/ (<https://www.uwlax.edu/international-and-global-studies/>)

Program mission

The International and Global 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 and Global 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.

Minor

- International and global studies minor (p. 227)

International and Global Studies Minor

The **international and global 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.

Code	Title	Credits
Foundation courses:		
Select one of the following:		3
ANT 202/GEO 202/HIS 202/POL 202/SOC 202 Contemporary Global Issues		
ANT 212/ECO 212/ENG 212/PHL 212/POL 212 Search for Economic Justice		
Required capstone course:		3
INS 494	Engaging Global Challenges and Opportunities	
Electives:		
Select an additional twelve credits of electives from at least three different departments. At least six of these credits must be at the 300/400 level.		12
Total Credits		18

International and global studies minors may apply a maximum of six credits from another major.

A maximum of six credits are allowed to overlap between general education requirements and the minor.

Electives

Code	Title	Credits
ANT 196	Introduction to Linguistic Anthropology	3
ANT 215	Refugees, Displaced Persons and Transnational Communities	3
ANT/ARC 304	Hunter and Gatherer Societies	3
ANT/ARC 305	Indigenous Agricultural Societies: Past and Present	3
ANT 307	International Development and Culture Change	3
ANT/HIS 312	Peoples and Cultures of Eastern Europe and the Former Soviet Union	3
ANT 320	Rites, Rituals and Ceremonies	3
ANT 321	Images, Visual Culture and Anthropology	3
ANT 323	Anthropology of Childhood and Youth	3
ANT 351	Peoples and Cultures of Southeast Asia	3
ANT/ARC/HIS 353	Maya Civilization	3
ANT 354	Peoples and Cultures of Latin America	3
ANT/RGS 362	Hmong Americans	3
ANT 366	Anthropology of Food	3
ANT 370	Medical Anthropology	3
ARA 202	Intermediate Arabic II	4
ARC 200	World Archaeology: Origins and Development of Human Culture and Society	3
ARC 280	The Incas and their Ancestors: Archaeology of the Andes	3
ARC/HIS 295	Pyramids, Temples and Towns! The Archaeology of Ancient Egypt	3
ARC 311	European Prehistory	3
ARC/HIS 340	Origins of Cities	3
ARC/HIS 372	History of Women in the Ancient World	3
CHI 202	Chinese Language and Culture in Action II	4
CHI 305	Introduction to Modern Chinese Literature	3
CHI 320	Introduction to Chinese Civilization	3
ECO 120	Global Macroeconomics	3
ECO 340	Introduction to International Economics	3
ECO 375	Economic Development	3
ECO 440	International Financial Economics	3
EDS 309	Teaching Global Perspectives Across the Curriculum	3
ENG 203	British Literature before 1800	3
ENG 204	British Literature after 1800	3
ENG 208	International Studies in Literature	3
ENG 331	Introduction to Linguistics: Sounds and Words	3
ENG 334	Language Study for Teachers	3
ENG 357	World Literature	3
ENG 362	English Renaissance	3
ENG 366	Restoration and 18th Century British Literature	3
FRE 202	French Language and Cultures in Action II	3
FRE 227	French for International Relations	3

FRE 320	Perspectives on French Civilization	3	POL 244	International Relations	3
FRE 322	French without Borders	3	POL 330	Politics of Developing Areas	3
FRE 395	French Literary Voices in English	3	POL 331	Politics of Democratization	3
GEO 110	World Cultural Regions	3	POL 333	Asian Government and Politics	3
GEO 200	Conservation of Global Environments	3	POL 334	Post-Communist Politics	3
GEO 211	Global Climate Change	3	POL 336	Middle Eastern Government and Politics	3
GEO 307	Power, Space, and Global Change	3	POL 337	African Government and Politics	3
GEO 309	Cities: Past, Present, and Future	3	POL 338	European Government and Politics	3
GEO 318	The Geography of Latin America and the Caribbean	3	POL 340	American Foreign Policy	3
GEO 321	Sustainable Development and Conservation	3	POL 341	America and the World	3
GEO 335	Islamic Asia: Cradle of Civilizations, Geographies of Conflict	3	POL 344	Global Governance	3
GEO 340	Polar Environments	3	POL 345	International Law	3
GER 202	German Language and Cultures in Action II	3	POL 346	Model United Nations	3
GER 300	Advanced German	3	POL 347	Peace and Conflict	3
GER 301	An Introduction to German Literature	3	PSY 282	Cross-Cultural Psychology	3
GER 398	German Thinkers and Popular Culture	3	PSY 285	Culture and Mental Health	3
GER 399	German Literature in Translation	3	RGS 335	Indigenous and Postcolonial Feminisms	3
HIS 220	Survey of Latin American and Latino History	3	RGS 336	Anti-Colonial Theory and Movements	3
HIS 240	Survey of Europe	3	RGS 373	Gender and Human Rights	3
HIS 250	Survey of Asia	3	RUS 202	Russian Language and Cultures in Action II	4
HIS 260	Survey of the Middle East	3	SOC/RGS 316	Gender, Sexuality, and Social Change in Religion	3
HIS 285	Survey of Modern Africa	3	SOC 320	Demography	3
HIS 307	Comic Books and History	3	SOC/RGS 337	Globalization, Women, and Work	3
HIS 327	History of Buddhism	3	SOC 404	Global Inequality	3
HIS 328	History of Hinduism	3	SPA 202	Spanish Language and Cultures in Action II	4
HIS 337	La Crosse Wisconsin in World History	3	SPA 302	Faces of Spain: Conversation and Culture	3
HIS 338	Sugar, Coffee, Rubber, Bananas: Commodities in World History	3	SPA 307	Latin American Texts: Reading Between the Lines	3
HIS 345	U.S.-Latin American Relations	3	SPA 310	Communities of Resistance in the Spanish-Speaking World	3
HIS 351	France and the French Empire: 1750-Present	3	SPA 332	Spanish Speakers in the U.S.: Language, Community, (In)justice	3
HIS 356	History of Mexico	3	TSL 345	Intercultural Interactions	3
HIS 360	Women, Gender, and Sexuality in Latin America	3			
HIS 361	Israeli-Palestinian Conflict	3			
HIS 362	Human Rights and the Middle East	3			
HIS 364	Gandhi and the World	3			
HIS 382	Imperialism in Asia and the Pacific	3			
HIS 383	Women in South Asia	3			
HIS 394	Modern Japan	3			
HIS 395	Postwar Japan	3			
HIS 397	African Nationalism	3			
HIS 398	Colonial Africa	3			
HIS 410	British Empire	3			
HIS 414	Ireland and the World: 1500-present	3			
HIS 415	Religion and Conflict in Modern South Asia	3			
HIS 420	Global Fascisms	3			
JPN 202	Intermediate Japanese II	4			
MIC 130	Global Impact of Infectious Disease	3			
PHL 335	Multicultural Philosophy in the United States	3			
PHL 341	Environmental Ethics	3			
PHL 349	Asian Philosophy	3			
PHL 360	Zen Buddhism	3			
PHY 142	Navigating Global Nuclear Issues	3			
POL 234	Comparative Politics	3			

Additional courses not listed above may be counted towards the INSGS minor as long as they satisfy at least one of the program learning outcomes. Please contact the International and Global Studies Director for more information.

Latina/o and Latin American Studies

College of Arts, Social Sciences, and Humanities
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Institute for Latina/o and Latin American Studies

Since its creation in 1974, the Institute for Latin American and Latino/a Studies (<https://www.uwlax.edu/center/latin-american-studies/>) (ILLAS) has provided leadership and support to a community of faculty, staff and students working on Latin American and Latino/a Studies at UWL. ILLAS functions as a liaison between UW-La Crosse specialists and the University of Wisconsin System, mainly through the Center for Latin American and Caribbean Studies at the University of Wisconsin-Milwaukee. Our institute supports professional development

opportunities for faculty and students, as well as interdisciplinary work towards the development of new courses in Latin American and Latino/a studies on our campus.

ILLAS organizes academic and cultural programming such as Hispanic Heritage Month, the Annual Latin American Film Festival, and other speaker series and professional conferences, such as the annual La Crosse Area Latina/o Collaborative Workshop on Teaching, Service, and Research. Our institute collaborates with the UWL Office of Multicultural Student Services, the Office of International Education and Engagement, the McNair Scholars Program, the UW-La Crosse Institute for Social Justice, the Office of Admissions and the Latin American Student Organization (LASO) to recruit, retain, and mentor students, strengthening a culture of engagement and belonging among Hispanic, Latino/a, and Spanish heritage speaker students at UWL.

ILLAS community outreach has a strong focus on equity. The institute works with various community organizations, institutions and schools in areas with large populations of Hispanic and Latino/a immigrants such as Arcadia and Norwalk. ILLAS provides community engagement opportunities for UWL faculty and students, and supports working class and immigrant communities in Wisconsin through local programs. As one of the university's primary promoters of internationalization, ILLAS collaborates with peer institutions and centers across the United States and Latin America to support study abroad and study away opportunities for UWL faculty and students. The institute is currently housed in the Department of Global Cultures and Languages.

Liberal Studies Program (LS)

Liberal Studies career courses

Housed in the Department of Race, Gender, and Sexuality Studies

RGSS Department Chair: Terry Lilley

4302 Centennial Hall; 608.785.8737

Email: tlilley@uwlax.edu

Military Science Department (MS)

College of Arts, Social Sciences, and Humanities

Department Chair: LTC Brian Knutson

413 Wimberly Hall; 608.785.8404

Email: rotc@uwlax.edu

www.uwlax.edu/rotc (<http://www.uwlax.edu/rotc/>)

The Department of Military Science, through the Army's Reserve Officers' Training Corps (ROTC), offers students an opportunity to receive a commission as a Second Lieutenant in the Regular Army, Army Reserve, or National Guard. Upon completion of the Military Science and Leadership program, the student will have acquired skills in leadership, management, problem solving, and decision making, which will facilitate the transition to a civilian career, while serving in the Army Reserve or National Guard, or military career in the Regular Army. Courses and training are conducted on the campus, in the local area or at military training facilities. The Military Science and Leadership Program is divided into basic course and advanced course requirements as outlined below.

ROTC basic and advanced courses (p. 229)
(p. 229)

Internships

Army ROTC Basic Course (no service obligation incurred)

The Army ROTC Basic Course consists of two first year-level courses (MS 101 Introduction to the Army and MS 102 Foundations of Agile and Adaptive Leadership in the Army) and two sophomore-level courses (MS 201 Leadership and Decision Making and MS 202 Army Doctrine and Team Development); 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 Advanced Camp; 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 Training Management and the Warfighting Functions, MS 302 Applied Leadership in Small Unit Operations, MS 401 The Army Officer, MS 402 American Military History, and MS 403 Company Grade Leadership 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 Basic Camp. 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 Basic Camp 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.

Advanced Camp

(an internship opportunity worth 3-12 credits, given prior coordination and consent from the student's college and the professor of military science)

The Advanced Camp provides the single most important block of training and evaluation in the progression of an Army cadet. Throughout the 29 Advanced Camp training days at Fort Knox, KY, cadets encounter stress-inducing physical and mental obstacles, which challenge them as individuals, soldiers, and leaders. The Advanced Camp 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 Advanced Camp attendance are MS 301, MS 302 and an Army contractual obligation for service as a commissioned officer.

2023-24 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 July.

Professor of Military Science and Department Chair

LTC Brian Knutson

Professor of Military Science

SSG Skyler Nimmer

Assistant Professor of Military Science

CPT Joshua Albrecht

Senior Military Science Instructor

MSG Kamilo Lara

Military Science Instructor

SFC Lionel Cabanit

SFC Jonathon Peters

Military Science Scholarship and Enrollment Officer

Mr. Eric Jones

Military Science Human Resources Assistant

Charles Arbeen

Minor

- Military science minor (p. 230)

Military Science Minor

Minor requirements

(All colleges)

21 credits

Students must complete the Leadership Development and Assessment Course (no credit) or a three credit community leadership internship (CEI 450).

Code	Title	Credits
Core		
MS 301	Training Management and the Warfighting Functions	3
MS 302	Applied Leadership in Small Unit Operations	3
MS 401	The Army Officer	3
MS 402	American Military History	3
MS 403	Company Grade Leadership	3
Electives		
Select two courses from the following:		6
ANT 215	Refugees, Displaced Persons and Transnational Communities	
ANT 375	Language, Power, and Inequality	
CST 310	Debate ¹	
CST 321	Conflict Management and Negotiation ¹	
CST 333	Lying and Deception in Human Interaction ¹	
CST 380	Communicating Leadership	
ECO 120	Global Macroeconomics	
ENG 307	Writing for Management, Public Relations and the Professions ¹	
FIN 207	Personal Finance	
GEO 307	Power, Space, and Global Change	
HIS 240	Survey of Europe	
HIS 335	History of China	
HIS 339	Russia and the Soviet Union	
HIS 407	Government and Society	
PHL 337	Social and Political Philosophy	
POL 244	International Relations	
POL 350	American Political Theory ¹	
Total Credits		21

¹ Course has one or more prerequisites.

Music Department (MUS)

College of Arts, Social Sciences, and Humanities
 School of Visual and Performing Arts
 Department Chair: Mary Tollefson
 234 Center For The Arts; 608.785.8409
 Email: mtollefson@uwlax.edu

www.uwlax.edu/music (<http://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 Visual and Performing Arts in the College of Arts, Social Sciences, and Humanities. The department offers a balanced program of academic courses and performance opportunities including music theory, composition, music history, pedagogy, appreciation, choirs/ensembles and individual applied lessons, all administered by dedicated, expert faculty. A performance audition and theory placement assessment is required.

Large instrumental ensembles include the Symphony Orchestra, the Screaming Eagles Marching Band, the Wind Ensemble, and the Symphonic Band. The jazz program includes the Jazz Orchestra, Jazz

Ensemble and jazz combos. Concert Choir (SATB), Choral Union (SATB), and the Treble Chorus (SSA) provide students with opportunities to sing in many styles and genres. Students enhance their performance skills through chamber music groups such as the brass and woodwind quintets, a percussion ensemble, and a small contemporary vocal ensemble. All organizations have toured locally, nationally and internationally. The Jazz Orchestra, Concert Choir, Orchestra, and Wind Ensemble have been invited to perform at state and regional music conferences. All UW-La Crosse students are welcome to audition and perform in any music ensemble regardless of the student's major.

Please read about applied lessons below (lessons are 1-credit university courses). All music majors and minors receive applied music lessons without additional fees. Any student without a music major or music minor may audition to take applied lessons when studio space is available; an additional lab fee is required for students enrolled in lessons only.

- **Students enrolling in the music major must complete the music major core requirements and one or more emphasis areas.**
- **Students enrolling in education emphases must also complete teacher education requirements found in the School of Education (p. 582).**

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. 231) Small ensembles
(p. 231) Applied music (p. 232)

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.

Code	Title	Credits
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
Treble Chorus		
MUS 123	Treble Chorus I	1
MUS 223	Treble Chorus II	1
MUS 323	Treble Chorus III	1
MUS 423	Treble Chorus IV	1
Wind Ensemble (Concert Band 1)		
MUS 140	Wind Ensemble I	1
MUS 240	Wind Ensemble II	1
MUS 340	Wind Ensemble III	1
MUS 440	Wind Ensemble 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 and general music education major, one of the following:

Concert Choir: MUS 106, MUS 206, MUS 306, MUS 406
Treble Chorus: MUS 123, MUS 223, MUS 323, MUS 423
Choral Union: MUS 158, MUS 258, MUS 358, MUS 458

If instrumental and general music education major, one of the following:

Marching Band: MUS 100, MUS 200, MUS 300, MUS 400
Wind Ensemble: MUS 140, MUS 240, MUS 340, MUS 440
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.

Code	Title	Credits
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
Ensembles		
MUS 161	Ensembles	1
MUS 361	Advanced Small Ensemble	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 into intermediate (200 level) and advanced (300 level) courses is determined by audition. Students enrolled in 200- or 300-level lesson (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 private lesson per week (30 to 45-minutes) and will also meet for one class studio lesson per week plus a regularly Department Convocation hour. Students may enroll in a maximum of two applied areas each semester. All applied music courses are one credit.

A music major or minor¹ 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.

¹ Applied music credits for minors beyond the required four semesters are subject to space availability.

Course list

Code	Title	Credits
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

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. 70).

2023-24 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 July.

Associate Professor

Jonathan Borja

Tammy Fisher

Mary Tollefson

Assistant Professor

Kourtney Austin

David Dies

Christopher Hathaway

Teaching Professor

Jeff Erickson

Lecturer

Jon Ailabouni

Administrative Support

David Bashaw

Sharon Shugrue

Majors

- Music major: performance emphasis - BA (p. 233)
- Music major: performance emphasis - BS (p. 235)
- Music major: music theory emphasis - BA (p. 237)
- Music major: music theory emphasis - BS (p. 240)
- Music major: jazz performance emphasis - BA (p. 242)
- Music major: jazz performance emphasis - BS (p. 245)
- Music major: piano pedagogy - BA (p. 247)
- Music major: piano pedagogy - BS (p. 249)

Teacher education programs

- Music education major: choral and general music emphasis (grades K-12) - BS (p. 252)
- Music education major: instrumental and general music emphasis (grades K-12) - BS (p. 255)

Minors

- Music minor (p. 258)
- Music performance minor (p. 258)

Music Major: Performance Emphasis - Bachelor of Arts (BA)

Major requirements

(All colleges, including teacher certification programs)

Audition required.

Music core requirements (24 credits)

Code	Title	Credits
MUS 205	Global Cultures in Music [±]	3
MUS 264	History of Western Music I	3
MUS 266	Theory of Music I	3
MUS 268	Aural Skills I	1
MUS 364	History of Western Music II	3
MUS 365	History of Western Music III	3
MUS 366	Theory of Music II	3
MUS 367	Theory of Music III	3
MUS 368	Aural Skills II	1
MUS 369	Aural Skills III	1
Successful completion of concert attendance		
Total Credits		24

[±] Counts toward General Education Program requirement: International and Multicultural Studies, Global and Multicultural Studies (GE Category 4-2).

Performance emphasis (12 credits)

Code	Title	Credits
Applied music: 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 (MUA 472).		6
Music electives: select six credits of MUS or MUA courses with a minimum of two credits at the 300/400-level.		6
Participation: Six semesters of participation in any ensemble on principal instrument, with a minimum of two semesters in an advanced ensemble (auditioned ensembles). Advanced ensembles are Concert Choir (MUS 106/206/306/406), Jazz Orchestra (MUS 130/230/330/430), Wind Ensemble (MUS 140/240/340/440) or Orchestra (MUS 156/256/356/456).		
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. 70)
- College core (p. 233)
- Baccalaureate degree requirements (p. 234)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
JPN 202	Intermediate Japanese II	
RUS 202	Russian Language and Cultures in Action II	

SPA 202 Spanish Language and Cultures in Action II
or SPA 221 Introduction to Spanish for the Health Professions

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office for eligibility and regulations.

- Two additional courses outside of the student's major in two of the following: humanities, social sciences or fine arts.

B. Humanities track

- One global language course 102 or higher; and
- Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
- One additional course in social sciences or fine arts.

C. Fine arts track

- One global language course 102 or higher; and
- Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
- One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete a second major, minor, or program option by satisfying one of the following:

- Complete a minor (or second major) outside of the student's major program, consisting of at least 18 credits; or
- 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
- 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:

- Fulfill the general education requirements.
- Complete at least one ethnic studies (diversity) course.
- Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
- Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}

- At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
- Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
- A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
- 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
MUS 115 (Gen Ed Math/Lang/Logical Systems)	3 MUS 266	3
MUS 205 (Gen Ed Global Studies)	3 MUS 268	1
MUA Applied 200 Level	1 MUA Applied 200 Level	1
100-Level Ensemble on Principal Instrument (auditioned may also apply as Gen Ed Arts) ¹	1 100-Level Ensemble on Principal Instrument (auditioned) ¹	1
CST 110 (Gen Ed Literacy-Oral)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
FYS 100 (Gen Ed First-Year Seminar)	3 Gen Ed Natural Lab Science	4
	102+ Level Gen Ed/VPA Core Language ²	3-4
	14	16

Year 2		
Fall	Credits Spring	Credits
MUS 366	3 MUS 264	3
MUS 368	1 MUS 367	3
200-Level Ensemble on Principal Instrument (auditioned)	1 MUS 369	1
MUA Applied 200 Level	1 200-Level Ensemble on Principal Instrument (auditioned)	1
Gen Ed Arts (not from music)	2-3 MUA Applied 200 Level	1
Gen Ed Minority Cultures	3 Gen Ed Health & Well-Being	3
Gen Ed Math	4 Gen Ed Self & Society	3
	15	15

Year 3		
Fall	Credits Spring	Credits
MUS 364	3 MUS 365	3
MUA Applied 300 Level	1 MUA Applied 300 Level	1
300-Level Ensemble on Principal Instrument (auditioned)	1 300-Level Ensemble on Principal Instrument (auditioned)	1
VPA Core Course	3 VPA Core Course	3
Gen Ed World History	3 Minor Course	3
Minor Course	3 Minor Course	3
MUS or MUA Electives	2	
	16	14

Year 4		
Fall	Credits Spring	Credits
University Elective	3 MUA 471 or 472	1
VPA Core Course	3 MUA Applied 300 Level (elective degree credit)	1
Minor Course	3 400-Level Ensemble on Principal Instrument (auditioned Elective Degree Credit)	1
MUA Applied 300 Level (elective degree credit)	1 VPA Core Diversity Course	3
MUS or MUA Electives (300/400 level)	2 Minor Course	3

400-Level Ensemble on Principal Instrument (auditioned Elective Degree Credit)	1 Minor Course	3
University Elective (or additional general education, if needed)	2-3 Gen Ed Humanistic Studies	3
	15	15

Total Credits: 120

¹ Students are encouraged to audition for the advanced (auditioned) ensembles in their first year.

² **VPA Core Humanities and Fine Arts Tracks** require 102+ level language. **VPA 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, including teacher certification programs)

Audition required.

Music core requirements (24 credits)

Code	Title	Credits
MUS 205	Global Cultures in Music [±]	3
MUS 264	History of Western Music I	3
MUS 266	Theory of Music I	3
MUS 268	Aural Skills I	1
MUS 364	History of Western Music II	3
MUS 365	History of Western Music III	3
MUS 366	Theory of Music II	3
MUS 367	Theory of Music III	3
MUS 368	Aural Skills II	1
MUS 369	Aural Skills III	1

Successful completion of concert attendance

Total Credits 24

[±] Counts toward General Education Program requirement: International and Multicultural Studies, Global and Multicultural Studies (GE Category 4-2).

Performance emphasis (12 credits)

Code	Title	Credits
Applied music: 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 (MUA 472).		6
Music electives: select six credits of MUS or MUA courses with a minimum of two credits at the 300/400-level.		6

Participation: Six semesters of participation in any ensemble on principal instrument, with a minimum of two semesters in an advanced ensemble (auditioned ensembles). Advanced ensembles are Concert Choir (MUS 106/206/306/406), Jazz Orchestra (MUS 130/230/330/430), Wind Ensemble (MUS 140/240/340/440) or Orchestra (MUS 156/256/356/456).

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. 70)
- College core (p. 236)
- Baccalaureate degree requirements (p. 236)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/>) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH alternative (ENV 101, PHL 334, PHL 339); and

4. One additional course in humanities or fine arts or complete a global cultures and languages course 102 level or higher.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
MUA Applied 200 Level	1 MUA Applied 200 level	1
100-Level Ensemble on Principal Instrument (may also apply as Gen Ed Arts) ¹	1 100-Level Ensemble on Principal Instrument ¹	1
CST 110 (Gen Ed Literacy-Oral)	3 MUS 266	3
MUS 205 (Gen Ed Global Studies)	3 MUS 268	1
MUS 115 (Gen Ed Math/Lang/Logical Systems)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
FYS 100 (Gen Ed First-Year Seminar)	3 Gen Ed Natural Lab Science	4
	Gen Ed World History	3
	14	16
Year 2		
Fall	Credits Spring	Credits
MUA Applied 200 Level	1 MUA Applied 200 Level	1
200-Level Ensemble on Principal Instrument	1 200-Level Ensemble on Principal Instrument	1
MUS 366	3 MUS 367	3
MUS 368	1 MUS 369	1
Gen Ed Minority Cultures	3 MUS 264	3
Gen Ed Math	4 Gen Ed Health & Well-Being	3
Gen Ed Arts (not from music)	2-3 Gen Ed Humanistic Studies	3
	15	15

Year 3		
Fall	Credits Spring	Credits
MUA Applied 300 Level	1 MUA Applied 300 Level	1
300-Level Ensemble on Principal Instrument (auditioned)	1 300-Level Ensemble on Principal Instrument (auditioned)	1
MUS 364	3 MUS 365	3
VPA Core Course	3 VPA Core Course	3
Minor Course	3 Minor Course	3
MUS Electives	2 MUS Elective	2
	Minor Course	3
	13	16
Year 4		
Fall	Credits Spring	Credits
MUA Applied 300 Level	1 MUA 471 or 472	1
400-Level Ensemble on Principal Instrument (Elective Degree Credit)	1 400-Level Ensemble on Principal Instrument (Elective Degree Credit)	1
VPA Core Course	3 MUA Applied 300 Level	1
MUS Electives (300/400 level)	2 MUS Elective	1
Minor Course	3 VPA Core Diversity Course	3
Gen Ed Self & Society	3 Minor Course	3
University Elective (or additional general education, if needed)	2 VPA Core Course	3
	Minor Course	3
	15	16

Total Credits: 120

¹ Students are encouraged to audition for the advanced (auditioned) ensembles in their first year.

Music Major: Music Theory Emphasis - Bachelor of Arts (BA)

Major requirements

(All colleges, including teacher certification programs)

Audition required.

Music core requirements (24 credits)

Code	Title	Credits
MUS 205	Global Cultures in Music [±]	3
MUS 264	History of Western Music I	3
MUS 266	Theory of Music I	3
MUS 268	Aural Skills I	1
MUS 364	History of Western Music II	3
MUS 365	History of Western Music III	3
MUS 366	Theory of Music II	3
MUS 367	Theory of Music III	3
MUS 368	Aural Skills II	1
MUS 369	Aural Skills III	1
Successful completion of concert attendance		
Total Credits		24

± Counts toward General Education Program requirement: International and Multicultural Studies, Global and Multicultural Studies (GE Category 4-2).

Music theory emphasis (12 credits)

Code	Title	Credits
MUS 149	Keyboard Competencies IV	1
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		6
Music electives: select five credits from the following:		5
MUS/THA 347	Sound Recording and Engineering	
MUS 377	Travel/Study in Music	
MUS 432	Counterpoint	
MUS 437	Form and Analysis	
MUS 439	Composition	
MUS 480	Independent Study of Music	
Participation: Six semesters of participation in any ensemble on principal instrument, with a minimum of two semesters in an advanced ensemble (auditioned ensembles). Advanced ensembles are Concert Choir (MUS 106/206/306/406), Jazz Orchestra (MUS 130/230/330/430), Wind Ensemble (MUS 140/240/340/440) or Orchestra (MUS 156/256/356/456).		
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. 70)
- College core (p. 238)
- Baccalaureate degree requirements (p. 239)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
JPN 202	Intermediate Japanese II	
RUS 202	Russian Language and Cultures in Action II	
SPA 202	Spanish Language and Cultures in Action II	
	or SPA 221 Introduction to Spanish for the Health Professions	

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office 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 global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1			
Fall	Credits Spring		Credits
MUS 115 (Gen Ed Math/Lang/Logical Systems)	3	MUS 266	3
MUS 205 (Gen Ed Global Studies)	3	MUS 268	1
MUA Applied 200 Level	1	MUA Applied 200 Level	1
100-Level Ensemble on Principal Instrument (may also apply as Gen Ed Arts) ¹	1	100-Level Ensemble on Principal Instrument (auditioned) ¹	1
CST 110 (Gen Ed Literacy-Oral)	3	ENG 110 or 112 (Gen Ed Literacy-Written)	3
FYS 100 (Gen Ed First-Year Seminar)	3	Gen Ed Natural Lab Science	4
		102+ Level Gen Ed/VPA Core Language ²	3-4
	14		16

Year 2			
Fall	Credits Spring		Credits
MUS 146	1	MUS 148	1
MUS 147	1	MUS 149	1
MUS 366	3	MUS 264	3
MUS 368	1	MUS 367	3
200-Level Large Ensemble on Principal Instrument (auditioned)	1	MUS 369	1
MUA Applied 200 Level	1	200-Level Ensemble on Principal Instrument (auditioned)	1

Gen Ed Arts (not from music)	2-3 MUA Applied 200 Level (Elective Degree Credit)	1
Gen Ed Math	4 Gen Ed Health & Well Being	3
	Gen Ed Self & Society	3
14		17

Year 3

Fall	Credits Spring	Credits
MUS 364	3 MUS 347, 432, 437, 439, or 480 (Music Elective)	2-3
MUA Applied 300 Level	1 MUS 365	3
300-Level Ensemble on Principal Instrument (auditioned)	1 MUA Applied 300 Level	1
VPA Core Course	3 300-Level Ensemble on Principal Instrument (auditioned)	1
Gen Ed World Hist	3 VPA Core Course	3
Minor Course	3 Minor Course	3
	Minor Course	3
14		16

Year 4

Fall	Credits Spring	Credits
MUS 347, 432, 437, 439, or 480 (Music Elective)	2-3 MUA 471 or 472	1
VPA Core Course	3 MUS 347, 432, 437, 439, or 480 (Music Elective)	2-3
MUA Applied 300 Level (elective degree credit)	1 400-Level Ensemble on Principal Instrument	1
Minor Course	3 MUA Applied 300 Level (elective degree credit)	1-3
400-Level Ensemble on Principal Instrument	1 VPA Core Diversity Course	3
Gen Ed Minority Cultures	3 Minor Course	2
	Minor Course	3
	Gen Ed Humanistic Studies	3
13		16

Total Credits: 120

¹ Students are encouraged to audition for the advanced (auditioned) ensembles in their first year.

² **VPA Core Humanities and Fine Arts Tracks** require 102+ level language. **VPA 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, including teacher certification programs)

Audition required.

Music core requirements (24 credits)

Code	Title	Credits
MUS 205	Global Cultures in Music [±]	3
MUS 264	History of Western Music I	3
MUS 266	Theory of Music I	3

MUS 268	Aural Skills I	1
MUS 364	History of Western Music II	3
MUS 365	History of Western Music III	3
MUS 366	Theory of Music II	3
MUS 367	Theory of Music III	3
MUS 368	Aural Skills II	1
MUS 369	Aural Skills III	1
Successful completion of concert attendance		
Total Credits		24

± Counts toward General Education Program requirement: International and Multicultural Studies, Global and Multicultural Studies (GE Category 4-2).

Music theory emphasis (12 credits)

Code	Title	Credits
MUS 149	Keyboard Competencies IV	1
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		6
Music electives: select five credits from the following:		5
MUS/THA 347	Sound Recording and Engineering	
MUS 377	Travel/Study in Music	
MUS 432	Counterpoint	
MUS 437	Form and Analysis	
MUS 439	Composition	
MUS 480	Independent Study of Music	
Participation: Six semesters of participation in any ensemble on principal instrument, with a minimum of two semesters in an advanced ensemble (auditioned ensembles). Advanced ensembles are Concert Choir (MUS 106/206/306/406), Jazz Orchestra (MUS 130/230/330/430), Wind Ensemble (MUS 140/240/340/440) or Orchestra (MUS 156/256/356/456).		
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. 70)
- College core (p. 240)
- Baccalaureate degree requirements (p. 241)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical

professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.

2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/>) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH alternative (ENV 101, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a global cultures and languages course 102 level or higher.

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4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}

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6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
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At least 40 credits of the 120 credits required must be earned at the 300/400-level.

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
MUS 115 (Gen Ed Math/Lang/Logical Systems)	3 MUS 266	3
MUS 205 (Gen Ed Global Studies)	3 MUS 268	1
MUA Applied 200 Level	1 MUA Applied 200 Level	1
100-Level Ensemble on Principal Instrument (may also apply as Gen Ed Arts) ¹	1 100-Level Ensemble on Principal Instrument (auditioned) ¹	1
CST 110 (Gen Ed Literacy-Oral)	3 Gen Ed Natural Lab Science	4
FYS 100 (Gen Ed First-Year Seminar)	3 Gen Ed World History	3
	ENG 110 or 112 (Gen Ed Literacy-Written)	3
	14	16

Year 2		
Fall	Credits Spring	Credits
MUS 146	1 MUS 148	1
MUS 147	1 MUS 149	1
MUS 366	3 MUS 264	3
MUS 368	1 MUS 367	3
200-Level Ensemble on Principal Instrument (auditioned)	1 MUS 369	1
MUA Applied 200 Level	1 200-Level Ensemble on Principal Instrument (auditioned)	1
Gen Ed Arts (not from music)	2-3 MUA Applied 200 Level (Elective Degree Credit)	1
Gen Ed Math	4 Gen Ed Health & Well Being	3
	Gen Ed Self & Society	3
	14	17

Year 3		
Fall	Credits Spring	Credits
MUS 364	3 MUS 347, 432, 437, 439, or 480 (Music Elective)	2-3
MUA Applied 300 level	1 MUS 365	3
300-Level Ensemble on Principal Instrument (auditioned)	1 MUA Applied 300 Level	1
Gen Ed World History	3 300-Level Ensemble on Principal Instrument (auditioned)	1
VPA Core Course	3 Minor Course	3
Minor Course	3 Minor Course	3
	VPA Core Course	3
	14	16

Year 4		
Fall	Credits Spring	Credits
MUS 347, 377, 437, 432, 439, or 480 (Music Elective)	2-3 MUA 471 or 472	1
VPA Core Course	3 MUS 347, 377, 437, 432, 439, or 480 (Music Elective)	1-3
MUA Applied 300 Level (elective degree credit)	1 400-Level Ensemble on Principal Instrument	1
400-Level Ensemble on Principal Instrument	1 MUA Applied 300 Level (elective degree credit)	1

Minor Course	3 VPA Core Diversity Course	3
Gen Ed Minority Cultures	3 Gen Ed Humanistic Studies	3
	Minor Course	3
	Minor Course	3
	13	16

Total Credits: 120

¹ Students are encouraged to audition for the advanced (auditioned) ensembles in their first year.

Music Major: Jazz Performance Emphasis - Bachelor of Arts (BA)

Major requirements

(All colleges, including teacher certification programs)

Audition required.

Music core requirements (24 credits)

Code	Title	Credits
MUS 205	Global Cultures in Music [±]	3
MUS 264	History of Western Music I	3
MUS 266	Theory of Music I	3
MUS 268	Aural Skills I	1
MUS 364	History of Western Music II	3
MUS 365	History of Western Music III	3
MUS 366	Theory of Music II	3
MUS 367	Theory of Music III	3
MUS 368	Aural Skills II	1
MUS 369	Aural Skills III	1

Successful completion of concert attendance

Total Credits 24

[±] Counts toward General Education Program requirement: International and Multicultural Studies, Global and Multicultural Studies (GE Category 4-2).

Jazz performance emphasis (12 credits)

Code	Title	Credits
Applied music: select six credits in a single applied area, at least two credits must be taken at the 300-level.		6
Music electives: select six credits from the following:		6
MUS 326	Jazz Improvisation I	
MUS 327	Jazz Improvisation II	
MUS 361	Advanced Small Ensemble (Jazz Combo)	
MUS 480	Independent Study of Music	
MUA 473	Jazz Performance Emphasis Recital	

Participation:

Six semesters of participation in Jazz Ensemble (MUS 134/234/334/434) or Jazz Orchestra (MUS 130/230/330/430) with a minimum of two semesters in the advanced ensemble, Jazz Orchestra.

Two semesters participation in MUS 161, Jazz Combo.

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. 70)
- College core (p. 243)
- Baccalaureate degree requirements (p. 243)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	

HMG 304	Hmong Heritage Language: Advanced
JPN 202	Intermediate Japanese II
RUS 202	Russian Language and Cultures in Action II
SPA 202	Spanish Language and Cultures in Action II
or SPA 221 Introduction to Spanish for the Health Professions	

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office 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 global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.

4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1

Fall	Credits Spring	Credits
MUS 115 (Gen Ed Math/Lang/Logical Systems)	3 MUS 130 or 134 ¹	1
MUS 130 or 134 (MUS 134 counts towards Gen Ed Arts) ¹	1 MUS 266	3
MUS 205 (Gen Ed Global Studies)	3 MUS 268	1
MUA Applied 200 level	1 ENG 110 or 112 (Gen Ed Literacy-Written)	3
CST 110 (Gen Ed Literacy-Oral)	3 102+ Level Gen Ed/VPA Core Language ²	3-4
FYS 100 (Gen Ed First-Year Seminar)	3 MUA Applied 200 level	1
	Gen Ed Natural Lab Science	4
	14	16

Year 2

Fall	Credits Spring	Credits
MUS 161 (Jazz Combo)	1 MUS 161 (Jazz Combo)	1
MUS 230 or 234	1 MUS 230 or 234	1
MUS 366	3 MUS 264	3
MUS 368	1 MUS 367	3
MUA Applied 200 or 300 Level	1 MUS 369	1
Gen Ed Minority Cultures	3 MUA Applied 200 or 300 Level	1
Gen Ed Arts (not from music)	2-3 University Elective	2
Gen Ed Math	4 Gen Ed World History	3
	16	15

Year 3

Fall	Credits Spring	Credits
MUS 326	2 MUS 330 (auditioned)	1
MUS 330 (auditioned)	1 MUS 365	3
MUS 364	3 Minor Course	3
MUA Applied 300 Level	1 Gen Ed Self & Society	3
Minor Course	3 Minor Course	3
VPA Core Course	3 MUA Applied 300 Level	1
Gen Ed Health & Well Being	3 MUS Elective	1-3
	16	15

Year 4

Fall	Credits Spring	Credits
MUS 361	1 MUS 430 (auditioned)	1
MUS 430 (auditioned)	1 MUA 473	2
MUS Elective	1-2 VPA Core Course	3
MUA Applied 300 Level	1 Minor Course	3
Minor Course	3 VPA Core Diversity Course	3
VPA Core Course	3 University Elective	3
Gen Ed Humanistic Studies	3	
	13	15

Total Credits: 120

¹ Students are encouraged to audition for the advanced (auditioned) ensembles in their first year.

² **VPA Core Humanities and Fine Arts Tracks** require 102+ level language. **VPA Core Language Track** requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

Music Major: Jazz Performance Emphasis - Bachelor of Science (BS)

Major requirements

(All colleges, including teacher certification programs)

Audition required.

Music core requirements (24 credits)

Code	Title	Credits
MUS 205	Global Cultures in Music [±]	3
MUS 264	History of Western Music I	3
MUS 266	Theory of Music I	3
MUS 268	Aural Skills I	1
MUS 364	History of Western Music II	3
MUS 365	History of Western Music III	3
MUS 366	Theory of Music II	3
MUS 367	Theory of Music III	3
MUS 368	Aural Skills II	1
MUS 369	Aural Skills III	1
Successful completion of concert attendance		
Total Credits		24

[±] Counts toward General Education Program requirement: International and Multicultural Studies, Global and Multicultural Studies (GE Category 4-2).

Jazz performance emphasis (12 credits)

Code	Title	Credits
Applied music: select six credits in a single applied area, at least two credits must be taken at the 300-level.		6
Music electives: select six credits from the following:		6
MUS 326	Jazz Improvisation I	
MUS 327	Jazz Improvisation II	
MUS 361	Advanced Small Ensemble (Jazz Combo)	
MUS 480	Independent Study of Music	
MUA 473	Jazz Performance Emphasis Recital	
Participation:		
Six semesters of participation in Jazz Ensemble (MUS 134/234/334/434) or Jazz Orchestra (MUS 130/230/330/430) with a minimum of two semesters in the advanced ensemble, Jazz Orchestra.		
Two semesters participation in MUS 161, Jazz Combo.		
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. 70)
- College core (p. 245)
- Baccalaureate degree requirements (p. 246)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/>) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH alternative (ENV 101, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a global cultures and languages course 102 level or higher.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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

- 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:

- Fulfill the general education requirements.
- Complete at least one ethnic studies (diversity) course.
- Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
- Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
- At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
- Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
- A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
- 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1

Fall	Credits Spring	Credits
MUS 115 (Gen Ed Math/Lang/Logical Systems)	3 MUS 130 or 134 ¹	1
MUS 130 or 134 (MUS 134 counts towards Gen Ed Arts) ¹	1 MUS 266	3
MUS 205 (Gen Ed Global Studies)	3 MUS 268	1
MUA Applied 200 level	1 MUA Applied 200 level	1
CST 110 (Gen Ed Literacy-Oral)	3 102+ Level Gen Ed/VPA Core Language	3-4
FYS 100 (Gen Ed First-Year Seminar)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
	Gen Ed Natural Lab Science	4
	14	16

Year 2

Fall	Credits Spring	Credits
MUS 161 (Jazz Combo)	1 MUS 161 (Jazz Combo)	1
MUS 230 or 234	1 MUS 230 or 234	1
MUS 366	3 MUS 264	3
MUS 368	1 MUS 367	3
MUA Applied 200 or 300 Level	1 MUS 369	1
Gen Ed Minority Cultures	3 MUA Applied 200 or 300 Level	1
Gen Ed Arts (not from music)	2-3 University Elective	2
Gen Ed Math	4 Gen Ed World History	3
	16	15

Year 3

Fall	Credits Spring	Credits
MUS 326	2 MUS 330 (auditioned)	1
MUS 330 (auditioned)	1 MUS 365	3
MUS 364	3 MUA Applied 300 Level	1
MUA Applied 300 Level	1 Minor Course	3
Minor Course	3 MUS Elective	1-3
VPA Core Course	3 Minor Course	3
Gen Ed Health & Well-Being	3 Gen Ed Self & Society	3
	16	15

Year 4		
Fall	Credits Spring	Credits
MUS 361	1 MUS 430 (auditioned)	1
MUS 430 (auditioned)	1 MUA 473	2
MUS Elective	1-3 VPA Core Course	3
MUA Applied 300 level	1 Minor Course	3
Minor Course	3 VPA Core Diversity Course	3
VPA Core Course	3 Gen Ed Humanistic Studies	3
University Elective	3	
	13	15

Total Credits: 120

¹ Students are encouraged to audition for the advanced (auditioned) ensembles in their first year.

Music Major: Piano Pedagogy - Bachelor of Arts (BA)

Major requirements

(All colleges, including teacher certification programs)

Audition required.

Music core requirements (24 credits)

Code	Title	Credits
MUS 205	Global Cultures in Music [±]	3
MUS 264	History of Western Music I	3
MUS 266	Theory of Music I	3
MUS 268	Aural Skills I	1
MUS 364	History of Western Music II	3
MUS 365	History of Western Music III	3
MUS 366	Theory of Music II	3
MUS 367	Theory of Music III	3
MUS 368	Aural Skills II	1
MUS 369	Aural Skills III	1
Successful completion of concert attendance		
Total Credits		24

[±] Counts toward General Education Program requirement: International and Multicultural Studies, Global and Multicultural Studies (GE Category 4-2).

Piano pedagogy emphasis (12 credits)

Code	Title	Credits
MUS 351	Piano Pedagogy I	2
MUS 352	Piano Pedagogy II: Instructional Strategies	2
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 or MUA 472).		6
Music electives: select two credits of 300/400-level MUS or MUA courses.		2

Participation: Six semesters of participation in any ensemble on principal instrument, with a minimum of two semesters in an advanced ensemble (auditioned ensembles). Advanced ensembles are Concert Choir (MUS 106/206/306/406), Jazz Orchestra (MUS 130/230/330/430), Wind Ensemble (MUS 140/240/340/440) or Orchestra (MUS 156/256/356/456).

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. 70)
- College core (p. 247)
- Baccalaureate degree requirements (p. 248)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
JPN 202	Intermediate Japanese II	
RUS 202	Russian Language and Cultures in Action II	
SPA 202	Spanish Language and Cultures in Action II	
	or SPA 221 Introduction to Spanish for the Health Professions	

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASH Dean's Office 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

- One global language course 102 or higher; and
- Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
- One additional course in social sciences or fine arts.

C. Fine arts track

- One global language course 102 or higher; and
- Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
- One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASH must complete a second major, minor, or program option by satisfying one of the following:

- Complete a minor (or second major) outside of the student's major program, consisting of at least 18 credits; or
- 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
- 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:

- Fulfill the general education requirements.
- Complete at least one ethnic studies (diversity) course.
- Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
- Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
- At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
- Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
- A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
- 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
MUS 115 (Gen Ed Math/Lang/Logical Systems)	3 MUA 214	1
MUS 205 (Gen Ed Global Studies)	3 MUS 266	3
MUA 214	1 MUS 268	1
100-Level Ensemble on Principal Instrument (auditioned may also apply as Gen Ed Arts) ¹	1 100-Level Ensemble on Principal Instrument (auditioned) ¹	1
FYS 100 (Gen Ed First-Year Seminar)	3 102+ Level Gen Ed/VPA Core Language ²	3-4
CST 110 (Gen Ed Literacy-Oral)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
	Gen Ed Minority Cultures	3
	14	16

Year 2		
Fall	Credits Spring	Credits
MUA 214 or 314 (Elective Degree Credit)	1 MUA 214 or 314 (Elective Degree Credit)	1
MUS 366	3 MUS 264	3
MUS 368	1 MUS 367	3
200-Level Ensemble on Principal Instrument (auditioned)	1 MUS 369	1
Gen Ed Natural Lab Science	4 MUS 351	2
Gen Ed Math	4 200-Level Ensemble on Principal Instrument (auditioned)	1
	Gen Ed Arts (not from music)	2-3
	Gen Ed Health & Well Being	3
	14	16

Year 3		
Fall	Credits Spring	Credits
MUA 314 (Elective Degree Credit)	1 MUA 314	1
MUS 364	3 MUS 352	2
300-Level Ensemble on Principal Instrument (auditioned)	1 MUS 365	3
VPA Core Course	3 300-Level Ensemble on Principal Instrument (auditioned)	1

Minor Course	3	Minor Course	3
Gen Ed World History	3	VPA Core Course	3
University Elective	1		
	15		13

Year 4			
Fall	Credits Spring		Credits
MUA 314	1	MUA 314	1
400-Level Ensemble on Principal Instrument (auditioned Elective Degree Credit)	1	MUA 471 or 472	1
Minor Course	3	400-Level Ensemble on Principal Instrument (auditioned Elective Degree Credit)	1
Minor Course	3	Minor Course	3
VPA Core Course	3	VPA Core Diversity Course	3
Advanced Music Elective (300/400 level MUA or MUS course)	2	MUA Applied 400 Level (Recital)	1
Gen Ed Self & Society	3	Minor Course	3
		Gen Ed Humanistic Studies	3
	16		16

Total Credits: 120

¹ Students are encouraged to audition for the advanced (auditioned) ensembles in their first year.

² **VPA Core Humanities and Fine Arts Tracks** require 102+ level language. **VPA 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, including teacher certification programs)

Audition required.

Music core requirements (24 credits)

Code	Title	Credits
MUS 205	Global Cultures in Music [±]	3
MUS 264	History of Western Music I	3
MUS 266	Theory of Music I	3
MUS 268	Aural Skills I	1
MUS 364	History of Western Music II	3
MUS 365	History of Western Music III	3
MUS 366	Theory of Music II	3
MUS 367	Theory of Music III	3
MUS 368	Aural Skills II	1
MUS 369	Aural Skills III	1

Successful completion of concert attendance

Total Credits 24

± Counts toward General Education Program requirement: International and Multicultural Studies, Global and Multicultural Studies (GE Category 4-2).

Piano pedagogy emphasis (12 credits)

Code	Title	Credits
MUS 351	Piano Pedagogy I	2
MUS 352	Piano Pedagogy II: Instructional Strategies	2
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 or MUA 472).		6
Music electives: select two credits of 300/400-level MUS or MUA courses.		2
Participation: Six semesters of participation in any ensemble on principal instrument, with a minimum of two semesters in an advanced ensemble (auditioned ensembles). Advanced ensembles are Concert Choir (MUS 106/206/306/406), Jazz Orchestra (MUS 130/230/330/430), Wind Ensemble (MUS 140/240/340/440) or Orchestra (MUS 156/256/356/456).		
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. 70)
- College core (p. 250)
- Baccalaureate degree requirements (p. 250)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.

6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/>) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH alternative (ENV 101, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a global cultures and languages course 102 level or higher.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1

Fall	Credits Spring	Credits
MUS 115 (Gen Ed Math/Lang/Logical Systems)	3 MUA 214	1
MUS 205 (Gen Ed Global Studies)	3 MUS 266	3
MUA 214	1 MUS 268	1

100-Level Ensemble on Principal Instrument (auditioned may also apply as Gen Ed Arts) ¹	1 100-Level Ensemble on Principal Instrument (auditioned) ¹	1
CST 110 (Gen Ed Literacy-Oral)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
FYS 100 (Gen Ed First-Year Seminar)	3 Gen Ed Natural Lab Science	4
Gen Ed Minority Cultures		3
14		16

Year 2

Fall	Credits Spring	Credits
MUA 214 or 314 (Elective Degree Credit)	1 MUA 214 or 314 (Elective Degree Credit)	1
MUS 366	3 MUS 264	3
MUS 368	1 MUS 367	3
200-Level Ensemble on Principal Instrument (auditioned)	1 MUS 369	1
Gen Ed Math	4 MUS 351	2
Gen Ed Humanistic Studies	3 200-Level Ensemble on Principal Instrument (auditioned)	1
Gen Ed Arts (not from music)		2-3
Gen Ed Health & Well Being		3
13		16

Year 3

Fall	Credits Spring	Credits
MUA 314 (Elective Degree Credit)	1 MUA 314	1
MUS 364	3 MUS 352	2
300-Level Ensemble on Principal Instrument (auditioned)	1 MUS 365	3
Minor Course	3 300-Level Ensemble on Principal Instrument (auditioned)	1
VPA Core Course	3 VPA Core Course	3
Gen Ed World History	3 Minor Course	3
Minor Course		3
14		16

Year 4

Fall	Credits Spring	Credits
MUA 314	1 MUA 314	1
Minor Course	3 MUA 471 or 472	1
400-Level Ensemble on Principal Instrument (auditioned Elective Degree Credit)	1 400-Level Ensemble on Principal Instrument (auditioned Elective Degree Credit)	1
Minor Course	3 MUA Applied 400 Level (Recital)	1
VPA Core Course	3 Minor Course	3
Advanced Music Elective (300/400 level MUA or MUS course)	2 Gen Ed Self & Society	3
University Elective (or additional general education, if needed)	2 VPA Core Diversity Course	3
University Elective		3
15		16

Total Credits: 120

¹ Students are encouraged to audition for the advanced (auditioned) ensembles in their first year.

Music Education Major: Choral and General Music Emphasis (Grades K-12) - Bachelor of Science (BS)

Major requirements

Completion of the Music Education: Choral and General Music Emphasis Program and associated benchmark assessments (<http://catalog.uwlax.edu/undergraduate/education/#SOE-program-requirements>) will lead to endorsement for the following Wisconsin teaching license:

- Music, grades K-12 (2500).

Students in all teacher education programs must satisfy the School of Education (SOE) core requirements (p. 589).

Students in all teacher education programs must be admitted to the School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) in order to complete their program requirements and be eligible for endorsement for the appropriate teaching license(s). Students majoring in music education: choral and general music (grades K-12) must meet specific program admission criteria (p. 586).

Retention and advancement

Teacher candidates may be retained in their teacher education program provided they fulfill the conditions described in the SOE Retention Policy (<http://catalog.uwlax.edu/undergraduate/education/#retention>). Students must complete all course requirements and other benchmarks prior to student teaching as described in the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>). Additional SOE program requirements, including the culminating assessment of pedagogical knowledge, are described on the SOE catalog page (<http://catalog.uwlax.edu/undergraduate/education/>).

Additional student teaching requirement

Students must complete MUS 149 with a grade of "B" or higher and successfully complete the recital requirement (400-level, applied music) prior to student teaching.

Curriculum

The Music Education: Choral and General Music Emphasis Program is aligned with InTASC Teacher Standards and the National Association of Schools of Music (NASM) Standards.

Required general education courses (9 credits)

Besides the courses specified below, music education: choral and general music emphasis majors must satisfy additional general education requirements (<http://catalog.uwlax.edu/undergraduate/generaleducation/#generaleducationrequirements>). The General Education Program requires a total of 42 credits.

Code	Title	Credits
EDS 203	School, Society, and Teachers ^{1, 4}	3
EDS 206	Multicultural Education ^{2, 4}	3
MUS 205	Global Cultures in Music ³	3
Total Credits		9

¹ Counts toward General Education Program requirement: Self and Society (GE Category 6).

² Counts toward General Education Program requirement: Minority Cultures or Multiracial Women's Studies (GE Category 3).

³ Counts toward General Education Program requirement: International and Multicultural Studies, Global and Multicultural Studies (GE Category 4-2). Also satisfies a music core requirement.

Additional allied education requirements (21 credits)

Code	Title	Credits
EDS 309	Teaching Global Perspectives Across the Curriculum	3
SPE 200	Foundations of Special Education ⁴	3
PSY 212	Lifespan Development ⁴	3
Student teaching semester ⁵		
EDS 492	Student Teaching Seminar ⁴	1
One of the following: ⁴		11
EDS 497	Student Teaching: Kindergarten through Grade 12 (K-12)	
EDS 495	Teaching Internship	
Total Credits		21

Audition required.

Music core requirements (24 credits)

Code	Title	Credits
MUS 205	Global Cultures in Music [±]	3
MUS 264	History of Western Music I	3
MUS 266	Theory of Music I	3
MUS 268	Aural Skills I	1
MUS 364	History of Western Music II	3
MUS 365	History of Western Music III	3
MUS 366	Theory of Music II	3
MUS 367	Theory of Music III	3
MUS 368	Aural Skills II	1
MUS 369	Aural Skills III	1
Successful completion of concert attendance		
Total Credits		24

[±] Counts toward General Education Program requirement: International and Multicultural Studies, Global and Multicultural Studies (GE Category 4-2).

Music education core requirements (13 credits)

Code	Title	Credits
MUS 149	Keyboard Competencies IV ⁵	1
MUS 203	Foundations of Music Education	3

MUS 211	Basic Conducting	2
MUS 320	Orchestration and Arranging	2
MUS 328	Diction in Music	1
MUS 370	K-12 General Music Methods ⁴	4
Total Credits		13

Additional music instruments (6-7 credits)

Code	Title	Credits
MUS 214	String Techniques	2
MUS 225	Percussion Techniques	2
Mock ensemble participation: two meetings per semester in convocation while enrolled in techniques courses		
Select one of the following:		2-3
MUS 220	Brass Techniques	
MUS 227	Woodwind Techniques	
Total Credits		6-7

Advanced choral and general music education (11 credits)

Code	Title	Credits
MUS 213	Class Ukulele and Guitar	1
MUS 349	Vocal Accompanying	1
MUS 325	Choral Literature ⁶	2
MUS 379	Advanced Choral Conducting & Field Experience I ^{4, 6}	3
MUS 383	Choral Music in the Schools and Field Experience II ^{4, 6}	4
Total Credits		11

Applied voice and ensemble (14 credits)

Code	Title	Credits
Large ensemble-choral		
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 123	Treble Chorus I	
or MUS 223 Treble Chorus II		
or MUS 323 Treble Chorus III		
or MUS 423 Treble 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 ensemble		
Select two credits from the following:		2
MUS 161	Ensembles	
MUS 134	Jazz Ensemble I	
or MUS 234 Jazz Ensemble II		
or MUS 334 Jazz Ensemble III		
or MUS 434 Jazz Ensemble IV		
MUS 130	Jazz Orchestra I	
or MUS 230 Jazz Orchestra II		

or MUS 330 Jazz Orchestra III		
or MUS 430 Jazz Orchestra IV		
Select five credits in applied voice, including at least two credits at the 300-level, from the following:		5
MUA 221	Applied Voice	
MUA 321	Applied Voice	
MUA 471	Recital	1
Total Credits		14

⁴ Also satisfies an SOE core requirement.

⁵ Students must complete MUS 149 with a grade of "B" or higher and successfully complete the recital requirement (400-level, applied music), as well as all other course requirements and benchmarks prior to student teaching. For more information, please see the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>).

⁶ Requires admission to the School of Education.

Additional teacher education requirements are listed on the School of Education (p. 582) catalog page.

Degree requirements

All teacher education students must complete the general education, School of Education, 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. 70)
- School of Education requirements (p. 582)
- Baccalaureate degree requirements (p. 253)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
MUS 146	1 MUA 221	1
MUS 147	1 MUS 148	1
MUS 205 (Gen Ed Global Studies)	3 MUS 149 ¹	1
MUA 221	1 MUS 266	3
Large Ensemble	1 MUS 268	1
FYS 100 (Gen Ed First-Year Seminar)	3 EDS 203 (Gen Ed Self & Society)	3
CST 110 (Gen Ed Literacy-Oral)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3

Gen Ed Arts	2-3 Large Ensemble	1
	Gen Ed World History	3
	15	17

Year 2		
Fall	Credits Spring	Credits
MUA 221	1 MUA 221	1
MUS 203	3 MUS 264	3
MUS 213	1 MUS 328	1
MUS 249	1 MUS 349	1
MUS 366	3 MUS 367	3
MUS 368	1 MUS 369	1
EDS 206 (Gen Ed Minority Cultures)	3 PSY 212	3
Large Ensemble	1 Gen Ed Math	4
Gen Ed Health & Well Being	3 Large Ensemble	1
	Apply for Admission to SOE ²	
	17	18

Year 3		
Fall	Credits Spring	Credits
MUA 321	1 MUA 321	1
MUS 211	2 MUS 325	2
MUS 214	2 MUS 365	3
MUS 320	2 MUS 370	4
MUS 364	3 SPE 200	3
EDS 309	3 Small Ensemble	1
Small Ensemble	1 Large Ensemble	1
Large Ensemble	1 Apply for Field Experience I ³	
Gen Ed Arts	2-3	
	17	15

Year 4		
Fall	Credits Spring	Credits
MUA 321	1 MUA 321	1
MUS 225	2 MUA 471 or 472	1
MUS 379	3 MUS 220 or 227	2
Large Ensemble	1 MUS 383	4
Gen Ed Humanistic Studies	3 Gen Ed Natural Lab Science	4
Gen Ed Lang/Logical Systems	3-4 Large Ensemble	1
Apply for Field Experience II ³		
Apply for Student Teaching ⁴		
	13	13

Additional year		
Fall	Credits	
All course requirements and other benchmarks must be completed prior to student teaching. Students must also complete MUS 149 with a grade of "B" or higher and successfully complete the recital requirement (400-level, applied music) prior to student teaching. ⁵		
EDS 492	1	
EDS 497	11	
	12	

Total Credits: 137

¹ Prerequisite: MUS 148 or consent of instructor. Offered Spring - Even Numbered Years.

² See the SOE admissions website for complete admission and application details. Students will be required to complete a criminal background check at the time of application for admission.

³ Students applying for field and student teaching placements will be asked to disclose any criminal charges.

⁴ Students must apply for student teaching through the Office of Field Experience one year prior to the student teaching semester.

⁵ For more information, please see the Student Teaching and Internship Policy.

Music Education Major: Instrumental and General Music Emphasis (Gr K-12) - Bachelor of Science (BS)

Major requirements

Completion of the Music Education: Instrumental and General Music Emphasis Program and associated benchmark assessments (<http://catalog.uwlax.edu/undergraduate/education/#SOE-program-requirements>) will lead to endorsement for the following Wisconsin teaching license:

- Music, grades K-12 (2500).

Students in all teacher education programs must satisfy the School of Education (SOE) core requirements (p. 589).

Students in all teacher education programs must be admitted to the School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) in order to complete their program requirements and be eligible for endorsement for the appropriate teaching license(s). Students majoring in music education: instrumental and general music (grades K-12) must meet specific program admission criteria (p. 586).

Retention and advancement

Teacher candidates may be retained in their teacher education program provided they fulfill the conditions described in the SOE Retention Policy (<http://catalog.uwlax.edu/undergraduate/education/#retention>). Students must complete all course requirements and other benchmarks prior to student teaching as described in the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>). Additional SOE program requirements, including the culminating assessment of pedagogical knowledge, are described on the SOE catalog page (<http://catalog.uwlax.edu/undergraduate/education/>).

Additional student teaching requirement

Students must complete MUS 149 with a grade of "B" or higher and successfully complete the recital requirement (400-level, applied music) prior to student teaching.

Curriculum

The Music Education: Instrumental and General Music Emphasis Program is aligned with InTASC Teacher Standards and the National Association of Schools of Music (NASM) Standards.

Required general education courses (9 credits)

Besides the courses specified below, music education: instrumental and general music emphasis majors must satisfy additional general education requirements (<http://catalog.uwlax.edu/undergraduate/generaleducation/#generaleducationrequirementstext>). The General Education Program requires a total of 42 credits.

Code	Title	Credits
EDS 203	School, Society, and Teachers ^{1, 4}	3
EDS 206	Multicultural Education ^{2, 4}	3
MUS 205	Global Cultures in Music ³	3
Total Credits		9

¹ Counts toward General Education Program requirement: Self and Society (GE Category 6).

² Counts toward General Education Program requirement: Minority Cultures or Multiracial Women's Studies (GE Category 3).

³ Counts toward General Education Program requirement: International and Multicultural Studies, Global and Multicultural Studies (GE Category 4-2). Also counts toward music core requirement.

Allied education requirements (21 credits)

Code	Title	Credits
EDS 309	Teaching Global Perspectives Across the Curriculum	3
SPE 200	Foundations of Special Education ⁴	3
PSY 212	Lifespan Development ⁴	3
Student teaching semester ⁵		
EDS 492	Student Teaching Seminar ⁴	1
One of the following: ⁴		11
EDS 497	Student Teaching: Kindergarten through Grade 12 (K-12)	
EDS 495	Teaching Internship	
Total Credits		21

Audition required.

Music core requirements (24 credits)

Code	Title	Credits
MUS 205	Global Cultures in Music [±]	3
MUS 264	History of Western Music I	3
MUS 266	Theory of Music I	3
MUS 268	Aural Skills I	1
MUS 364	History of Western Music II	3
MUS 365	History of Western Music III	3
MUS 366	Theory of Music II	3
MUS 367	Theory of Music III	3
MUS 368	Aural Skills II	1
MUS 369	Aural Skills III	1

Successful completion of concert attendance

Total Credits **24**

± Counts toward General Education Program requirement: International and Multicultural Studies, Global and Multicultural Studies (GE Category 4-2).

Music education core requirements (13 credits)

Code	Title	Credits
MUS 149	Keyboard Competencies IV ⁵	1
MUS 203	Foundations of Music Education	3
MUS 211	Basic Conducting	2
MUS 320	Orchestration and Arranging	2
MUS 328	Diction in Music	1
MUS 370	K-12 General Music Methods ⁴	4
Total Credits		13

Additional music instruments (9 credits)

Code	Title	Credits
MUS 214	String Techniques	2
MUS 220	Brass Techniques	2
MUS 225	Percussion Techniques	2
MUS 227	Woodwind Techniques	3
Mock ensemble participation: two meetings per semester in convocation while enrolled in techniques courses ⁶		
Total Credits		9

Advanced instrumental and general music education (9 credits)

Code	Title	Credits
MUS 143	Class Voice I	1
Select one of the following:		1
MUS 173	Class Voice II	
MUS 213	Class Ukulele and Guitar	
MUS 349	Vocal Accompanying	
MUS 378	Advanced Instrumental Conducting & Field Experience I ^{4,6}	3
MUS 384	Instrumental Music in the Schools and Field Experience II ^{4,6}	4
Total Credits		9

Applied instrument and ensemble (14 credits)

Code	Title	Credits
Large ensemble - instrumental ⁷		
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 140	Wind Ensemble I	
or MUS 240 Wind Ensemble II		
or MUS 340 Wind Ensemble III		
or MUS 440 Wind Ensemble IV		
MUS 156	Orchestra I	
or MUS 256 Orchestra II		

or MUS 356 Orchestra III

or MUS 456 Orchestra IV

Small ensemble		
Select two credits from the following:		2
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		
Select five credits, including at least two credits at the 300-level, from the following:		5
MUA 200-level - Applied music in one instrument		
MUA 300-level - Applied music in one instrument		
MUA 471	Recital	1
Total Credits		14

⁴ Also satisfies an SOE core requirement.

⁵ Students must complete MUS 149 with a grade of "B" or higher and successfully complete the recital requirement (400-level, applied music), as well as all other course requirements and benchmarks prior to student teaching. For more information, please see the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>).

⁶ Requires admission to the School of Education.

⁷ Two credits must be from MUS 100 and MUS 200.

Additional teacher education requirements are listed on the School of Education (p. 582) catalog page.

Degree requirements

All teacher education students must complete the general education, School of Education, 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. 70)
- School of Education requirements (p. 582)
- Baccalaureate degree requirements (p. 256)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. ^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.

6. Complete major and minor requirements with at least a 2.00 GPA¹,² in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
MUS 100 (Large Ensemble)	1 MUS 148	1
MUS 146	1 MUS 149 ¹	1
MUS 147	1 MUS 266	3
MUS 205 (Gen Ed Global Studies)	3 MUS 268	1
MUA Applied 200 Level	1 MUA Applied 200 Level	1
CST 110 (Gen Ed Literacy-Oral)	3 Large Ensemble	1
FYS 100 (Gen Ed First-Year Seminar)	3 EDS 203 (Gen Ed Self & Society)	3
Gen Ed Arts	2-3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
	Gen Ed Math	4
	15	18

Year 2		
Fall	Credits Spring	Credits
MUS 200 (Large Ensemble)	1 MUS 220	2
MUS 203	3 MUS 264	3
MUS 225	2 MUS 328	1
MUS 366	3 MUS 367	3
MUS 368	1 MUS 369	1
EDS 206 (Gen Ed Minority Cultures)	3 Large Ensemble	1
Gen Ed World History	3 MUA Applied 200 Level	1
MUA Applied 200 Level	1 PSY 212	3
	Gen Ed Arts	2-3
	Apply for admission to SOE ²	
	17	17

Year 3		
Fall	Credits Spring	Credits
MUS 143	1 MUS 173, 213, or 349	1
MUS 214	2 MUS 227	3
MUS 211	2 MUS 365	3
MUS 320	2 MUS 370	4
MUS 364	3 MUA Applied 300 Level	1
MUA Applied 300 Level	1 Large Ensemble	1
Large Ensemble	1 Apply for Field Experience I ³	
Gen Ed Natural Lab Science	4	
	16	13

Year 4		
Fall	Credits Spring	Credits
MUS 378	3 MUA 471 or 472	1
MUA Applied 300 Level	1 MUS 384	4
Small Ensemble	1 MUA Applied 300 Level	1
EDS 309	3 Small Ensemble	1
Gen Ed Health & Well-Being	3 SPE 200	3
Gen Ed Humanistic Studies	3 Gen Ed Lang/Logical Systems	3-4
Apply for Field Experience II ³		
Apply for Student Teaching ⁴		
	14	13

Additional year	
Fall	Credits
All course requirements and other benchmarks must be completed prior to student teaching. Students must also complete MUS 149 with a grade of "B" or higher and successfully complete the recital requirement (400-level, applied music) prior to student teaching. ⁵	
EDS 492	1
EDS 497	11
	12

Total Credits: 135

¹ Prerequisite: MUS 148 or consent of instructor. Offered Spring - Even Numbered Years

² See the SOE admissions website for complete admission and application details. Students will be required to complete a criminal background check at the time of application for admission.

³ Students applying for field and student teaching placements will be asked to disclose any criminal charges.

⁴ Students must apply for student teaching through the Office of Field Experience one year prior to the student teaching semester.

⁵ For more information, please see the Student Teaching and Internship Policy.

Music Minor

(All colleges)

Audition required.

21 credits

Code	Title	Credits
Core		
MUS 205	Global Cultures in Music	3
MUS 266	Theory of Music I	3
MUS 268	Aural Skills I	1
MUS 366	Theory of Music II	3
MUS 368	Aural Skills II	1
Applied music		
Select four credits in voice or one instrument		4
Electives		
Select six credits of 300/400-level MUS or MUA courses		6
Ensembles		
Four semesters of participation in ensembles		
Total Credits		21

Students may complete only one minor in music.

Music Performance Minor

(All colleges)

Audition required.

21 credits

Code	Title	Credits
Core		
MUS 205	Global Cultures in Music	3
MUS 266	Theory of Music I	3
MUS 268	Aural Skills I	1
Applied music		
Select six credits in voice or one instrument (three credits must be at 300/400-level)		6
Ensembles		
Large or small ensembles (in the same area as applied) at the 300-level (after admission to the MUA 300-level)		2
Electives		
Select six credits of 300/400-level MUS or MUA courses		6
Total Credits		21

Students may complete only one minor in music.

Philosophy Department (PHL)

College of Arts, Social Sciences, and Humanities
Department Chair: Samuel Cocks
4112 Centennial Hall; 608.785.8424
Email: scocks@uwlax.edu

www.uwlax.edu/philosophy/ (<http://www.uwlax.edu/philosophy/>)

The mission of the Philosophy Department of the University of Wisconsin-La Crosse is to nurture excellence in philosophy in thought and practice. This includes offering a broad range of classes, engaging in research that contributes to the body of philosophical knowledge, and providing service for the intellectual, ethical, cultural and professional development of students. The department offers professional expertise in meeting these important educational needs. Thematically and historically philosophy has been and should continue to be the cornerstone of university education. Philosophy addresses questions that are basic to human experience. Hence the Philosophy Department provides a broad base of classes, research and service for the intellectual, ethical, cultural and professional development of students.

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.

2023-24 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 July.

Professor

Samuel Cocks

Sheryl Tuttle Ross

Assistant Professor

Daniel Schneider

Assistant Teaching Professor

Stewart Eskew

Administrative Support

Chris Boldon

Majors

- Philosophy major - BA (p. 259)
- Philosophy major - BS (p. 261)

Minor

- Ethics minor (p. 263)
- Philosophy minor (p. 264)

Honors

- Philosophy honors program (p. 264)

Philosophy Major - Bachelor of Arts (BA)

Major requirements

(All colleges)

30 credits

Code	Title	Credits
Core		
PHL 100	Introduction to Philosophy	3
or PHL 200	Introduction to the Literature of Philosophy	
PHL 101	Introduction to Logic	3
PHL 205	History of Ancient Philosophy	3
PHL 206	History of Modern Philosophy	3
PHL 496	Integrative Seminar	3
Select one of the following:		3
PHL 120	Introduction to Ethics and Society: The Person and the Community	
PHL 201	Ethical Theory and Practice	
PHL 212	Search for Economic Justice	
PHL 303	Ethics and Meta-Ethics: Theory, Justification, and Objectivity	
PHL 313	Philosophy and Science Fiction	
PHL 336	International Multicultural Philosophy	
PHL 337	Social and Political Philosophy	
PHL 341	Environmental Ethics	

PHL 342	Philosophy of Love, Sex and Friendship
PHL 410	Neuroethics
PHL 420	On Humor and Happiness
PHL 425	Wilderness Philosophy
Electives	
Select 12 credits of electives in philosophy. Students may also apply unused courses from the above lists to fulfill the elective requirement.	
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. 70)
- College core (p. 259)
- Baccalaureate degree requirements (p. 260)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
JPN 202	Intermediate Japanese II	
RUS 202	Russian Language and Cultures in Action II	
SPA 202	Spanish Language and Cultures in Action II	
or SPA 221 Introduction to Spanish for the Health Professions		

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office 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

- One global language course 102 or higher; and
- Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
- One additional course in social sciences or fine arts.

C. Fine arts track

- One global language course 102 or higher; and
- Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
- One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete a second major, minor, or program option by satisfying one of the following:

- Complete a minor (or second major) outside of the student's major program, consisting of at least 18 credits; or
- 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
- 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:

- Fulfill the general education requirements.
- Complete at least one ethnic studies (diversity) course.
- Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
- Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
- At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
- Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
- A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
- 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1			
Fall	Credits	Spring	Credits
CST 110 (Gen Ed Literacy-Oral)	3	Gen Ed Global Studies	3
Gen Ed Natural Lab Science	4	Gen Ed Minority Cultures	3
FYS 100 (Gen Ed First-Year Seminar)	3	Gen Ed Math	4
Gen Ed World History	3	ENG 110 or 112 (Gen Ed Literacy-Written)	3
		PHL 100 or 200 (Gen Ed Humanistic Studies)	3
	13		16
Year 2			
Fall	Credits	Spring	Credits
University Elective	3	University Elective	3
102+ Level Gen Ed/CASSH Core Language ¹	4	Gen Ed Arts	2-3
University Elective	3	CASSH Core Course	3
PHL 205	3	Minor Course	3
PHL 101	3	PHL 206	3
	16		15
Year 3			
Fall	Credits	Spring	Credits
PHL Core Ethics Course	3	Philosophy Advanced Elective Course	3
CASSH Core Course	3	Gen Ed Health & Well Being	3
Minor Course	3	Gen Ed Arts	2-3
University Elective	3	Minor Course	3
Gen Ed Self & Society	3	CASSH Core Course	3
	15		15
Year 4			
Fall	Credits	Spring	Credits
Philosophy Advanced Elective Course	3	PHL 496 (Spring only)	3
Philosophy Advanced Elective Course	3	Philosophy Advanced Elective Course	3
Minor Course	3	CASSH Core Diversity Course	3
Minor Course	3	Minor Course	3
University Elective	3	University Elective	3
	15		15
Total Credits: 120			

¹ **CASSH Core Humanities and Fine Arts Tracks** require 102+ level language. **CASSH 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)

30 credits

Code	Title	Credits
Core		
PHL 100 or PHL 200	Introduction to Philosophy Introduction to the Literature of Philosophy	3
PHL 101	Introduction to Logic	3
PHL 205	History of Ancient Philosophy	3
PHL 206	History of Modern Philosophy	3
PHL 496	Integrative Seminar	3
Select one of the following:		3
PHL 120	Introduction to Ethics and Society: The Person and the Community	
PHL 201	Ethical Theory and Practice	
PHL 212	Search for Economic Justice	
PHL 303	Ethics and Meta-Ethics: Theory, Justification, and Objectivity	
PHL 313	Philosophy and Science Fiction	
PHL 336	International Multicultural Philosophy	
PHL 337	Social and Political Philosophy	
PHL 341	Environmental Ethics	
PHL 342	Philosophy of Love, Sex and Friendship	
PHL 410	Neuroethics	
PHL 420	On Humor and Happiness	
PHL 425	Wilderness Philosophy	
Electives		
Select 12 credits of electives in philosophy. Students may also apply unused courses from the above lists to fulfill the elective requirement.		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. 70)
- College core (p. 262)
- Baccalaureate degree requirements (p. 262)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/>) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH alternative (ENV 101, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a global cultures and languages course 102 level or higher.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1

Fall	Credits	Spring	Credits
CST 110 (Gen Ed Literacy-Oral)	3	Gen Ed Minority Cultures	3
Gen Ed Natural Lab Science	4	Gen Ed Global Studies	3
FYS 100 (Gen Ed First-Year Seminar)	3	ENG 110 or 112 (Gen Ed Literacy-Oral)	3
Gen Ed World History	3	Gen Ed Math	4
		PHL 100 or 200 (Gen Ed Humanistic Studies)	3
	13		16

Year 2

Fall	Credits	Spring	Credits
CASSH Core Course - Natural Lab Science	4	Gen Ed Arts	2-3
University Elective	3	CASSH Core Course	3
University Elective	3	Minor Course	3
PHL 205	3	University Elective	3
PHL 101	3	PHL 206	3
	16		15

Year 3

Fall	Credits	Spring	Credits
PHL Core Ethics Course	3	Philosophy Advanced Elective Course	3
Minor Course	3	Philosophy Advanced Elective Course	3
CASSH Core Course	3	Minor Course	3
Gen Ed Self & Society	3	Gen Ed Health & Well Being	3
CASSH Core Course	3	Gen Ed Arts	2-3
	15		15

Year 4

Fall	Credits	Spring	Credits
Philosophy Advanced Elective Course	3	PHL 496 (Spring only)	3
Philosophy Advanced Elective Course	3	CASSH Core Diversity Course	3
Minor Course	3	University Elective Course	3
Minor Course	3	Minor Course	3
University Elective	3	University Elective	3
	15		15

Total Credits: 120

At least two courses must be designed as writing emphasis.

Ethics Minor

Minor requirements

(All colleges, excluding philosophy majors)

18 credits

Code	Title	Credits
Core		
Select one course from the following:		3
PHL 120	Introduction to Ethics and Society: The Person and the Community	
PHL 201	Ethical Theory and Practice	
PHL 303	Ethics and Meta-Ethics: Theory, Justification, and Objectivity	
Applied core		
Select two to three courses from the following:		6-9
PHL 205	History of Ancient Philosophy	
PHL 212	Search for Economic Justice	
PHL 332	Philosophy of the Arts	
PHL 335	Multicultural Philosophy in the United States	
PHL 337	Social and Political Philosophy	
PHL 341	Environmental Ethics	
PHL 342	Philosophy of Love, Sex and Friendship	
PHL 349	Asian Philosophy	
PHL 355	Philosophy and Film	
PHL 410	Neuroethics	
PHL 420	On Humor and Happiness	
Electives		6-9
Select two to three courses from the following list. Students may also apply unused courses from the above lists to fulfill the elective requirement.		
ARC 300	Cultural Resources Management	
CST 333	Lying and Deception in Human Interaction	
ENG 220	Women and Popular Culture	
ENG 309	Writing in the Sciences	
ENG 318	Journalism and New Media	
ENG 335	Introduction to Professional and Technical Writing	
ENG 337	The Rhetorics of Style	
ENG 387	Literature and Environmental Action	
GER 398	German Thinkers and Popular Culture	
HIS 205	Ethics and Religion	
HIS 311	Peace and War	
HIS 361	Israeli-Palestinian Conflict	
HIS 362	Human Rights and the Middle East	
HIS/RGS 409	20th Century Civil Rights Movement	
POL 351	Classical Political Theory	
POL 353	Modern and Contemporary Political Theory	
PUB 346	Ethical Decision Making in Government	
RGS 325	Exploring White Privilege	
SOC 335	Collective Behavior	
Total Credits		18

- At least 12 credits must be at or above the 300-level.
- Open to students in all colleges and programs except the philosophy major.

- A maximum of three credits are allowed to overlap between a student's major, any additional minors, and the ethics minor.
- A maximum of six credits are allowed to overlap between the General Education Program and the ethics minor.

Philosophy Minor

(All colleges)

18 credits

Code	Title	Credits
Core		
PHL 100 or PHL 200	Introduction to Philosophy Introduction to the Literature of Philosophy	3
PHL 205	History of Ancient Philosophy	3
PHL 206	History of Modern Philosophy	3
Electives		
Select nine credits of 300/400 level electives in philosophy		9
Total Credits		18

Philosophy Honors Program

Program

1. Admission
 - a. Junior standing
 - b. 12 credits in the major
 - c. 3.25 cumulative grade point average in the major
 - d. Recommendation of two faculty members in the major
2. Program
 - a. Completion of the regular major program
 - b. PHL 496 Integrative Seminar (3 cr.)
 - c. Thesis
3. Evaluation
 - a. Cumulative grade point average of 3.60 in the major at graduation
 - b. Cumulative grade point average of 3.50 in all university courses
 - c. Presentation of the thesis to a colloquium of faculty and students in the major
 - d. Final examination

Political Science and Public Administration Department (POL/PUB)

College of Arts, Social Sciences, and Humanities

Department Chair: Adam Van Liere

423A Wimberly Hall; 608.785.6956

Email: avanliere@uwlax.edu

www.uwlax.edu/political-science-and-public-administration (<http://www.uwlax.edu/Political-Science-and-Public-Administration/>)

The Department of Political Science and Public Administration in the College of Arts, Social Sciences, and Humanities 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 program

Students interested in attending law school are encouraged to select a major that interests them, and which challenges them. Law schools make admissions decisions based on a strong record of academic success regardless of major, and law schools are 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, communication, business, 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. 70).

2023-24 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 July.

Professor

Alan Bigel

Timothy Dale

Associate Professor

Regina Goodnow

John Kovari

Assistant Professor

Jeremy Arney

Anthony Chergosky

Agatha Hultquist

Kristina LaPlant

James Szymalak

Adam Van Liere

Lecturer

Daniel Mueller

Samuel Scinta

Administrative Support

Dana Couch

Majors

- Political science major - BA (p. 265)
- Political science major - BS (p. 268)
- Public administration major - BA (p. 270)
- Public administration major - BS (p. 273)

Online major option

The option to complete the political science major **online** is available to students who have completed an associate's degree (or the general education requirements for the bachelor's degree). If interested, please meet with the department chair.

Minors

- Criminal justice minor (p. 275)
- Legal studies minor (p. 276)
- Political science minor (p. 277)
- Public administration minor (p. 277)

Honors

- Political science and/or public administration honors program (p. 277)

Political Science Major - Bachelor of Arts (BA)

Political science is the study of governments, policies, institutions, and the behavior of participants in the political world. Using humanistic and scientific approaches, as well as qualitative and quantitative methods, the field of political science examines political structures both inside and outside government with the goal of better understanding how they function and the ways in which they change the world over time. The study of political science includes four subfields of specialization: American government and politics, international relations, comparative politics, and political theory.

Major requirements

(All colleges)

30 credits, at least 15 credits of which must be at the 300/400-level.

Code	Title	Credits
Political science foundation:		
POL 101 or POL 102	American National Government State and Local Government	3
POL 234	Comparative Politics	3
POL 244	International Relations	3
POL 251	Political Theory	3
POL 261 or POL 361	Political Inquiry and Analysis ¹ Research Methods in Politics and Government	3
POL 494	Capstone Seminar in Politics and Government	3
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):		9
American government		
Comparative politics		
International relations		
Political theory		
Political science electives:		
Select an additional three credits of electives from political science (POL) or public administration (PUB) courses not used to satisfy the above requirements.		3
Total Credits		30

¹ Students who complete POL 261 to satisfy this requirement must take three credits of electives at the 300/400-level.

A maximum of three credits from each repeatable political science (POL) course may be applied to the political science major.

Double majors in political science and public administration may only count POL 261, POL 361, and POL 494 towards the completion of both majors.

American government

Code	Title	Credits
POL 301	American Presidency	3
POL 302	Legislative Process	3
POL 303	Wisconsin Government and Politics	3
POL 304	Politics and the Media	3
POL 305	Political Parties	3
POL 306	Judicial Process	3
POL 307	Political Language and Communications	3
POL 308	Interest Group Politics	3
POL 309	Identity Politics	3
POL 310	Public Opinion and Political Behavior	3
POL 319	Campaigns and Elections	3
POL 370	Constitutional Law I: Powers of Government	3
POL 371	Constitutional Law II: The First Amendment	3
POL 372	Constitutional Law III: Racial, Gender and Targeted Group Discrimination	3
POL 373	Constitutional Law IV: Rights of the Accused	3

POL 374	Constitutional Law V: Right to Life	3
POL 375	Constitutional Law VI: Criminal Procedure	3
POL 376	Constitutional Law VII: Administrative Law	3
POL 377	Constitutional Law VIII: 1787 and Original Intent	3

Comparative politics

Code	Title	Credits
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

International relations

Code	Title	Credits
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 United Nations	1-3
POL 347	Peace and Conflict	3

Political theory

Code	Title	Credits
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

Online major option

The option to complete the political science major **online** is available to students who have completed an associate's degree (or the general education requirements for the bachelor's degree). If interested, please meet with the department chair.

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. 70)
- College core (p. 266)
- Baccalaureate degree requirements (p. 267)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
JPN 202	Intermediate Japanese II	
RUS 202	Russian Language and Cultures in Action II	
SPA 202	Spanish Language and Cultures in Action II	
	or SPA 221 Introduction to Spanish for the Health Professions	

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office 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 global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

- ² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
POL 101 or 102 (Gen Ed Self & Society)	3 ENG 110 or 112 (Gen Ed Literacy - Written)	3
FYS 100 (Gen Ed First-Year Seminar)	3 Gen Ed World History	3
STAT 145 (Gen Ed Math)	4 Gen Ed Minority Cultures	3
CST 110 (Gen Ed Literacy - Oral)	3 POL 251	3
Gen Ed Arts	2-3 Gen Ed Natural Lab Science	4
	15	16

Year 2		
Fall	Credits Spring	Credits
POL 234 (Gen Ed Global Studies)	3 POL 244	3
Gen Ed Arts	2-3 POL 361 or 261 ¹	3
102+ Level Gen Ed/CASSH Core Language	4 CASSH Core Course	3
Minor Course	3 Gen Ed Health & Well-Being	3
	University Elective	3
13		15
Year 3		
Fall	Credits Spring	Credits
POL 300/400 Areas of Inquiry	3 POL 300/400 Areas of Inquiry	3
Minor Course	3 University Elective	3
Gen Ed Humanistic Studies	3 Minor Course	3
CASSH Core Diversity Course	4 Minor Course	3
University Elective	3 CASSH Core Course	3
16		15
Year 4		
Fall	Credits Spring	Credits
POL 300/400 Level Elective	3 POL 494	3
POL 300/400 Areas of Inquiry	3 Minor Course	3
Minor Course	3 CASSH Core Course	3
University Elective	3 University Elective	3
University Elective	3 University Elective	3
15		15
Total Credits: 120		

¹ Political science majors have the option of taking POL 261 or POL 361; however, students considering graduate school are encouraged to take both.

² CASSH Core Humanities and Fine Arts Tracks require 102+ level language. CASSH Core Language Track requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

Political Science Major - Bachelor of Science (BS)

Political science is the study of governments, policies, institutions, and the behavior of participants in the political world. Using humanistic and scientific approaches, as well as qualitative and quantitative methods, the field of political science examines political structures both inside and outside government with the goal of better understanding how they function and the ways in which they change the world over time. The study of political science includes four subfields of specialization: American government and politics, international relations, comparative politics, and political theory.

Major requirements

(All colleges)

30 credits, at least 15 credits of which must be at the 300/400-level.

Code	Title	Credits
Political science foundation:		
POL 101 or POL 102	American National Government State and Local Government	3
POL 234	Comparative Politics	3

POL 244	International Relations	3
POL 251	Political Theory	3
POL 261 or POL 361	Political Inquiry and Analysis ¹ Research Methods in Politics and Government	3
POL 494	Capstone Seminar in Politics and Government	3

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 three credits of electives from political science (POL) or public administration (PUB) courses not used to satisfy the above requirements.

Total Credits	30
---------------	----

¹ Students who complete POL 261 to satisfy this requirement must take three credits of electives at the 300/400-level.

A maximum of three credits from each repeatable political science (POL) course may be applied to the political science major.

Double majors in political science and public administration may only count POL 261, POL 361, and POL 494 towards the completion of both majors.

American government

Code	Title	Credits
POL 301	American Presidency	3
POL 302	Legislative Process	3
POL 303	Wisconsin Government and Politics	3
POL 304	Politics and the Media	3
POL 305	Political Parties	3
POL 306	Judicial Process	3
POL 307	Political Language and Communications	3
POL 308	Interest Group Politics	3
POL 309	Identity Politics	3
POL 310	Public Opinion and Political Behavior	3
POL 319	Campaigns and Elections	3
POL 370	Constitutional Law I: Powers of Government	3
POL 371	Constitutional Law II: The First Amendment	3
POL 372	Constitutional Law III: Racial, Gender and Targeted Group Discrimination	3
POL 373	Constitutional Law IV: Rights of the Accused	3
POL 374	Constitutional Law V: Right to Life	3
POL 375	Constitutional Law VI: Criminal Procedure	3
POL 376	Constitutional Law VII: Administrative Law	3
POL 377	Constitutional Law VIII: 1787 and Original Intent	3

Comparative politics

Code	Title	Credits
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

International relations

Code	Title	Credits
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 United Nations	1-3
POL 347	Peace and Conflict	3

Political theory

Code	Title	Credits
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

Online major option

The option to complete the political science major **online** is available to students who have completed an associate's degree (or the general education requirements for the bachelor's degree). If interested, please meet with the department chair.

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. 70)
- College core (p. 269)
- Baccalaureate degree requirements (p. 269)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/>) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH alternative (ENV 101, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a global cultures and languages course 102 level or higher.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
POL 101 or 102 (Gen Ed Self & Society)	3 POL 251	3
FYS 100 (Gen Ed First-Year Seminar)	3 Gen Ed Minority Cultures	3

Gen Ed Arts	2-3 ENG 110 or 112 (Gen Ed Literacy - Written)	3
STAT 145 (Gen Ed Math)	4 Gen Ed Natural Lab Science	4
CST 110 (Gen Ed Literacy - Oral)	3 Gen Ed World History	3
15		16

Year 2		
Fall	Credits Spring	Credits
POL 234 (Gen Ed Global Studies)	3 POL 244	3
CASSH Core Course	3 POL 361 or 261 ¹	3
Gen Ed Lang/Logical Systems	3-4 Minor Course	3
Gen Ed Arts	2-3 Gen Ed Health & Well-Being	3
	University Elective	3
13		15

Year 3		
Fall	Credits Spring	Credits
Gen Ed Humanistic Studies	3 Minor Course	3
Minor Course	3 University Elective	3
CASSH Core Course (Natural Lab Science)	4 Minor Course	3
POL 300/400 Areas of Inquiry	3 CASSH Core Diversity Course	3
University Elective	3 POL 300/400 Areas of Inquiry	3
16		15

Year 4		
Fall	Credits Spring	Credits
Minor Course	3 POL 494	3
POL 300/400 Elective	3 CASSH Core Course	3
University Elective	3 Minor Course	3
POL 300/400 Areas of Inquiry	3 University Elective	3
CASSH Core Course	3 University Elective	3
15		15

Total Credits: 120

¹ Political science majors have the option of taking POL 261 or POL 361; however, students considering graduate school are encouraged to take both.

Public Administration Major - Bachelor of Arts (BA)

Public administration helps prepare students for careers in nonprofit and governmental agencies by studying how these entities operate on a day-to-day basis. A course of study in public administration encompasses what government does and how it does it. Careers in public administration focus on the development and implementation of policies at the governmental and non-profit areas. The study of public administration includes a variety of specialized subfields, including: public policy; public budgeting & finance; personnel management & ethics; nonprofit administration; urban planning; and program assessment & evaluation.

Major requirements

(All colleges)

33 credits

Code	Title	Credits
Public administration core:		
POL 101	American National Government	3

or POL 102	State and Local Government	
PUB 210	Contemporary Issues in Government	3
PUB 320	Public Budgeting and Finance	3
PUB 330	Public Policy	3
PUB 340	Public Personnel Law and Administration	3
POL 261	Political Inquiry and Analysis	3
or POL 361	Research Methods in Politics and Government	
POL 494	Capstone Seminar in Politics and Government	3

Public administration electives:

Select nine credits from the following:		9
PUB 332	Urban Policy	
PUB 334	Health Policy	
PUB 338	Environmental Policy	
PUB 342	Urban Administration	
PUB 346	Ethical Decision Making in Government	
PUB 399	Special Topics in Public Administration	
PUB 440	Recent Court Decisions Impacting Public Law and Administration	
PUB 450	Internship in Public Administration	
PUB 451	Civic Engagement and the Wisconsin Idea	
PUB 453	Nonprofit Organizations	
POL 250	Leadership and Engagement	
POL 340	American Foreign Policy	
POL 376	Constitutional Law VII: Administrative Law	

Other electives:

Select an additional three credits of electives from any course listed above not used to satisfy the above requirements, or from the list of other courses (see list below).

Total Credits 33

Double majors in political science and public administration may only count POL 261, POL 361, and POL 494 toward the completion of both majors.

Other elective courses

Code	Title	Credits
ECO 110	Microeconomics and Public Policy	3
ECO 310	Managerial Economics	3
ECO 319	Public Sector Economics	3
ECO 321	Modern Political Economy	3
ECO 350	Health Economics	3
ECO 400	Monetary Theory and Policy	3
ENG 307	Writing for Management, Public Relations and the Professions	3
ENG 314	Grant Writing	3
GEO 307	Power, Space, and Global Change	3
GEO 309	Cities: Past, Present, and Future	3
HIS 320	Introduction to Public and Policy History	3
HIS 322	Public Education in Wisconsin and America	3
MGT 308	Organizational Behavior	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 Research in Politics and Government	3

PSY 241	Social Psychology	3
PSY 343	Group Dynamics	3
PSY 376	Industrial/Organizational Psychology	3
RGS 374	Poverty as Public Policy	3
SOC 311	Rural and Urban Communities	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. 70)
- College core (p. 271)
- Baccalaureate degree requirements (p. 272)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	

CHI 202	Chinese Language and Culture in Action II
FRE 202	French Language and Cultures in Action II
GCL 202	Intermediate Languages II
GER 202	German Language and Cultures in Action II
HMG 204	Hmong Heritage Language: Intermediate
HMG 304	Hmong Heritage Language: Advanced
JPN 202	Intermediate Japanese II
RUS 202	Russian Language and Cultures in Action II
SPA 202	Spanish Language and Cultures in Action II
or SPA 221 Introduction to Spanish for the Health Professions	

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office for eligibility and regulations.

- Two additional courses outside of the student's major in two of the following: humanities, social sciences or fine arts.

B. Humanities track

- One global language course 102 or higher; and
- Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
- One additional course in social sciences or fine arts.

C. Fine arts track

- One global language course 102 or higher; and
- Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
- One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete a second major, minor, or program option by satisfying one of the following:

- Complete a minor (or second major) outside of the student's major program, consisting of at least 18 credits; or
- 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
- 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:

- Fulfill the general education requirements.
- Complete at least one ethnic studies (diversity) course.
- Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
- Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
- At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
- Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
- A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
- 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
POL 101 or 102 (Gen Ed Self & Society)	3 PUB 210	3
Gen Ed World History	3 FYS 100 (Gen Ed First-Year Seminar)	3
CST 110 (Gen Ed Literacy - Oral)	3 ENG 110 or 112 (Gen Ed Literacy - Written)	3
Gen Ed Math (STAT 145 recommended)	4 Gen Ed Natural Lab Science	4
Gen Ed Arts	2-3	
	16	13
Year 2		
Fall	Credits Spring	Credits
POL 261 or 361 ¹	3 PUB 330	3
Gen Ed Arts	2-3 Gen Ed Humanistic Studies	3
102+ Level Gen Ed/CASSH Core Language ²	4 Gen Ed Minority Cultures	3
Gen Ed Global Studies	3 Minor Course	3
Gen Ed Health & Well-Being	3 CASSH Core Course	3
	16	15
Year 3		
Fall	Credits Spring	Credits
PUB 320	3 PUB Elective (300/400 level)	3
PUB 340	3 PUB Elective (300/400 level)	3
Minor Course	3 Minor Course	3
Minor Course	3 CASSH Core Course	3
CASSH Core Course	3 University Elective	3
	15	15
Year 4		
Fall	Credits Spring	Credits
PUB Elective (PUB 450 recommended)	3 POL 494	3
PUB Elective	3 PUB Elective	3
CASSH Core Diversity Course	3 Minor Course	3
Minor Course	3 University Elective	3
University Elective	3 University Elective	3
	15	15
Total Credits: 120		

¹ Public administration majors have the option of taking POL 261 or POL 361; however, students considering graduate school are encouraged to take both.

² **CASSH Core Humanities and Fine Arts Tracks** require 102+ level language. **CASSH Core Language Track** requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

Public Administration Major - Bachelor of Science (BS)

Public administration helps prepare students for careers in nonprofit and governmental agencies by studying how these entities operate on a day-to-day basis. A course of study in public administration encompasses what government does, and how it does it. Careers in public administration focus on the development and implementation of policies at the governmental and non-profit areas. The study of public administration includes a variety of specialized subfields, including: public policy; public budgeting & finance; personnel management & ethics; nonprofit administration; urban planning; and program assessment & evaluation.

Major requirements

(All colleges)

33 credits

Code	Title	Credits
Public administration core:		
POL 101 or POL 102	American National Government State and Local Government	3
PUB 210	Contemporary Issues in Government	3
PUB 320	Public Budgeting and Finance	3
PUB 330	Public Policy	3
PUB 340	Public Personnel Law and Administration	3
POL 261 or POL 361	Political Inquiry and Analysis Research Methods in Politics and Government	3
POL 494	Capstone Seminar in Politics and Government	3
Public administration electives:		
Select nine credits from the following:		9
PUB 332	Urban Policy	
PUB 334	Health Policy	
PUB 338	Environmental Policy	
PUB 342	Urban Administration	
PUB 346	Ethical Decision Making in Government	
PUB 399	Special Topics in Public Administration	
PUB 440	Recent Court Decisions Impacting Public Law and Administration	
PUB 450	Internship in Public Administration	
PUB 451	Civic Engagement and the Wisconsin Idea	
PUB 453	Nonprofit Organizations	
POL 250	Leadership and Engagement	
POL 340	American Foreign Policy	
POL 376	Constitutional Law VII: Administrative Law	

Other electives:

Select an additional three credits of electives from any course listed above not used to satisfy the above requirements, or from the list of other courses (see list below). 3

Total Credits 33

Double majors in political science and public administration may only count POL 261, POL 361, and POL 494 toward the completion of both majors.

Other elective courses

Code	Title	Credits
ECO 110	Microeconomics and Public Policy	3
ECO 310	Managerial Economics	3
ECO 319	Public Sector Economics	3
ECO 321	Modern Political Economy	3
ECO 350	Health Economics	3
ECO 400	Monetary Theory and Policy	3
ENG 307	Writing for Management, Public Relations and the Professions	3
ENG 314	Grant Writing	3
GEO 307	Power, Space, and Global Change	3
GEO 309	Cities: Past, Present, and Future	3
HIS 320	Introduction to Public and Policy History	3
HIS 322	Public Education in Wisconsin and America	3
MGT 308	Organizational Behavior	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 Research in Politics and Government	3
PSY 241	Social Psychology	3
PSY 343	Group Dynamics	3
PSY 376	Industrial/Organizational Psychology	3
RGS 374	Poverty as Public Policy	3
SOC 311	Rural and Urban Communities	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. 70)
- College core (p. 274)
- Baccalaureate degree requirements (p. 274)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/>) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH alternative (ENV 101, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a global cultures and languages course 102 level or higher.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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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At least 40 credits of the 120 credits required must be earned at the 300/400-level.

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
POL 101 or 102 (Gen Ed Self & Society)	3 PUB 210	3
Gen Ed World History	3 FYS 100 (Gen Ed First-Year Seminar)	3

CST 110 (Gen Ed Literacy - Oral)	3 ENG 110 or 112 (Gen Ed Literacy - Written)	3
Gen Ed Math (STAT 145 recommended)	4 Gen Ed Natural Lab Science	4
Gen Ed Arts	2-3	
	16	13

Year 2

Fall	Credits Spring	Credits
POL 261 or 361 ¹	3 PUB 330	3
CASSH Core Course - Natural Lab Science	4 Gen Ed Humanistic Studies	3
Gen Ed Arts	2-3 Gen Ed Minority Cultures	3
Gen Ed Global Studies (ECO 120 recommended)	3 Minor Course	3
Gen Ed Health & Well Being	3 CASSH Core Course	3
	16	15

Year 3

Fall	Credits Spring	Credits
PUB 320	3 PUB Elective (300/400 level)	3
PUB 340	3 PUB Elective (300/400 level)	3
Minor Course	3 Minor Course	3
CASSH Core Course	3 University Elective	3
Gen Ed Math/Language/Logical Systems	3-4 Minor Course	3
	15	15

Year 4

Fall	Credits Spring	Credits
PUB Elective (PUB 450 recommended)	3 POL 494	3
PUB Elective	3 PUB Elective	3
CASSH Core Diversity Course	3 Minor Course	3
Minor Course	3 CASSH Core Course	3
University Elective	3 University Elective	3
	15	15

Total Credits: 120

¹ Public administration majors have the option of taking POL 261 or POL 361; however, students considering graduate school are encouraged to take both.

Criminal Justice Minor

(All colleges)

21 credits

Code	Title	Credits
Core		
SOC 324	Criminal Justice	3
Group 1: Sociology electives		
Select six credits of the following:		6
SOC 313	Law and Society	
SOC 318	Surveillance and Society	
SOC 321	Delinquency	
SOC 322	Criminology	
SOC 323	Corrections and Penology	
SOC 325	Sociology of Mental Illness	
SOC 326	Sociopharmacology	
SOC 327	Victimology	

SOC 330	Social Psychology
SOC 331	Restorative Justice
SOC 333	Human Rights Policing
SOC 345	Race, Gender, and Crime
SOC 429	Sociology of Deviance

Group 2: Political science/public administration electives

Select six credits of the following: 6

POL 102	State and Local Government
POL 221	The American Legal System
POL 222	Law, Governance and Politics
POL 306	Judicial Process
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	Contemporary Issues in Government
PUB 330	Public Policy

Group 3: Interdisciplinary electives

Select three credits of the following: 3

GEO 405	Geographic Information System and Science II
HED 425	Violence and Injury Prevention
HIS 303	Money and Crime
HIS 357	Crime and Punishment in America
PHL 201	Ethical Theory and Practice
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
RGS 320	Violence and Gender
RGS 321	Sexual and Racial Violence in the United States
RGS 322	Identity-Based Violence Prevention

Group 4: Additional electives

Select three additional credits from an elective listed above or from the following: 3

POL 451	Internship in Criminal Justice
SOC 451	Internship in Criminal Justice

Total Credits 21

A maximum of three credits may be counted toward the fulfillment of the criminal justice minor and the sociology major.

Legal Studies Minor

(All colleges)

18 credits

Code	Title	Credits
Foundations		
POL 221	The American Legal System	3
Advocacy		
Select six credits from the following:		6
CST 310	Debate	
CST 410	Argumentation	

CST 412	Community Advocacy and Social Change
ENG 307	Writing for Management, Public Relations and the Professions
ENG 313	Writing, Genre, and Style
ENG 333	Introduction to Writing and Rhetoric Studies
ENG 335	Introduction to Professional and Technical Writing
ENG 342	The Essay
PHL 101	Introduction to Logic
PHL 302	Symbolic Logic
PUB 440	Recent Court Decisions Impacting Public Law and Administration ¹

Theory

Select three credits from the following: 3

PHL 303	Ethics and Meta-Ethics: Theory, Justification, and Objectivity
PHL 337	Social and Political Philosophy
POL 306	Judicial Process
POL 350	American Political Theory
POL 351	Classical Political Theory
POL 353	Modern and Contemporary Political Theory
PUB 346	Ethical Decision Making in Government

Areas of law

Select six credits from the following: 6

ENV 304	Topics in Environmental Justice
HIS 303	Money and Crime
HIS 308	U.S. Reform Movements
HIS 321	Wisconsin History
HIS 322	Public Education in Wisconsin and America
HIS 357	Crime and Punishment in America
HIS 362	Human Rights and the Middle East
HIS 407	Government and Society
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
PSY 377	Psychology and Law
PUB 340	Public Personnel Law and Administration
PUB 440	Recent Court Decisions Impacting Public Law and Administration ¹
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
SOC 327	Victimology
SOC 331	Restorative Justice
SOC 333	Human Rights Policing

SOC 345	Race, Gender, and Crime
Total Credits	18

¹ Repeatable up to six credits and can be split between "Advocacy" and "Areas of law."

- At least 12 credits must be at or above the 300-level.
- Credits may not be counted toward the fulfillment of a political science or public administration major or minor.
- A maximum of three credits may be double counted between the General Education Program and the minor.

Political Science Minor

(All colleges)

18 credits

Code	Title	Credits
Select 18 credits of political science (POL) courses, at least nine credits of which must be at the 300/400 level.		18
Total Credits		18

A maximum of three credits from each repeatable political science (POL) course may be applied to the political science minor.

Credits may not be counted toward the fulfillment of a public administration major. A maximum of six credits may be double counted between the General Education Program and the minor.

Public Administration Minor

(All colleges)

18 credits

Code	Title	Credits
Core		
POL 101 or POL 102	American National Government State and Local Government	3
PUB 210	Contemporary Issues in Government	3
PUB 320	Public Budgeting and Finance	3
PUB 330	Public Policy	3
PUB 340	Public Personnel Law and Administration	3
Electives		
Select three credits of electives in public administration (PUB) or ECO 110.		3
Total Credits		18

Credits may not be counted toward the fulfillment of a political science major or minor. A maximum of six credits may be double counted between the General Education Program and the minor.

Political Science and/or Public Administration Honors Program

The department honors program seeks to provide an opportunity for in-depth research, reading, and writing for majors. The program emphasizes highly personalized student-professor contact and discussion.

Program

I. Admission

A. Junior standing

B. Twelve (12) credits in the major

C. A 3.50 grade point average in the major

D. A 3.25 grade point average overall

E. Submission of a Political Science and Public Administration Honors Application

II. Program

A. Completion of the political science and/or public administration major

B. POL 498 Honors Research in Politics and Government (3 cr.) with a grade of AB or higher

III. Evaluation

A. A 3.50 grade point average in the major at graduation

B. Presentation of honors thesis to a colloquium of faculty and students in the Department of Political Science and Public Administration

C. Presentation of honors thesis in a formal setting (e.g., UWL Undergraduate Research Day, National Conference for Undergraduate Research) outside the Department of Political Science and Public Administration

Psychology Department (PSY)

College of Arts, Social Sciences, and Humanities

Department Chair: Jocelyn Newton, Ph.D.

335A Graff Main Hall; 608.785.6889

Email: jnewton@uwla.edu

Associate Chair: Bianca Basten, Ph.D.

349B Graff Main Hall; 608.785.8440

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www.uwla.edu/psychology/ (<http://www.uwla.edu/psychology/>)

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 700 students pursuing a psychology major and over 400 students pursuing a psychology minor. We are also the administrative home to the at-risk child & youth care (CYC) minor, neuroscience interdisciplinary minor, and gerontology certificate. 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 state, regional, and national conferences. Overall, psychology is a solid liberal arts major that allows students a variety of career opportunities.

Psychology admission to program policy

The psychology major requires that first-year and second-year students declaring the major meet with a member of the Academic Advising Center & Career Services. Transfer students from other institutions or UWL students who change majors after their second year will be assigned a faculty advisor in the department as the first advising contact.

To ensure both existing and prospective students' timely completion of the psychology major requirements, students will be unable to declare a psychology major if they exceed 85 total units of completed and in-progress credits, represented at the top of the student's Advisement Report as "taken" units.

Exemptions to this policy **may** be given under rare circumstances. Students may request an exemption to this policy by submitting an exemption request through the form linked on the Psychology Department website. Exemption requests will be reviewed by the department twice annually (i.e., mid-fall and mid-spring). Students will be notified of a decision prior to the deadline for program change requests.

To continue in the psychology major, students will need to:

1. Earn a grade of "C" or better in PSY 100 or its equivalent
2. Earn a grade of "C" or better in STAT 145
3. Complete ENG 110 or ENG 112 and CST 110
4. Earn a minimum of a 2.25 GPA across the above four courses
5. Complete a minimum of 30 credits

Students must meet those prerequisites before they can enroll in the required PSY 331 Research Methods: Lecture and Laboratory course. Students transferring to UWL with a college parallel Associate's degree can transfer PSY 100 and STAT 145 with grades of "C" or better (or by taking those courses at UWL and earning "C" or better). The other components will be waived: ENG 110 and CST 110; GPA of 2.25 for PSY 100, STAT 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. 70).

2023-24 Faculty/Staff

The following is the department's full-time 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 July.

Professor

Tracie Blumentritt (<http://www.uwlax.edu/profile/tblumentritt/>)

Eric Hiris (<https://www.uwlax.edu/profile/ehiris/>)

Ryan McKelley (<http://www.uwlax.edu/profile/rmckelley/>)

Jocelyn Newton (<https://www.uwlax.edu/profile/jnewton/>)

Alessandro Quartiroli (<http://www.uwlax.edu/profile/aquartiroli/>)

Associate Professor

Melanie Cary (<http://www.uwlax.edu/profile/mcary/>)

Grace Deason (<http://www.uwlax.edu/profile/gdeason/>)

Robert Dixon (<http://www.uwlax.edu/profile/rdixon/>)

Dan Hyson (<http://www.uwlax.edu/profile/dhyson/>)

Katherine (Katy) Kortenkamp (<http://www.uwlax.edu/profile/kkortenkamp/>)

Tesia Marshik (<https://www.uwlax.edu/profile/tmarshik/>)

Alexander O'Brien (<https://www.uwlax.edu/profile/aobrien/>)

Ellen Rozek (<http://www.uwlax.edu/profile/erozek/>)

Erica Srinivasan (<http://www.uwlax.edu/profile/esrinivasan/>)

Casey Tobin (<http://www.uwlax.edu/profile/ctobin/>)

Kevin Zabel (<http://www.uwlax.edu/profile/kzabel/>)

Assistant Professor

Bianca Basten (<http://www.uwlax.edu/profile/bbasten/>)

Berna Gercek-Swing (<http://www.uwlax.edu/profile/bgercekswing/>)

Ruth Schumacher-Martinez (<https://www.uwlax.edu/profile/rschumacher-martinez/>)

Jason Sumontha (<https://www.uwlax.edu/profile/jsumontha/>)

Tanvi Thakkar (<https://www.uwlax.edu/profile/tthakkar/>)

Suthakaran (Sutha) Veerasamy (<http://www.uwlax.edu/profile/sveerasamy/>)

Teaching Professor

Lisa Caya (<http://www.uwlax.edu/profile/lcaya/>)

Assistant Teaching Professor

James Puckett (<https://www.uwlax.edu/profile/jpuckett/>)

Jessica Schweigert (<https://www.uwlax.edu/profile/jschweigert/>)

Lecturer

Ericka Check (<https://www.uwlax.edu/profile/echeck/>)

Jeff Reiland (<https://www.uwlax.edu/profile/jreiland/>)

Administrative Support

Jane Fredrick (<http://www.uwlax.edu/profile/jfredrick/>)

Taylor Wirkus (<https://www.uwlax.edu/profile/twirkus2/>)

Majors

- Psychology major - BA (p. 279)
- Psychology major - BS (p. 282)

Minors

- Psychology minor (p. 285)
- Neuroscience interdisciplinary minor (p. 285)
- At-risk child & youth care minor (p. 118)

Honors

- Psychology honors program (p. 285)

Psychology Major - Bachelor of Arts (BA)

Major requirements

Admission requirements (p. 278)

(All colleges)

42 credits

PSY 331 recommendation

The department strongly recommends that all psychology students take the required course of PSY 331 Research Methods: Lecture and Laboratory (4 cr.) 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 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.

Enrollment in PSY 331 requires the following prerequisites: "C" or better in PSY 100 & STAT 145; 2.25 GPA in PSY 100, STAT 145, CST 110, & ENG 110/ENG 112, plus 30 credits. Students will not be able to progress in the major without this course.

Curriculum

Select required number of credits from the following five categories. Additional credits completed within a category, after the required credits are met, may be used as elective credits in category V. STAT 145 is required as part of the 42 credits.

Code	Title	Credits
I. Core courses		11
PSY 100	General Psychology ¹	
PSY 331	Research Methods: Lecture and Laboratory	
STAT 145	Elementary Statistics ¹	

II. Foundation courses 9

Select three of the following:

PSY 204	Abnormal Psychology
PSY 212	Lifespan Development
PSY 230	Cognitive and Biological Foundations of Psychology
PSY 241	Social Psychology

III. Sociocultural awareness 3

Select one of the following (more than one strongly recommended):

PSY 282	Cross-Cultural Psychology
PSY 283	Psychology of Culture and Race
PSY 285	Culture and Mental Health
PSY 318	Psychology of Women
PSY 319	Men and Masculinities
PSY 325	LGBTQ+ Youth Psychology
PSY 415	Multicultural Counseling
PSY 442	Racism and Oppression
PSY 443	Prejudice and Stigma

IV. Capstone/Experiential 4

Select four credits from any combination of the following:

PSY 308	Research Apprenticeship
PSY 405	Teaching Apprenticeship in Psychology
PSY 450	Internship in Psychology ²
PSY 461	History and Systems of Psychology
PSY 481	Individual Projects in Psychology
PSY 482	Honors Projects in Psychology ³
PSY 485	Appraising Psychology Seminar
PSY 488	Research Capstone: Revise and Resubmit
PSY 489	Honors Seminar ³
PSY 495	Senior Seminar in Psychology

V. Electives 15

Select 15 credits from the following or from any remaining PSY credits listed above (at least 12 credits must be at the 300/400 level): ^{4, 5}

PSY 200	Orientation to the Psychology Major
PSY 205	Effective Behavior
PSY 291	Contemporary Topics in Psychology: Beginner
PSY/PHL 301	Theory of Knowledge
PSY 302	Environmental Issues: Applied Psychology
PSY 305	Human Sexuality
PSY 307	Intimate Relationships
PSY 315	Behavior Modification
PSY 316	Child Abuse and Neglect
PSY 320	Human Motivation
PSY/PHL 333	Philosophy of Mind
PSY 334	Health Psychology
PSY 343	Group Dynamics
PSY 347	Empathic Listening Skills
PSY 350	The Practice of Art Therapy
PSY 356	Infancy and Childhood
PSY 357	Adolescence
PSY 358	Adulthood
PSY 359	Aging and the Elderly
PSY 360	Cross Cultural Human Development
PSY 370	Educational Psychology

PSY 376	Industrial/Organizational Psychology
PSY 377	Psychology and Law
PSY 391	Contemporary Topics in Psychology: Intermediate
PSY 403	Advanced Psychopathology
PSY 404	Counseling and Personality Theories
PSY 406	Positive Psychology
PSY 407	Children's Cognition
PSY 410	Advanced Developmental Psychology
PSY 417	Child and Adolescent Psychopathology
PSY 420	Advanced Research Methods
PSY 422	Death, Dying, and Bereavement
PSY 425	Understanding the Mental Health Counseling Profession
PSY 426	Addictive Behaviors
PSY 430	Cognitive Neuroscience
PSY 431	Consciousness
PSY 432	Learning and Memory
PSY 434	Clinical Neuropsychology
PSY 435	Cognitive Processes
PSY 436	Psychology of Language
PSY 439	Sensation and Perception
PSY 440	Psychopharmacology
PSY 441	Advanced Social Psychology
PSY 451	Psychological Measurement
PSY 459	Genes and Behavior
PSY 491	Contemporary Topics in Psychology: Advanced
RTH 420	Nature and Forest Therapy

Total Credits **42**

- ¹ Psychology majors may double count only PSY 100 and STAT 145 as both general education and major credits.
- ² PSY 450 requires arrangements with the Career Services Office and the psychology internship coordinator that must be initiated prior to the start of the semester.
- ³ PSY 482 and PSY 489 require admission to the Psychology Honors Program.
- ⁴ If not used to satisfy minimum requirements in category I - IV.
- ⁵ Psychology majors should consult with their advisor on which courses might be recommended based on their post-graduation plans.

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. 70)
- College core (p. 280)
- Baccalaureate degree requirements (p. 281)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
JPN 202	Intermediate Japanese II	
RUS 202	Russian Language and Cultures in Action II	
SPA 202	Spanish Language and Cultures in Action II	
or SPA 221 Introduction to Spanish for the Health Professions		

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their

equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office for eligibility and regulations.

- Two additional courses outside of the student's major in two of the following: humanities, social sciences or fine arts.

B. Humanities track

- One global language course 102 or higher; and
- Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
- One additional course in social sciences or fine arts.

C. Fine arts track

- One global language course 102 or higher; and
- Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
- One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete a second major, minor, or program option by satisfying one of the following:

- Complete a minor (or second major) outside of the student's major program, consisting of at least 18 credits; or
- 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
- 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:

- Fulfill the general education requirements.
- Complete at least one ethnic studies (diversity) course.
- Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
- Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
- At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
- Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
- A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
- 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.
- The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
ENG 110 or 112 (Gen Ed Literacy-Written)	3 PSY 100 (Gen Ed Self & Society (PSY Cat I)) ²	3
102+ Level Gen Ed/CASSH Core Language ¹	3-4 CST 110 (Gen Ed Literacy-Oral)	3
Gen Ed Minority Cultures	3 FYS 100 (Gen Ed First-Year Seminar)	3

Gen Ed Arts	2 STAT 145 (Gen Ed Math (PSY CAT I)) ²	4
Gen Ed World History	3 Gen Ed Arts	2
15		15
Year 2		
Fall	Credits Spring	Credits
Minor Course	3 Minor Course	3
PSY Cat II: Foundation Course	3 PSY Cat II: Foundation Course	3
Gen Ed Natural Lab Science	4 CASSH Core Course	3
PSY Cat II: Foundation Course	3 CASSH Core Course	3
University Elective	3 PSY Cat III: Sociocultural Awareness	3
16		15
Year 3		
Fall	Credits Spring	Credits
Minor Course	3 PSY Cat IV: Experiential/Capstone	1-3
PSY Cat V: Electives (300/400-level)	3 Minor Course	3
University Elective	3 CASSH Core Diversity Course	3
PSY 331 (PSY Cat I) ³	4 PSY Cat V: Electives (300/400-level)	3
Gen Ed Humanistic Studies	3 Gen Ed Health & Well-Being	3
16		14
Year 4		
Fall	Credits Spring	Credits
Minor Course	3 CASSH Core Course	3
University Elective	3 PSY Cat V: Electives (300/400-level)	3
Gen Ed Global Studies	3 PSY Cat V: Electives	3
PSY Cat V: Electives (300/400-level)	3 Minor Course	3
PSY Cat IV: Experiential/Capstone	1-3 University Elective	3
14		15
Total Credits: 120		

¹ **CASSH Core Humanities and Fine Arts Tracks** require 102+ level language. **CASSH Core Language Track** requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

² Psychology majors may double count only PSY 100 and STAT 145 in both General Education and the major.

³ Enrollment in PSY 331 requires the following prerequisites: "C" or better in PSY 100 & STAT 145; 2.25 GPA in PSY 100, STAT 145, CST 110, & ENG 110/ENG 112, plus 30 credits. Students will not be able to progress in the major without this course.

Psychology Major - Bachelor of Science (BS)

Major requirements

Admission requirements (p. 278)

(All colleges)

42 credits

PSY 331 recommendation

The department strongly recommends that all psychology students take the required course of PSY 331 Research Methods: Lecture and Laboratory (4 cr.) 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 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.

Enrollment in PSY 331 requires the following prerequisites: "C" or better in PSY 100 & STAT 145; 2.25 GPA in PSY 100, STAT 145, CST 110, & ENG 110/ENG 112, plus 30 credits. Students will not be able to progress in the major without this course.

Curriculum

Select required number of credits from the following five categories. Additional credits completed within a category, after the required credits are met, may be used as elective credits in category V. STAT 145 is required as part of the 42 credits.

Code	Title	Credits
I. Core courses		11
PSY 100	General Psychology ¹	
PSY 331	Research Methods: Lecture and Laboratory	
STAT 145	Elementary Statistics ¹	
II. Foundation courses		9
Select three of the following:		
PSY 204	Abnormal Psychology	
PSY 212	Lifespan Development	
PSY 230	Cognitive and Biological Foundations of Psychology	
PSY 241	Social Psychology	
III. Sociocultural awareness		3
Select one of the following (more than one strongly recommended):		
PSY 282	Cross-Cultural Psychology	
PSY 283	Psychology of Culture and Race	
PSY 285	Culture and Mental Health	
PSY 318	Psychology of Women	
PSY 319	Men and Masculinities	
PSY 325	LGBTQ+ Youth Psychology	
PSY 415	Multicultural Counseling	
PSY 442	Racism and Oppression	
PSY 443	Prejudice and Stigma	
IV. Capstone/Experiential		4
Select four credits from any combination of the following:		
PSY 308	Research Apprenticeship	
PSY 405	Teaching Apprenticeship in Psychology	
PSY 450	Internship in Psychology ²	
PSY 461	History and Systems of Psychology	
PSY 481	Individual Projects in Psychology	
PSY 482	Honors Projects in Psychology ³	
PSY 485	Appraising Psychology Seminar	
PSY 488	Research Capstone: Revise and Resubmit	

PSY 489	Honors Seminar ³
PSY 495	Senior Seminar in Psychology

V. Electives **15**

Select 15 credits from the following or from any remaining PSY credits listed above (at least 12 credits must be at the 300/400 level): ^{4, 5}

PSY 200	Orientation to the Psychology Major
PSY 205	Effective Behavior
PSY 291	Contemporary Topics in Psychology: Beginner
PSY/PHL 301	Theory of Knowledge
PSY 302	Environmental Issues: Applied Psychology
PSY 305	Human Sexuality
PSY 307	Intimate Relationships
PSY 315	Behavior Modification
PSY 316	Child Abuse and Neglect
PSY 320	Human Motivation
PSY/PHL 333	Philosophy of Mind
PSY 334	Health Psychology
PSY 343	Group Dynamics
PSY 347	Empathic Listening Skills
PSY 350	The Practice of Art Therapy
PSY 356	Infancy and Childhood
PSY 357	Adolescence
PSY 358	Adulthood
PSY 359	Aging and the Elderly
PSY 360	Cross Cultural Human Development
PSY 370	Educational Psychology
PSY 376	Industrial/Organizational Psychology
PSY 377	Psychology and Law
PSY 391	Contemporary Topics in Psychology: Intermediate
PSY 403	Advanced Psychopathology
PSY 404	Counseling and Personality Theories
PSY 406	Positive Psychology
PSY 407	Children's Cognition
PSY 410	Advanced Developmental Psychology
PSY 417	Child and Adolescent Psychopathology
PSY 420	Advanced Research Methods
PSY 422	Death, Dying, and Bereavement
PSY 425	Understanding the Mental Health Counseling Profession
PSY 426	Addictive Behaviors
PSY 430	Cognitive Neuroscience
PSY 431	Consciousness
PSY 432	Learning and Memory
PSY 434	Clinical Neuropsychology
PSY 435	Cognitive Processes
PSY 436	Psychology of Language
PSY 439	Sensation and Perception
PSY 440	Psychopharmacology
PSY 441	Advanced Social Psychology
PSY 451	Psychological Measurement
PSY 459	Genes and Behavior
PSY 491	Contemporary Topics in Psychology: Advanced

RTH 420	Nature and Forest Therapy
Total Credits	42

- ¹ Psychology majors may double count only PSY 100 and STAT 145 as both general education and major credits.
- ² PSY 450 requires arrangements with the Career Services Office and the psychology internship coordinator that must be initiated prior to the start of the semester.
- ³ PSY 482 and PSY 489 require admission to the Psychology Honors Program.
- ⁴ If not used to satisfy minimum requirements in category I - IV.
- ⁵ Psychology majors should consult with their advisor on which courses might be recommended based on their post-graduation plans.

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. 70)
- College core (p. 283)
- Baccalaureate degree requirements (p. 284)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/>) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH alternative (ENV 101, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a global cultures and languages course 102 level or higher.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1

Fall	Credits Spring	Credits
ENG 110 or 112 (Gen Ed Literacy-Written)	3 PSY 100 (Gen Ed Self & Society (PSY Cat I)) ¹	3
Gen Ed Natural Lab Science	4 CST 110 (Gen Ed Literacy-Oral)	3
Gen Ed Minority Cultures	3 FYS 100 (Gen Ed First-Year Seminar)	3
Gen Ed World History	3 STAT 145 (Gen Ed Math (PSY CAT I)) ¹	4
Gen Ed Arts	2 Gen Ed Arts	2
	15	15

Year 2

Fall	Credits Spring	Credits
Minor Course	3 Minor Course	3
PSY Cat II: Foundation Course	3 PSY Cat II: Foundation Course	3
Gen Ed Math/Logical Systems/Language	3-4 CASSH Core Course	3
PSY Cat II: Foundation Course	3 PSY Cat III: Sociocultural Awareness	3

CASSH Core Course	3 University Elective	3
	15	15
Year 3		
Fall	Credits Spring	Credits
Minor Course	3 PSY Cat IV: Experiential/ Capstone	1-3
PSY Cat V: Electives (300/400-level)	3 Minor Course	3
CASSH Core Diversity Course	3 CASSH Core Course - Natural Lab Science	4
PSY 331 (PSY Cat I) ²	4 PSY Cat V: Electives (300/400-level)	3
Gen Ed Humanistic Studies	3 Gen Ed Health & Well-Being	3
	16	15
Year 4		
Fall	Credits Spring	Credits
Minor Course	3 CASSH Core Course	3
University Elective	3 PSY Cat V: Electives (300/400-level)	3
Gen Ed Global Studies	3 PSY Cat V: Electives	3
PSY Cat V: Electives (300/400-level)	3 Minor Course	3
PSY Cat IV: Experiential/ Capstone	1-3 University Elective	3
	14	15
Total Credits: 120		

¹ Psychology majors may double count only PSY 100 and STAT 145 in both General Education and the major.

² Enrollment in PSY 331 requires the following prerequisites: "C" or better in PSY 100 & STAT 145; 2.25 GPA in PSY 100, STAT 145, CST 110, & ENG 110/ENG 112, plus 30 credits. Students will not be able to progress in the major without this course.

Psychology Minor

(All colleges)

18 credits

Code	Title	Credits
PSY 100	General Psychology	3
Electives in psychology (at least 9 credits at the 300/400 level)		15
Total Credits		18

Only six credits from general education psychology courses can count toward the minor: PSY 100 and PSY 282, PSY 285, or PSY 318.

Neuroscience Interdisciplinary Minor

(All colleges)

19 credits

Admission/retention

1. Minimum 30 earned credits (including transfer credit). At least 15 of these credits must be earned at UWL. Students with more than 60 earned credits *may* not be eligible to apply for admission.

2. Completion of BIO 105 General Biology (4 cr.) and PSY 100 General Psychology (3 cr.) (or equivalents), with grades of "C" or better. Note: BIO 105 and PSY 100 are prerequisite courses for NEU 200.
3. Submit an unofficial transcript.
4. Submit one reference from a UWL faculty member.
5. Minimum 3.0 combined cumulative GPA. Combined cumulative GPAs include transfer grade points averaged in with grade points earned at UWL.
6. Additional academic and non-academic factors may be taken into consideration.

Electronic applications can be submitted once an applicant completes the pre-requisite coursework (i.e., final grades posted). Students may only reapply once if not accepted into the minor.

Declaration of the minor: Students must be admitted to the minor in order to declare the minor.

Retention: Students must earn a "C" or better in NEU 200 for continuation in the minor. Students must earn grades of "C" or better in all courses in the minor, including electives, to complete the minor.

Curriculum

Code	Title	Credits
Core		13
NEU 200	Introductory Neuroscience ¹	
PHL/PSY 333	Philosophy of Mind	
BIO 415	Neuroethology	
or BIO 446	Animal Behavior	
BIO 465	Neurophysiology ²	
NEU 490	Capstone Seminar in Neuroscience	
Electives		6
Students are encouraged to take electives outside of their major department		
BIO 467	Neurobiology Laboratory Techniques	
PHL 101	Introduction to Logic	
PHL 323	Phenomenology and Existentialism	
PHL 410	Neuroethics	
PSY 430	Cognitive Neuroscience	
PSY 431	Consciousness	
PSY 432	Learning and Memory	
PSY 434	Clinical Neuropsychology	
PSY 435	Cognitive Processes	
PSY 439	Sensation and Perception	
PSY 440	Psychopharmacology	
PSY 459	Genes and Behavior	
Total Credits		19

¹ Students must earn a grade of "C" or better for continuation in the minor.

² CHM 103 is a required prerequisite.

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 in mid-November each fall semester. The honors program has two tracks: (1) one for all eligible psychology majors, and (2) one for psychology majors in the McNair Scholars Program.

Program

Requirements for admission to the program:

1. Junior standing (during PSY 489 Honors Seminar)
2. Completion of PSY 100, PSY 331, STAT 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 program¹

Requirements for earning a degree with honors in psychology are:

1. Completion of psychology major
2. 3.50 cumulative grade point average in psychology courses²
3. A cumulative overall grade point average of 3.25²
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 McNair¹ 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.

² GPA calculations are based on the last term prior to the term of graduation.

Race, Gender, and Sexuality Studies Department (ERS/RGS)

College of Arts, Social Sciences, and Humanities
4300 Centennial Hall; 608.785.8357
Department Chair: Terry Lilley
4302 Centennial Hall; 608.785.8737
Email: tlilley@uwlax.edu

www.uwlax.edu/race-gender-and-sexuality-studies/ (<https://www.uwlax.edu/race-gender-and-sexuality-studies/>)

The mission of the Race, Gender, and Sexuality Studies (RGSS) Department is to empower students to think critically and intersectionally about race, gender, and sexuality, to challenge social inequality, and to become ethical problem solvers (<https://www.uwlax.edu/race-gender-and-sexuality-studies/advising/why/>). We provide students with opportunities to develop research and communication skills and to creatively use the knowledge and practices of our discipline, preparing them for careers (<https://www.uwlax.edu/race-gender-and-sexuality-studies/advising/post-college-plans/>

<https://www.uwlax.edu/race-gender-and-sexuality-studies/resources-for-students/student-organizations/>). Alongside our students and communities, we advance critical conversations and movement toward social justice through teaching (<https://www.uwlax.edu/race-gender-and-sexuality-studies/courses/upcoming-semester-course-list/>), research (<https://www.uwlax.edu/race-gender-and-sexuality-studies/resources-for-students/resource-center/>), service, and community engagement, including our pre-college Self Sufficiency Program (<https://www.uwlax.edu/self-sufficiency-program/>).

The Department of RGSS offers an interdisciplinary curriculum that enables students to: examine the meanings of race and gender as socially constructed categories; explore the roles of institutional structures on all intersectional 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 theory with community needs through internships, involvement with College Feminists, and other campus and community leadership opportunities.

Majors, minors, and certificate

The department offers the following, all of which allow students to take courses in multiple departments in order to help develop an interdisciplinary perspective:

- A 33-credit **race, gender, and sexuality studies major** (B.A. or B.S.)
- A 21-credit **race, gender, and sexuality studies minor**
- An 18-credit **social justice minor**
- A **Hmong and Hmong-American studies certificate** (15-17 credits)

All programs complement academic majors and/or career aspirations of students in a wide range of disciplines including communication studies; psychology; sociology; criminal justice; 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. Minors are open to students in all schools and colleges within the university, and students can double major in RGSS along with a major in any college. The major and all minors take an interdisciplinary approach, integrating various concepts to provide a comprehensive perspective on the historic treatment and the contemporary experience of people from marginalized backgrounds in the United States.

The department provides excellent one-on-one advising about courses and career development, and strongly encourages and facilitates student participation in internships that provide practical experience applying concepts, knowledge, and skills.

Internships

- New Horizons Shelter and Women's Center
- Bluff Country Family Resources
- The Center: 7 Rivers LGBTQ Connection
- American Association of University Women of La Crosse
- Self-Sufficiency Program
- RGSS Department: RGSS Resource Center Intern, Event Coordinator, Marketing Intern

Additional internships are possible within and beyond the local area, including at organizations like Feminist Majority, Planned Parenthood, and National Organization for Women. Contact the Departmental Internship Coordinator if interested in applying for an existing internship or developing a new one.

Additional department features

Self-Sufficiency Program (SSP)

www.uwlax.edu/self-sufficiency-program (<http://www.uwlax.edu/self-sufficiency-program/>)

RGSS 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, may call Andrea Hansen (ahansen@uwlax.edu), SSP Director, at 608.785.8733 or email.

Student organization

The mission of the College Feminists is to provide students as well as the La Crosse community with advocacy on women's issues. College Feminists also initiates activities for UWL students and the La Crosse community. College Feminists collaborate with many other student clubs on campus to provide rich educational opportunities outside the classroom as well as fun socializing.

Campus events

The RGSS department sponsors or co-sponsors many programs about women and women's concerns, gender, and sexuality. RGSS events are open to students, faculty, staff, and the community.

RGSS Resource Center

UWL's RGSS Resource Center is located on the Fourth Floor of Centennial Hall, and is combined with the RGSS office—room 4301. The RGSS Resource Center serves as a small library of historical and contemporary feminist materials and materials related to race and ethnicity, as well as a welcoming and inclusive space for students to gather, study, learn about and contribute to activism, collaborate, connect with RGSS faculty, and discuss questions, issues, and concerns.

Career opportunities & occupational outlook

Entry level

Graduates of RGSS work in many careers in the arts, business, education, law, health professions, social advocacy, and social work.

Further education

RGSS academic programs qualify students to pursue advanced degrees in women's, gender and sexuality studies, ethnic and racial studies, as well as a variety of related fields such as student affairs administration, non-profit advocacy, and public health. Many medical schools and other professional programs value a student background in gender, race, and sexuality. Our major, minors, and certificate program enhance qualifications for advanced degrees in many related fields.

Occupational outlook

RGSS evaluates how cultural definitions of race and gender have shaped most fields of study and most professions. It provides material and techniques to challenge systems of privilege and inequality, and to create more accurate and empowering models of people, culture and

society. Because of its emphasis on communication, critical thinking, and problem-solving, RGSS courses and programs are valuable in a broad range of careers and in lifelong learning and civic engagement.

- **Business, management, and personnel**
 - Learn how racialized and gendered relationships affect business and criminal justice environments
 - Gain an understanding of federal and state equal opportunity legislation
 - Explore how gender and race affect leadership
- **Psychology, social work, and health care**
 - Explore assumptions and biases in therapeutic models
 - Gain an understanding of the common concerns experienced by clients from historically marginalized backgrounds, including: body image, stress related to role performance, self-worth, and responses to racism, violence, or abuse
 - Explore social determinants of health and understand social service in a larger context
- **Political science, law, and public policy**
 - Relate women's health issues to the social construction of gender, race, class, and sexuality
 - Learn how people from historically marginalized backgrounds have been excluded from or under-represented in the political process and how they are working to achieve political empowerment
 - Explore public policy issues and solutions relevant to people from historically marginalized backgrounds
- **Education**
 - Become aware of assumptions and biases in curricular models and pedagogy
 - Learn about classroom behaviors that can limit students through stereotyping
 - Explore teaching models, curriculum integration, and antiracist, gender-inclusive teaching that works to empower marginalized groups

Lifelong learning, advocacy, and civic engagement

RGSS courses and programs can help everyone understand how the roles of people with historically marginalized identities have been constructed in the past and present. They can help us imagine and create more empowering and inclusive possibilities in a world of rapidly changing roles and expectations, and can offer models for how to be a lifelong advocate for a more just society.

2023-24 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 July.

Associate Professor

Richard Breaux (<https://www.uwlax.edu/profile/rbreaux/>)

Terry Glenn Lilley Jr. (<http://www.uwlax.edu/profile/tlilley/>)

Assistant Professor

Shuma Iwai (<https://www.uwlax.edu/profile/siwai/>)

Sona Kazemi (<https://www.uwlax.edu/profile/skazemi/>)

Melina Packer

Lecturer

Kristina Bechtel

Sana Illahe (<https://www.uwlax.edu/profile/sillahe/>)

Associate Lecturer

Willem Vanroosenbeek (<https://www.uwlax.edu/profile/wvanroosenbeek/>)

Self-Sufficiency Program Director

Andrea Hansen (<http://www.uwlax.edu/profile/ahansen/>)

Academic Department Associate

Alec Lass (<https://www.uwlax.edu/profile/alass/>)

Majors

- Race, gender, and sexuality studies major - BA (p. 288)
- Race, gender, and sexuality studies major - BS (p. 291)

Minors

- Social justice minor (p. 294)
- Race, gender, and sexuality studies minor (p. 294)

Certificate

- Hmong and Hmong-American studies certificate (p. 295)

Race, Gender, and Sexuality Studies Major - Bachelor of Arts (BA)

Race, gender, and sexuality studies (RGSS) is an interdisciplinary program that helps students understand the enormous diversity of the U.S. and a globalizing world, and the structures of inequality on the basis of race, gender, sexuality, and social class that shape this world. We study and teach about the lives of people of all gender and racial identities.

Students uncover hidden histories that include experiences of discrimination and marginalization, as well as of resilience, resistance, and coalition building. We study how social change works and what social justice might look like.

In RGSS, we work with students to develop research and communication skills to help students creatively use the knowledge and practices of our discipline, preparing them for careers (<https://www.uwlax.edu/race-gender-and-sexuality-studies/advising/post-college-plans/#tab-career-planning>), advanced degrees, and engaged citizenship (<https://www.uwlax.edu/race-gender-and-sexuality-studies/resources-for-students/student-organizations/>).

Major requirements

(All colleges)

33 credits (24 credits must be 300/400-level)

Courses may not count in more than one category.

Curriculum

Code	Title	Credits
Category I: Introductory		
RGS 100 or ERS 100	Race, Gender, Sexuality, and Class Introduction to Ethnic and Racial Studies	3
Category II: Theory and practice		
RGS 377	Critical Research and Advocacy Methods	3
Select one of the following:		3
RGS 335	Indigenous and Postcolonial Feminisms	
RGS 336	Anti-Colonial Theory and Movements	
RGS 340	Objectively Biased: Knowledge Systems as Power Systems	
Category III: Senior seminar		
RGS 490	RGSS Senior Capstone	3
Category IV: Electives		
Select 21 credits from the courses listed below (a maximum of three credits may be taken from the additional electives list):		21
RGS/SOC 105	Introduction to LGBT Studies	
RGS/SOC 150	Introduction to Social Justice	
RGS 300	Independent Study in Race, Gender, and Sexuality Studies	
RGS/HIS 301	Women and Gender in the Modern United States: 1890-Present	
RGS/HIS 305	History of Motherhood in the United States	
RGS 307	Ethnic, Racial, and Gender Stereotypes in the Media	
RGS 308	Justice and Film	
RGS 309	Music of Black America	
RGS 310	Topics in Queer Studies	
RGS 314	Race, Gender, and Sport	
RGS/SOC 316	Gender, Sexuality, and Social Change in Religion	
RGS/PHL 319	Indigenous Thought	
RGS 320	Violence and Gender	
RGS 321	Sexual and Racial Violence in the United States	
RGS 322	Identity-Based Violence Prevention	
RGS 325	Exploring White Privilege	
RGS 328	Sex/Work	
RGS 330	Topics in Race, Gender, and Sexuality Studies	
RGS 335	Indigenous and Postcolonial Feminisms	
RGS 336	Anti-Colonial Theory and Movements	
RGS/SOC 337	Globalization, Women, and Work	
RGS 340	Objectively Biased: Knowledge Systems as Power Systems	
RGS 345	Gender, Race, and Leadership	
RGS 350	Asian American Studies in Race, Gender, and Sexuality	
RGS 353	The Disability Experience in the Contemporary World	
RGS/SOC 363	Indigenous Peoples and the Environment	

RGS 373	Gender and Human Rights
RGS 374	Poverty as Public Policy
RGS/HIS 409	20th Century Civil Rights Movement
RGS 450	Internship in Race, Gender, and Sexuality Studies

Additional electives:

ANT 323	Anthropology of Childhood and Youth
ANT/RGS 362	Hmong Americans
ARC/HIS 372	History of Women in the Ancient World
ART 335	Art and Gender
CST 332	Intercultural Communication
CST 334	Gender Communication
CST 337	Communication and Race
CST 338	Media and Sexuality
CST 419	Communication, Media and Identity
ECO 336	Women in the U.S. Economy
ENG/RGS 207	Multicultural Literature of the United States
ENG/RGS 210	Literature of Black America
ENG/ERS 215	African American Authors
ENG 220	Women and Popular Culture
ENG 380	Literature of American Ethnic and Minority Cultures
ENG 385	Women Authors
HED 412	Women's Health Issues
HED 472	Sexual Health Promotion
HIS 310	Native American History
HIS 336	Latinos in the United States: 1450-2000
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 389	Women and Gender in the Middle East
PHL 335	Multicultural Philosophy in the United States
PHL 342	Philosophy of Love, Sex and Friendship
POL 309	Identity Politics
PSY 282	Cross-Cultural Psychology
PSY 285	Culture and Mental Health
PSY 305	Human Sexuality
PSY 318	Psychology of Women
PSY 319	Men and Masculinities
PSY/RGS 415	Multicultural Counseling
PSY/RGS 442	Racism and Oppression
PSY/RGS 443	Prejudice and Stigma
SOC 338	Sociological Aspects of Work and Life
SOC 370	Sociology of Gender
SOC 380	Fat Studies and Body Politics
THA 130	Multicultural U.S. Drama and Theory

At least one course taken within the major must be a transnational course:

RGS/SOC 316	Gender, Sexuality, and Social Change in Religion
RGS 336	Anti-Colonial Theory and Movements
RGS/SOC 337	Globalization, Women, and Work
RGS 373	Gender and Human Rights
ARC/HIS 372	History of Women in the Ancient World
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 389	Women and Gender in the Middle East
Total Credits	33

No more than six credits can count for the race, gender, and sexuality studies major and another major or minor.

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. 70)
- College core (p. 289)
- Baccalaureate degree requirements (p. 290)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	

CHI 202	Chinese Language and Culture in Action II
FRE 202	French Language and Cultures in Action II
GCL 202	Intermediate Languages II
GER 202	German Language and Cultures in Action II
HMG 204	Hmong Heritage Language: Intermediate
HMG 304	Hmong Heritage Language: Advanced
JPN 202	Intermediate Japanese II
RUS 202	Russian Language and Cultures in Action II
SPA 202	Spanish Language and Cultures in Action II
or SPA 221 Introduction to Spanish for the Health Professions	

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office for eligibility and regulations.

- Two additional courses outside of the student's major in two of the following: humanities, social sciences or fine arts.

B. Humanities track

- One global language course 102 or higher; and
- Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
- One additional course in social sciences or fine arts.

C. Fine arts track

- One global language course 102 or higher; and
- Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
- One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete a second major, minor, or program option by satisfying one of the following:

- Complete a minor (or second major) outside of the student's major program, consisting of at least 18 credits; or
- 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
- 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:

- Fulfill the general education requirements.
- Complete at least one ethnic studies (diversity) course.
- Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
- Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
- At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
- Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
- A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
- 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
RGS 100 or ERS 100 (Gen Ed Minority Cultures)	3 CST 110 (Gen Ed Literacy-Oral)	3
ENG 110 or 112 (Gen Ed Literacy-Written)	3 Gen Ed Global Studies	3
Gen Ed Arts	2-3 Gen Ed Arts	2-3
Gen Ed Math	4 Gen Ed Natural Lab Science	4
FYS 100 (Gen Ed First-Year Seminar)	3 RGS Elective Course	3
	15	15
Year 2		
Fall	Credits Spring	Credits
Gen Ed Health & Well-Being	3 RGS 335, 336, or 340	3
Gen Ed Self & Society	3 102+ Level Gen Ed/CASSH Core Language ¹	4
CASSH Core Course	3 University Elective	3
RGS Elective Course	3 Minor Course	3
RGS 300/400 Level Elective Course	3 Gen Ed World History	3
	15	16
Year 3		
Fall	Credits Spring	Credits
RGS 377	3 Minor Course	3
University Elective	3 Gen Ed Humanistic Studies	3
Minor Course	3 Minor Course	3
University Elective	3 RGS 300/400 Level Elective Course	3
RGS 300/400 Level Elective Course	3 University Elective	3
	15	15
Year 4		
Fall	Credits Spring	Credits
Minor Course	3 RGS 490	3
RGS 300/400 Level Elective Course	3 Minor Course	3
University Elective	3 CASSH Core Course	3
CASSH Core Course	3 University Elective	2
CASSH Core Diversity Course	3 RGS 300/400 Level Elective Course	3
	15	14
Total Credits: 120		

¹ **CASSH Core Humanities and Fine Arts Tracks** require 102+ level language. **CASSH Core Language Track** requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

At least one course taken in the major must be a transnational course. See program requirements for which courses meet this requirement.

At least two courses must be designed as writing emphasis.

Race, Gender, and Sexuality Studies Major - Bachelor of Science (BS)

Race, gender, and sexuality studies (RGSS) is an interdisciplinary program that helps students understand the enormous diversity of the U.S. and a globalizing world, and the structures of inequality on the basis of race, gender, sexuality, and social class that shape this world. We study and teach about the lives of people of all gender and racial identities.

Students uncover hidden histories that include experiences of discrimination and marginalization, as well as of resilience, resistance, and coalition building. We study how social change works and what social justice might look like.

In RGSS, we work with students to develop research and communication skills to help students creatively use the knowledge and practices of our discipline, preparing them for careers (<https://www.uwlax.edu/race-gender-and-sexuality-studies/advising/post-college-plans/#tab-career-planning>), advanced degrees, and engaged citizenship (<https://www.uwlax.edu/race-gender-and-sexuality-studies/resources-for-students/student-organizations/>).

Major requirements

(All colleges)

33 credits (24 credits must be 300/400-level)

Courses may not count in more than one category.

Curriculum

Code	Title	Credits
Category I: Introductory		
RGS 100 or ERS 100	Race, Gender, Sexuality, and Class Introduction to Ethnic and Racial Studies	3
Category II: Theory and practice		
RGS 377	Critical Research and Advocacy Methods	3
Select one of the following:		
RGS 335	Indigenous and Postcolonial Feminisms	
RGS 336	Anti-Colonial Theory and Movements	
RGS 340	Objectively Biased: Knowledge Systems as Power Systems	
Category III: Senior seminar		
RGS 490	RGSS Senior Capstone	3
Category IV: Electives		
Select 21 credits from the courses listed below (a maximum of three credits may be taken from the additional electives list):		
RGS/SOC 105	Introduction to LGBT Studies	
RGS/SOC 150	Introduction to Social Justice	
RGS 300	Independent Study in Race, Gender, and Sexuality Studies	
RGS/HIS 301	Women and Gender in the Modern United States: 1890-Present	
RGS/HIS 305	History of Motherhood in the United States	
RGS 307	Ethnic, Racial, and Gender Stereotypes in the Media	

RGS 308	Justice and Film
RGS 309	Music of Black America
RGS 310	Topics in Queer Studies
RGS 314	Race, Gender, and Sport
RGS/SOC 316	Gender, Sexuality, and Social Change in Religion
RGS/PHL 319	Indigenous Thought
RGS 320	Violence and Gender
RGS 321	Sexual and Racial Violence in the United States
RGS 322	Identity-Based Violence Prevention
RGS 325	Exploring White Privilege
RGS 328	Sex/Work
RGS 330	Topics in Race, Gender, and Sexuality Studies
RGS 335	Indigenous and Postcolonial Feminisms
RGS 336	Anti-Colonial Theory and Movements
RGS/SOC 337	Globalization, Women, and Work
RGS 340	Objectively Biased: Knowledge Systems as Power Systems
RGS 345	Gender, Race, and Leadership
RGS 350	Asian American Studies in Race, Gender, and Sexuality
RGS 353	The Disability Experience in the Contemporary World
RGS/SOC 363	Indigenous Peoples and the Environment
RGS 373	Gender and Human Rights
RGS 374	Poverty as Public Policy
RGS/HIS 409	20th Century Civil Rights Movement
RGS 450	Internship in Race, Gender, and Sexuality Studies

Additional electives:

ANT 323	Anthropology of Childhood and Youth
ANT/RGS 362	Hmong Americans
ARC/HIS 372	History of Women in the Ancient World
ART 335	Art and Gender
CST 332	Intercultural Communication
CST 334	Gender Communication
CST 337	Communication and Race
CST 338	Media and Sexuality
CST 419	Communication, Media and Identity
ECO 336	Women in the U.S. Economy
ENG/RGS 207	Multicultural Literature of the United States
ENG/RGS 210	Literature of Black America
ENG/ERS 215	African American Authors
ENG 220	Women and Popular Culture
ENG 380	Literature of American Ethnic and Minority Cultures
ENG 385	Women Authors
HED 412	Women's Health Issues
HED 472	Sexual Health Promotion
HIS 310	Native American History
HIS 336	Latinos in the United States: 1450-2000
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 389	Women and Gender in the Middle East
PHL 335	Multicultural Philosophy in the United States
PHL 342	Philosophy of Love, Sex and Friendship

POL 309	Identity Politics
PSY 282	Cross-Cultural Psychology
PSY 285	Culture and Mental Health
PSY 305	Human Sexuality
PSY 318	Psychology of Women
PSY 319	Men and Masculinities
PSY/RGS 415	Multicultural Counseling
PSY/RGS 442	Racism and Oppression
PSY/RGS 443	Prejudice and Stigma
SOC 338	Sociological Aspects of Work and Life
SOC 370	Sociology of Gender
SOC 380	Fat Studies and Body Politics
THA 130	Multicultural U.S. Drama and Theory

At least one course taken within the major must be a transnational course:

RGS/SOC 316	Gender, Sexuality, and Social Change in Religion
RGS 336	Anti-Colonial Theory and Movements
RGS/SOC 337	Globalization, Women, and Work
RGS 373	Gender and Human Rights
ARC/HIS 372	History of Women in the Ancient World
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 389	Women and Gender in the Middle East

Total Credits **33**

No more than six credits can count for the race, gender, and sexuality studies major and another major or minor.

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. 70)
- College core (p. 292)
- Baccalaureate degree requirements (p. 293)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/>) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH alternative (ENV 101, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a global cultures and languages course 102 level or higher.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).

7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.
- ² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
RGS 100 or ERS 100	3 CST 110 (Gen Ed Literacy-Oral)	3
Gen Ed Math	4 Gen Ed Global Studies	3
ENG 110 or 112 (Gen Ed Literacy-Written)	3 RGS Elective Course	3
Gen Ed Arts	2-3 Gen Ed Arts	2-3
FYS 100 (Gen Ed First-Year Seminar)	3 Gen Ed Natural Lab Science	4
	15	15
Year 2		
Fall	Credits Spring	Credits
Gen Ed Health & Well-Being	3 RGS 335, 336, or 340	3
CASSH Core Course	3 Gen Ed Lang/Logical Systems	3-4
Gen Ed Self & Society	3 University Elective	3
RGS 300/400-Level Elective Course	3 Minor Course	3
RGS Elective Course	3 Gen Ed World History	3
	15	15
Year 3		
Fall	Credits Spring	Credits
RGS 377	3 Minor Course	3
University Elective	3 Minor Course	3
CASSH Core Course - Natural Lab Science	3 University Elective	3
Minor Course	3 RGS 300/400-Level Elective Course	3
RGS 300/400-Level Elective Course	3 Gen Ed Humanistic Studies	3
	15	15
Year 4		
Fall	Credits Spring	Credits
RGS 300/400-Level Elective Course	3 RGS 490	3
University Elective	3 Minor Course	3
Minor Course	3 CASSH Core Course	3
CASSH Core Course	3 University Elective	3
CASSH Core Diversity Course	3 RGS 300/400-Level Elective Course	3
	15	15

Total Credits: 120

At least one course taken in the major must be a transnational course. See program requirements for which courses meet this requirement.

At least two courses must be designed as writing emphasis.

Social Justice Minor

Minor requirements

(All colleges)

18 credits

Code	Title	Credits
Core		
RGS/SOC 150	Introduction to Social Justice	3
Electives		
Select 15 credits from the following:		15
RGS/HIS 301	Women and Gender in the Modern United States: 1890-Present	

RGS 307	Ethnic, Racial, and Gender Stereotypes in the Media
RGS 321	Sexual and Racial Violence in the United States
RGS 328	Sex/Work
RGS 345	Gender, Race, and Leadership
RGS 374	Poverty as Public Policy
RGS 409	20th Century Civil Rights Movement
ANT 212	Search for Economic Justice
or ECO 212	Search for Economic Justice
or ENG 212	Search for Economic Justice
or PHL 212	Search for Economic Justice
or POL 212	Search for Economic Justice
ANT 307	International Development and Culture Change
ANT 366	Anthropology of Food
CST 412	Community Advocacy and Social Change
EDS 309	Teaching Global Perspectives Across the Curriculum
EDS 311	Curriculum and Pedagogy: Elementary/Middle Education
ENG 387	Literature and Environmental Action
GEO 307	Power, Space, and Global Change
GEO 309	Cities: Past, Present, and Future
GEO 310	Transportation Equity and Sustainable Communities
GEO 318	The Geography of Latin America and the Caribbean
GEO 321	Sustainable Development and Conservation
PUB 332	Urban Policy
REC 325	Leisure in a Diverse Society
SOC 313	Law and Society
SOC 332	Environmental Justice
SOC 335	Collective Behavior
SOC 380	Fat Studies and Body Politics
SOC 414	Policy and Society

Total Credits 18

- At least nine credits earned for the minor must be at the 300/400-level.
- A maximum of six credits are allowed to overlap between the social justice minor and any other combination of additional majors and minors.
- A maximum of six credits are allowed to overlap between the General Education Program and the social justice minor.

Race, Gender, and Sexuality Studies Minor

Minor requirements

(All colleges)

21 credits

Courses may not count in more than one category.

Curriculum

Code	Title	Credits
Category I: Introductory		
RGS 100 or ERS 100	Race, Gender, Sexuality, and Class Introduction to Ethnic and Racial Studies	3
Category II: Theory and practice		
RGS 377	Critical Research and Advocacy Methods	3
Select one of the following:		3
RGS 335	Indigenous and Postcolonial Feminisms	
RGS 336	Anti-Colonial Theory and Movements	
RGS 340	Objectively Biased: Knowledge Systems as Power Systems	
Category III: Electives		
Select 12 credits from the following (a maximum of three credits may be taken from the additional electives list):		12
RGS/SOC 105	Introduction to LGBT Studies	
RGS/SOC 150	Introduction to Social Justice	
RGS 300	Independent Study in Race, Gender, and Sexuality Studies	
RGS/HIS 301	Women and Gender in the Modern United States: 1890-Present	
RGS/HIS 305	History of Motherhood in the United States	
RGS 307	Ethnic, Racial, and Gender Stereotypes in the Media	
RGS 308	Justice and Film	
RGS 309	Music of Black America	
RGS 310	Topics in Queer Studies	
RGS 314	Race, Gender, and Sport	
RGS/SOC 316	Gender, Sexuality, and Social Change in Religion	
RGS/PHL 319	Indigenous Thought	
RGS 320	Violence and Gender	
RGS 321	Sexual and Racial Violence in the United States	
RGS 322	Identity-Based Violence Prevention	
RGS 325	Exploring White Privilege	
RGS 328	Sex/Work	
RGS 330	Topics in Race, Gender, and Sexuality Studies	
RGS 335	Indigenous and Postcolonial Feminisms	
RGS 336	Anti-Colonial Theory and Movements	
RGS/SOC 337	Globalization, Women, and Work	
RGS 340	Objectively Biased: Knowledge Systems as Power Systems	
RGS 345	Gender, Race, and Leadership	
RGS 350	Asian American Studies in Race, Gender, and Sexuality	
RGS 353	The Disability Experience in the Contemporary World	
RGS/SOC 363	Indigenous Peoples and the Environment	
RGS 373	Gender and Human Rights	
RGS 374	Poverty as Public Policy	
RGS/HIS 409	20th Century Civil Rights Movement	
RGS 450	Internship in Race, Gender, and Sexuality Studies	
Additional electives:		
ANT 323	Anthropology of Childhood and Youth	
ANT/RGS 362	Hmong Americans	
ARC/HIS 372	History of Women in the Ancient World	

ART 335	Art and Gender
CST 332	Intercultural Communication
CST 334	Gender Communication
CST 337	Communication and Race
CST 338	Media and Sexuality
CST 419	Communication, Media and Identity
ECO 336	Women in the U.S. Economy
ENG/RGS 207	Multicultural Literature of the United States
ENG/RGS 210	Literature of Black America
ENG/ERS 215	African American Authors
ENG 220	Women and Popular Culture
ENG 380	Literature of American Ethnic and Minority Cultures
ENG 385	Women Authors
HED 412	Women's Health Issues
HED 472	Sexual Health Promotion
HIS 310	Native American History
HIS 336	Latinos in the United States: 1450-2000
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 389	Women and Gender in the Middle East
PHL 335	Multicultural Philosophy in the United States
PHL 342	Philosophy of Love, Sex and Friendship
POL 309	Identity Politics
PSY 282	Cross-Cultural Psychology
PSY 285	Culture and Mental Health
PSY 305	Human Sexuality
PSY 318	Psychology of Women
PSY 319	Men and Masculinities
PSY/RGS 415	Multicultural Counseling
PSY/RGS 442	Racism and Oppression
PSY/RGS 443	Prejudice and Stigma
SOC 338	Sociological Aspects of Work and Life
SOC 370	Sociology of Gender
SOC 380	Fat Studies and Body Politics
THA 130	Multicultural U.S. Drama and Theory

Total Credits **21**

No more than six credits can count for the race, gender, and sexuality studies minor and another major or minor.

Eleven of the minor's credits must be at the 300/400-level.

Hmong and Hmong-American Studies Certificate

Hmong history reaches thousands of years into the past. The Chinese word for Hmong is Miáo (苗), which consists of the radical for grain/grass (艹) above the character for field (田). Anthropologists, historians and archaeologists have concluded that Hmong people were one of the first rice cultivators in China. Prior to 1975, Hmong people were restricted to China and countries in mainland Southeast Asia. But in the aftermath of the Vietnam War, thousands have emigrated around the globe: to Europe, North and South America, and Australia.

Hmong-Americans are first-generation refugee immigrants from Laos and their descendants. Since 1975, Hmong Americans have established vibrant communities across the country from Massachusetts to California and from Alaska to Florida. According to the 2010 U.S. Census, the U.S. is home to 270,000 Hmong-Americans - nearly half live in the upper Midwest. In Wisconsin and Minnesota, there are approximately 116,000 Hmong-Americans, roughly 43% of the total Hmong-American population. Michigan, Illinois, Iowa, Kansas and Indiana host smaller Hmong-American communities.

Housed in the Department of Race, Gender, and Sexuality Studies, the **Hmong and Hmong-American Studies Certificate** offers an excellent opportunity for students to learn about this rich culture and history. Through a set of carefully-structured courses, students will use a critical lens to explore topics related to Hmong studies, including but not limited to the following:

- Human prehistory
- History in China and Southeast Asia
- Colonialism
- Cold war conflicts
- Refugee movements
- Transnational migration
- Tourism, globalization and development
- Adaptation to Western societies: Enculturation and cultural renewal
- Religion and religious change
- Language
- Identity development and formation
- Global citizenship and global identity
- Ongoing contributions of Hmong people to contemporary society

The goal of the Hmong and Hmong-American Studies Certificate is to prepare students to be critical thinkers, effective communicators, and constructive agents of change. Study abroad trips may provide additional opportunities for field research and experiential learning.

Program requirements

(All colleges, open only to degree-seeking UWL students)

15-17 credits

Code	Title	Credits
Core		9
RGS 100	Race, Gender, Sexuality, and Class	
or ERS 100	Introduction to Ethnic and Racial Studies	
RGS/ANT 362	Hmong Americans	
RGS 490	RGSS Senior Capstone	
Electives		6-8
ANT 196	Introduction to Linguistic Anthropology	
ANT 215	Refugees, Displaced Persons and Transnational Communities	
ANT 351	Peoples and Cultures of Southeast Asia	
CST 337	Communication and Race	
HIS 316	The Vietnam War Era	
HIS 382	Imperialism in Asia and the Pacific	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
TSL 345	Intercultural Interactions	
Total Credits		15-17

To complete the certificate program, a candidate must earn a minimum 2.5 cumulative GPA for course work in the certificate.

Sociology and Criminal Justice Department (SOC)

College of Arts, Social Sciences, and Humanities
Department Chair: Timothy B. Gongaware
437M Wimberly Hall; 608.785.6772
Email: tgongaware@uwlax.edu

www.uwlax.edu/sociology (<http://www.uwlax.edu/sociology/>)

The Department of Sociology and Criminal Justice at the University of Wisconsin-La Crosse offers a major in sociology and minors in both 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 and Criminal Justice 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, and therapeutic recreation.

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, public health and community health education, exercise and sport science, political science, public administration, history, and race, 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. 70).

2023-24 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 July.

Professor

Nicholas Bakken

Laurie Cooper Stoll

Enilda Delgado

Timothy Gongaware

Carol Miller

Associate Professor

Adam Driscoll

Lisa Kruse

Peter Marina

Dawn Norris

Assistant Professor

Shanna Felix

Lecturer

Patricia Hart

Administrative Support

Ashley Nowak

Majors

- Sociology major - BA (p. 297)
- Sociology major - BS (p. 299)

Minors

- Criminal justice minor (p. 301)
- Sociology minor (p. 302)

Certificates

- Human rights and criminal justice certificate (p. 302)
- Society, health, and medicine certificate (p. 302) - *currently not accepting new students*

Honors

- Sociology honors program (p. 303)

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 three senior capstone courses SOC 405 Quantitative Social Research Seminar, SOC 416 Qualitative Explorations, or SOC 410 Sociology Honors Project. 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

Code	Title	Credits
Core		
SOC 110	Introduction to Sociology	3
SOC 200	Foundations of Sociological Analysis ¹	3
SOC 250	Methods of Social Research I ¹	3
SOC 350	Methods of Social Research II	3
SOC 390	Sociological Theory	3
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.		18
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. 70)
- College core (p. 298)
- Baccalaureate degree requirements (p. 298)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
JPN 202	Intermediate Japanese II	
RUS 202	Russian Language and Cultures in Action II	

SPA 202 Spanish Language and Cultures in Action II
or SPA 221 Introduction to Spanish for the Health Professions

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office 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 global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}

5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA¹,² in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1

Fall	Credits Spring	Credits
CST 110 (Gen Ed Literacy - Oral)	3 ENG 110 or 112 (Gen Ed Literacy - Written)	3
SOC 110 (Gen Ed Self & Society)	3 SOC 202 (Gen Ed Global Studies)	3
SOC 225 (Gen Ed Minority Cultures)	3 FYS 100 (Gen Ed First-Year Seminar)	3
Gen Ed Natural Lab Science	4 Gen Ed Health & Well-Being	3
Gen Ed World History	3 Gen Ed Math	4
	16	16

Year 2

Fall	Credits Spring	Credits
CASSH Core Course	3 Minor Course	3
102+ Level Gen Ed/CASSH Core Language ¹	4 CASSH Core Course	3
University Elective	3 Gen Ed Arts	2-3
SOC 200	3 SOC Elective	3
SOC 250	3 University Elective	3
	16	15

Year 3

Fall	Credits Spring	Credits
Gen Ed Humanistic Studies	3 SOC 390	3
University Elective	3 Minor Course	3
SOC 350	3 SOC Advanced Elective Course	3
CASSH Core Course	3 University Elective	3
Minor Course	3 Gen Ed Arts	2-3
	15	15

Year 4

Fall	Credits Spring	Credits
Minor Course	3 CASSH Core Diversity Course	3
University Elective	3 SOC 405 or 416 ²	3
Minor Course	3 Minor Course	3
University Elective	3 SOC Advanced Elective Course	3
SOC Advanced Elective Course	3	
	15	12

Total Credits: 120

¹ **CASSH Core Humanities and Fine Arts Tracks** require 102+ level language. **CASSH Core Language Track** requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

² Honors students take SOC 410.

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 three senior capstone courses SOC 405 Quantitative Social Research Seminar, SOC 416 Qualitative Explorations, or SOC 410 Sociology Honors Project. 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

Code	Title	Credits
Core		
SOC 110	Introduction to Sociology	3
SOC 200	Foundations of Sociological Analysis ¹	3
SOC 250	Methods of Social Research I ¹	3
SOC 350	Methods of Social Research II	3
SOC 390	Sociological Theory	3
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.		18
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. 70)
- College core (p. 300)
- Baccalaureate degree requirements (p. 300)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/>) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH alternative (ENV 101, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a global cultures and languages course 102 level or higher.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.

4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA¹,² in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
CST 110 (Gen Ed Literacy - Oral)	3 SOC 202 (Gen Ed Global Studies)	3
SOC 110 (Gen Ed Self & Society)	3 ENG 110 or 112 (Gen Ed Literacy - Written)	3
SOC 225 (Gen Ed Minority Cultures)	3 FYS 100 (Gen Ed First-Year Seminar)	3
Gen Ed World History	3 Gen Ed Math	4
Gen Ed Natural Lab Science	4 Gen Ed Arts	2-3
	16	15

Year 2		
Fall	Credits Spring	Credits
Gen Ed Lang/Logical Systems	3-4 Minor Course	3
CASSH Core Course - Natural Lab Science	4 CASSH Core Course	3
University Elective	3 SOC Elective	3
SOC 200	3 University Elective	3
SOC 250	3 CASSH Core Course	3
	16	15

Year 3		
Fall	Credits Spring	Credits
Gen Ed Humanistic Studies	3 Gen Ed Health & Well-Being	3
Minor Course	3 SOC 390	3
CASSH Core Course	3-4 Gen Ed Arts	2-3
University Elective	3 Minor Course	3
SOC 350	3 SOC Advanced Elective Course	3
	15	15

Year 4		
Fall	Credits Spring	Credits
Minor Course	3 CASSH Core Diversity Course	3
Minor Course	3 SOC 405 or 416 ¹	3
University Elective	3 Minor Course	3
SOC Advanced Elective Course	3 SOC Advanced Elective Course	3
University Elective	3 University Elective	1
	15	13

Total Credits: 120

¹ Honors students take SOC 410.

Criminal Justice Minor

(All colleges)

21 credits

Code	Title	Credits
Core		
SOC 324	Criminal Justice	3
Group 1: Sociology electives		
Select six credits of the following:		6

SOC 313	Law and Society
SOC 318	Surveillance and Society
SOC 321	Delinquency
SOC 322	Criminology
SOC 323	Corrections and Penology
SOC 325	Sociology of Mental Illness
SOC 326	Sociopharmacology
SOC 327	Victimology
SOC 330	Social Psychology
SOC 331	Restorative Justice
SOC 333	Human Rights Policing
SOC 345	Race, Gender, and Crime
SOC 429	Sociology of Deviance
Group 2: Political science/public administration electives	
Select six credits of the following: 6	
POL 102	State and Local Government
POL 221	The American Legal System
POL 222	Law, Governance and Politics
POL 306	Judicial Process
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	Contemporary Issues in Government
PUB 330	Public Policy
Group 3: Interdisciplinary electives	
Select three credits of the following: 3	
GEO 405	Geographic Information System and Science II
HED 425	Violence and Injury Prevention
HIS 303	Money and Crime
HIS 357	Crime and Punishment in America
PHL 201	Ethical Theory and Practice
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
RGS 320	Violence and Gender
RGS 321	Sexual and Racial Violence in the United States
RGS 322	Identity-Based Violence Prevention
Group 4: Additional electives	
Select three additional credits from an elective listed above or from the following: 3	
POL 451	Internship in Criminal Justice
SOC 451	Internship in Criminal Justice
Total Credits 21	

A maximum of three credits may be counted toward the fulfillment of the criminal justice minor and the sociology major.

Sociology Minor

(All colleges)

21 credits		
Code	Title	Credits
SOC 110	Introduction to Sociology	3
Electives		18
Total Credits		21

Twelve of the 21 credits must be at the 300 level or above.

Human Rights and Criminal Justice Certificate

Certificate requirements

(All colleges, open only to degree-seeking UWL students)

12 credits		
Code	Title	Credits
Core		6
SOC 333	Human Rights Policing ¹	
Select one of the following:		
SOC 321	Delinquency	
SOC 322	Criminology	
SOC 324	Criminal Justice	
Electives		6
ANT 212	Search for Economic Justice	
ANT 354	Peoples and Cultures of Latin America	
PHL 201	Ethical Theory and Practice	
HIS 345	U.S.-Latin American Relations	
HIS 415	Religion and Conflict in Modern South Asia	
SOC 318	Surveillance and Society	
Total Credits		12

¹ Prerequisite course: SOC 110 or SOC 120 or SOC 202 or ANT 101.

Students must earn a minimum 2.50 cumulative GPA in the certificate's coursework.

Society, Health, and Medicine Certificate

Certificate requirements

****Program currently not accepting new students.****

(All colleges, open only to degree-seeking UWL students)

12 credits		
Code	Title	Credits
Core		3
SOC 420	Health Care and Illness ¹	
Electives		9
SOC 303	Generations and Age in the Social World	
SOC 308	Disability and Society	
SOC 325	Sociology of Mental Illness	
SOC 326	Sociopharmacology	

SOC 380	Fat Studies and Body Politics
ANT 370	Medical Anthropology
<hr/>	
Total Credits	12

¹ Prerequisite course: SOC 110 or SOC 120 or SOC 202 or ANT 101.

Students must earn a minimum 2.50 cumulative GPA in the certificate's coursework.

Sociology Honors Program

The **sociology honors program** is designed to stimulate and acknowledge work of greater depth, breadth and originality by students whose interest and resources make them eligible for this voluntary program. We encourage students who are planning on attending graduate school and who meet the honors program eligibility requirements to enroll in the **sociology honors program** to strengthen their graduate school applications.

Program

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

Sustainability and Environmental Studies Program (ENV)

College of Arts, Social Sciences, and Humanities

Program Director: Kelly Sultzbach

4108 Centennial Hall, 608.785.6930

Email: ksultzbach@uwlax.edu

www.uwlax.edu/environmental-studies (<http://www.uwlax.edu/environmental-studies/>)

Sustainability and environmental studies is an interdisciplinary minor open to all students at UWL. While housed in the College of Arts, Social Sciences, and Humanities, the minor reaches across campus and involves environmentally concerned faculty and students from all three colleges. Its purpose is to study the environment from a broad perspective, incorporating the natural sciences, the social sciences, the arts, and the humanities.

2023-24 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 July.

Program Director

Kelly Sultzbach

Teaching Professor

Alysa Remsburg

Associate Teaching Professor

Margot Higgins

Lecturer

Richard Frost

Jan Wellik

Administrative Support

Chris Boldon

Minor

- Sustainability and environmental studies minor (p. 303)

Sustainability and Environmental Studies Minor

Minor requirement

(All colleges)

24 credits

Code	Title	Credits
Core		
ENV 101	Introduction to Sustainability and Environmental Studies	3
ENV 303	Topics in Environmental Studies	3
ENV 304	Topics in Environmental Justice	3
or SOC 328	Environmental Sociology	
or SOC 332	Environmental Justice	
ENV 496	Environmental Studies Capstone	3
Electives		3
Choose another ENV 303, another ENV 304, ENV 450, or ENV 499		
Select a minimum of three credits from each of the following three areas:		9
Natural sciences (see below)		
Social sciences (see below)		
Arts and Humanities (see below)		
Total Credits		24

Natural sciences

Code	Title	Credits
BIO 307	Ecology	3
BIO 341	Limnology	3
BIO 441	Environmental Toxicology	3
BIO 464	Stream and Watershed Ecology	3
BIO 473	Marine Biology	3
BIO 476	Ecosystem Ecology	3
CHM 412	Aquatic and Soil Chemistry	3
GEO 101	Earth Environments	4
GEO 211	Global Climate Change	3
GEO 221	Weather and Climate	4
GEO 222	Earth Surface Processes and Landforms	4
GEO 425	Biogeography	3
GEO 427	Sustainable Water Resource Management	3
GEO 428	Past Environmental Change	3
GEO 430	River Systems	3
GEO 460	Environmental Hazards	3
MIC 350	Bacterial Diversity	3
MIC 434	Aquatic Microbial Ecology	3

Social sciences

Code	Title	Credits
ARC 404	Environmental Archaeology	3
ECO 346	Environmental and Ecological Economics	3
GEO 200	Conservation of Global Environments	3
GEO 321	Sustainable Development and Conservation	3
GEO 340	Polar Environments	3
GEO 427	Sustainable Water Resource Management	3
PH 335	Environmental Health	3
PSY 302	Environmental Issues: Applied Psychology	3
PUB 338	Environmental Policy	3
REC 306	Environmental Ethics, Outdoor Recreation and Natural Resources	3
REC 330	Recreation Resource Management	3
REC 405	Sustainable Tourism Development	3
RTH 420	Nature and Forest Therapy	3
SOC 311	Rural and Urban Communities	3
SOC 328	Environmental Sociology (if not taken in the core)	3
SOC 332	Environmental Justice (if not taken in the core)	3
SOC/RGS 363	Indigenous Peoples and the Environment	3

Arts and Humanities

Code	Title	Credits
ART 331	Art and the Environment in the United States	3
ENG 387	Literature and Environmental Action	3
HIS 317	American Environmental History	3
HIS 321	Wisconsin History	3
HIS 338	Sugar, Coffee, Rubber, Bananas: Commodities in World History	3
HIS 379	African Environmental History	3
PHL 341	Environmental Ethics	3
PHL 425	Wilderness Philosophy	3

Some departments, because they offer several of their own courses for the sustainability and environmental studies minor, limit the number of credits that their majors may apply to the sustainability and 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.

Public Health and Community Health Education majors may not apply PH 335 to this minor.

Sociology majors may apply a maximum of three SOC credits to this minor.

Theatre and Dance Department (THA)

College of Arts, Social Sciences, and Humanities

School of Visual and Performing Arts

Department Chair: Laurie Kinckman

153 Center for the Arts; 608.785.6690

Email: lkinckman@uwla.edu

Department ADA: Krista Shulka

154 Center for the Arts; 608.785.6701

www.uwla.edu/academics/departments/theatre-and-dance/ (<https://www.uwla.edu/academics/departments/theatre-and-dance/>)

Theatre arts at UW-La Crosse offers an invigorating and fresh approach to undergraduate theatrical training. Our degree programs allow a wide range of opportunity while creating a focused and individual area of study for each student. We strive to balance vigorous classroom learning with practical production experience allowing for a well-rounded college experience with an emphasis on the collaborative and creative process. The theatre arts curriculum allows concentrations in six distinct areas of study: general theatre studies, design/technical, performance, music theatre, stage management and arts administration as well as a minor in dance. 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 and Dance 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 and Dance 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. 70).

2023-24 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 July.

Professor

Joseph Anderson

Mary Leonard

Associate Professor

Laurie Kincman

Megan Morey

Assistant Professor

Nic Barilar

Amanda Kolbe

Gregory Parmeter

Mary Trotter

Associate Teaching Professor

Ben Golden

Kathryn Moran

Assistant Teaching Professor

Michelle Collyar

Ashley Dobrogosz

Nathan Mohlman

Administrative Support

Krista Shulka

Majors

- Theatre arts major: arts administration emphasis - BA (p. 305)
- Theatre arts major: arts administration emphasis - BS (p. 308)
- Theatre arts major: design/technical emphasis - BA (p. 310)
- Theatre arts major: design/technical emphasis - BS (p. 312)
- Theatre arts major: general emphasis - BA (p. 315)
- Theatre arts major: general emphasis - BS (p. 317)

- Theatre arts major: musical theatre emphasis - BA (p. 320)
- Theatre arts major: musical theatre emphasis - BS (p. 322)
- Theatre arts major: performance emphasis - BA (p. 324)
- Theatre arts major: performance emphasis - BS (p. 327)
- Theatre arts major: stage management emphasis - BA (p. 329)
- Theatre arts major: stage management emphasis - BS (p. 332)

Minors

- Dance minor (p. 334)
 - Theatre arts minor: arts administration emphasis (p. 334)
 - Theatre arts minor: design/technical emphasis (p. 334)
 - Theatre arts minor: general emphasis (p. 335)
 - Theatre arts minor: performance emphasis (p. 335)
 - Theatre arts minor: stage management emphasis (p. 335)
-

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. This requirement does not apply to the theatre major: musical theatre emphasis.

Core requirements (21 credits)

Code	Title	Credits
Required Courses		
THA 210	Foundations of Theatrical Production	3
THA 220	Acting I: Fundamentals	3
THA 231	Stagecraft	3
THA 250	Theatre Studies I: Antiquity to the 18th Century	3
THA 350	Theatre Studies II: 19th Century to the Present	3
Elective		
Select one course from the following: ¹		3
THA 130	Multicultural U.S. Drama and Theory	
THA 201	Dramatic Literature and Theatre Arts	
THA 304	History of Music Theatre	
THA 351	World Theatre	
THA 355	Dramaturgy	
THA 440	Costume Design/History	
Capstone		
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.

¹ A course used to satisfy the core's elective requirement may not also count toward another requirement in any theatre arts emphasis area major.

Arts administration emphasis (18 credits)

Code	Title	Credits
THA 376	Economics of Art and Entertainment	3
THA 472	Theatre Management	3
THA 474	Advanced Studies in Arts Administration	3
ECO 110	Microeconomics and Public Policy	3
MKT 309	Principles of Marketing	3
or CST 360	Public Relations	
Select three credits of the following:		3
THA 290	Stage Management for the Arts	
THA 355	Dramaturgy	
THA 450	Internship in Theatre Arts	
THA 481	Independent Study	
THA 482	Special Topics Theatre Arts	
ACC 221	Accounting Principles I	
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. 70)
- College core (p. 306)
- Baccalaureate degree requirements (p. 307)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
JPN 202	Intermediate Japanese II	
RUS 202	Russian Language and Cultures in Action II	
SPA 202	Spanish Language and Cultures in Action II	
	or SPA 221 Introduction to Spanish for the Health Professions	

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office 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 global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1			
Fall	Credits	Spring	Credits
THA 210	3	THA 220	3
THA 260	1	THA 360	1
CST 110 (Gen Ed Literacy-Oral)	3	ENG 110 or 112 (Gen Ed Literacy-Written)	3
THA 110 (Gen Ed Arts)	2	ECO 110 (Gen Ed Self & Society)	3
Gen Ed Math	4	102+ Level Gen Ed/VPA Core Language ¹	3-4
FYS 100 (Gen Ed First-Year Seminar)	3	Gen Ed Arts (not from THA)	2
	16		15
Year 2			
Fall	Credits	Spring	Credits
THA 360	1	THA 360	1
Gen Ed Minority Cultures	3	THA 231	3
Minor Course	3	Minor Course	3
Gen Ed Natural Lab Science	4	THA 376	3
Gen Ed World History	3	Gen Ed Humanistic Studies	3
		Gen Ed Health & Well-Being	3
	14		16
Year 3			
Fall	Credits	Spring	Credits
THA 360	1	THA 360	1
MKT 309 or CST 360	3	THA 472 or 474	3
VPA Core Course	3	THA Core Elective	3
Minor Course	3	VPA Core Course	3
THA 250	3	VPA Core Course	3
Minor Course	3	University Elective	2
	16		15
Year 4			
Fall	Credits	Spring	Credits
Arts Administrative Elective (see list)	3	THA 490	3

THA 360	1 THA 472 or 474	3
Minor Course	3 VPA Core Diversity Course	3
THA 350	3 Minor Course	3
University Elective	3 THA 351 (Gen Ed Global Studies)	3
13		15

Total Credits: 120

Some THA courses are only offered every odd or even numbered year. Please plan accordingly.

¹ VPA Core Humanities and Fine Arts Tracks require 102+ level language. VPA Core Language Track requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

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. This requirement does not apply to the theatre major: musical theatre emphasis.

Core requirements (21 credits)

Code	Title	Credits
Required Courses		
THA 210	Foundations of Theatrical Production	3
THA 220	Acting I: Fundamentals	3
THA 231	Stagecraft	3
THA 250	Theatre Studies I: Antiquity to the 18th Century	3
THA 350	Theatre Studies II: 19th Century to the Present	3
Elective		
Select one course from the following: ¹		3
THA 130	Multicultural U.S. Drama and Theory	
THA 201	Dramatic Literature and Theatre Arts	
THA 304	History of Music Theatre	
THA 351	World Theatre	
THA 355	Dramaturgy	
THA 440	Costume Design/History	
Capstone		
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.

¹ A course used to satisfy the core's elective requirement may not also count toward another requirement in any theatre arts emphasis area major.

Arts administration emphasis (18 credits)

Code	Title	Credits
THA 376	Economics of Art and Entertainment	3
THA 472	Theatre Management	3
THA 474	Advanced Studies in Arts Administration	3
ECO 110	Microeconomics and Public Policy	3
MKT 309	Principles of Marketing	3
or CST 360	Public Relations	
Select three credits of the following:		3
THA 290	Stage Management for the Arts	
THA 355	Dramaturgy	
THA 450	Internship in Theatre Arts	
THA 481	Independent Study	
THA 482	Special Topics Theatre Arts	
ACC 221	Accounting Principles I	
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. 70)
- College core (p. 308)
- Baccalaureate degree requirements (p. 309)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/>) 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 (ARA, CHI,

FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH alternative (ENV 101, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a global cultures and languages course 102 level or higher.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1			
Fall	Credits Spring		Credits
THA 210	3	THA 220	3
THA 260	1	THA 360	1
CST 110 (Gen Ed Literacy-Oral)	3	ENG 110 or 112 (Gen Ed Literacy-Written)	3
THA 110 (Gen Ed Arts)	2	ECO 110 (Gen Ed Self & Society)	3
Gen Ed Math	4	Gen Ed Math/Language/Logical Systems	3-4
FYS 100 (Gen Ed First-Year Seminar)	3	Gen Ed Arts (not from THA)	2-3
16			16
Year 2			
Fall	Credits Spring		Credits
THA 360	1	THA 360	1

Gen Ed Minority Cultures	3 THA 231	3
Minor Course	3 Minor Course	3
Gen Ed Natural Lab Science	4 THA 376	3
Gen Ed World History	3 Gen Ed Humanistic Studies	3
Gen Ed Health & Well-Being		3
14		16
Year 3		
Fall	Credits Spring	Credits
THA 360	1 THA 360	1
MKT 309 or CST 360	3 THA 472 or 474	3
VPA Core Course	3 THA Core Elective	3
Minor Course	3 VPA Core Course - Natural Lab Science	4
THA 250	3 VPA Core Course	3
Minor Course	3	
16		14
Year 4		
Fall	Credits Spring	Credits
Arts Administrative Elective (see list)	3 THA 490	3
THA 360	1 THA 472 or 474	3
Minor Course	3 VPA Core Course	3
THA 350	3 Minor Course	3
VPA Core Diversity Course	3 THA 351 (Gen Ed Global Studies)	3
13		15
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. This requirement does not apply to the theatre major: musical theatre emphasis.

Core requirements (21 credits)

Code	Title	Credits
Required Courses		
THA 210	Foundations of Theatrical Production	3
THA 220	Acting I: Fundamentals	3
THA 231	Stagecraft	3
THA 250	Theatre Studies I: Antiquity to the 18th Century	3
THA 350	Theatre Studies II: 19th Century to the Present	3
Elective		
Select one course from the following: ¹		3
THA 130	Multicultural U.S. Drama and Theory	
THA 201	Dramatic Literature and Theatre Arts	
THA 304	History of Music Theatre	
THA 351	World Theatre	
THA 355	Dramaturgy	

THA 440	Costume Design/History	
Capstone		
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.

¹ A course used to satisfy the core's elective requirement may not also count toward another requirement in any theatre arts emphasis area major.

Design/technical emphasis (18 credits)

Code	Title	Credits
THA 240	Rendering for Theatre	3
Select 15 credits of the following:		15
THA 130	Multicultural U.S. Drama and Theory	
THA 201	Dramatic Literature and Theatre Arts	
THA 232	Costume Crafts	
THA 241	Stage Makeup	
THA 290	Stage Management for the Arts	
THA 330	Scene Painting	
THA 331	Theatre Technology	
THA 340	Scenery Design	
THA 341	Lighting Design	
THA 342	Sound Design	
THA/MUS 347	Sound Recording and Engineering	
THA 351	World Theatre	
THA 420	Directing	
THA 421	Performance Studio	
THA 440	Costume Design/History	
THA 450	Internship in Theatre Arts	
THA 472	Theatre Management	
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. 70)
- College core (p. 310)
- Baccalaureate degree requirements (p. 311)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
JPN 202	Intermediate Japanese II	
RUS 202	Russian Language and Cultures in Action II	
SPA 202	Spanish Language and Cultures in Action II	
	or SPA 221 Introduction to Spanish for the Health Professions	

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office 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 global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
THA 210	3 THA 220	3
THA 260	1 THA 360	1
CST 110 (Gen Ed Literacy-Oral)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
Gen Ed Math	4 102+ Level Gen Ed/VPA Core Language ¹	3-4
FYS 100 (Gen Ed First-Year Seminar)	3 Gen Ed Health & Well-Being	3
	Gen Ed Arts (not from THA)	2
	14	15

Year 2		
Fall	Credits Spring	Credits
THA 360	1 THA 360	1
Gen Ed Minority Cultures	3 THA 231	3
Minor Course	3 Minor Course	3
Gen Ed Natural Lab Science	4 Gen Ed Humanistic Studies	3
THA 240	3 THA 130 (Gen Ed Self & Society and Theatre Design/Technical Elective)	3
	University Elective	3
	14	16

Year 3		
Fall	Credits Spring	Credits
THA 360	1 THA 110 (Gen Ed Arts)	2
VPA Core Course	3 THA 360	1
Theatre Design/Technical Elective (300/400-level) (see list)	3 VPA Core Course	3
Minor Course	3 THA Core Elective	3
THA 250	3 VPA Core Course	3
Minor Course	3 University Elective	2
	16	14

Year 4		
Fall	Credits Spring	Credits
THA 360	1 THA 490	3
Theatre Design/Technical Elective (300/400-level) (see list)	3 VPA Core Diversity Course	3
Minor Course	3 Theatre Design/Technical Elective (300/400-level) (see list)	3
THA 350	3 Minor Course	3
University Elective	3 THA 351 (Gen Ed Global Studies and Theatre Design/Technical Elective)	3
Gen Ed World History	3	
	16	15

Total Credits: 120

Some THA courses are only offered every odd or even numbered year. Please plan accordingly.

¹ **VPA Core Humanities and Fine Arts Tracks** require 102+ level language. **VPA Core Language Track** requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

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. This requirement does not apply to the theatre major: musical theatre emphasis.

Core requirements (21 credits)

Code	Title	Credits
Required Courses		
THA 210	Foundations of Theatrical Production	3
THA 220	Acting I: Fundamentals	3
THA 231	Stagecraft	3
THA 250	Theatre Studies I: Antiquity to the 18th Century	3
THA 350	Theatre Studies II: 19th Century to the Present	3
Elective		
Select one course from the following: ¹		3
THA 130	Multicultural U.S. Drama and Theory	
THA 201	Dramatic Literature and Theatre Arts	
THA 304	History of Music Theatre	
THA 351	World Theatre	
THA 355	Dramaturgy	
THA 440	Costume Design/History	
Capstone		
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.

¹ A course used to satisfy the core's elective requirement may not also count toward another requirement in any theatre arts emphasis area major.

Design/technical emphasis (18 credits)

Code	Title	Credits
THA 240	Rendering for Theatre	3
Select 15 credits of the following:		15
THA 130	Multicultural U.S. Drama and Theory	
THA 201	Dramatic Literature and Theatre Arts	
THA 232	Costume Crafts	
THA 241	Stage Makeup	
THA 290	Stage Management for the Arts	
THA 330	Scene Painting	
THA 331	Theatre Technology	
THA 340	Scenery Design	
THA 341	Lighting Design	
THA 342	Sound Design	
THA/MUS 347	Sound Recording and Engineering	
THA 351	World Theatre	
THA 420	Directing	
THA 421	Performance Studio	
THA 440	Costume Design/History	
THA 450	Internship in Theatre Arts	
THA 472	Theatre Management	
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. 70)
- College core (p. 313)
- Baccalaureate degree requirements (p. 314)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/>) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH alternative (ENV 101, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a global cultures and languages course 102 level or higher.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1

Fall	Credits Spring	Credits
THA 210	3 THA 220	3
THA 260	1 THA 360	1
CST 110 (Gen Ed Literacy-Oral)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
Gen Ed Math	4 Gen Ed Math/Language/Logical Systems	3-4
FYS 100 (Gen Ed First-Year Seminar)	3 Gen Ed Health & Well-Being	3
	Gen Ed Arts (not from THA)	2
	14	15

Year 2

Fall	Credits Spring	Credits
THA 360	1 THA 360	1
Gen Ed Minority Cultures	3 THA 231	3
Minor Course	3 Minor Course	3
Gen Ed Natural Lab Science	4 Gen Ed Humanistic Studies	3
THA 240	3 THA 130 (Gen Ed Self & Society and Theatre/Design Technical Elective)	3
	VPA Core Course	3
	14	16

Year 3

Fall	Credits Spring	Credits
THA 360	1 THA 110 (Gen Ed Arts)	2
VPA Core Course	3 THA 360	1
Theatre Design/Technical Elective (300/400-level) (see list)	3 VPA Core Course	3
Minor Course	3 VPA Core Elective	3
THA 250	3 VPA Core Course - Natural Lab Science	4
Minor Course	3 University Elective	2
	16	15

Year 4		
Fall	Credits Spring	Credits
THA 360	1 THA 490	3
Theatre Design/Technical Elective (300/400-level) (see list)	3 VPA Core Diversity Course	3
Minor Course	3 Theatre Design/Technical Elective (300/400-level) (see list)	3
THA 350	3 Minor Course	3
University Elective	2 THA 351 (Gen Ed Global Studies and Theatre Design/Technical Elective)	3
Gen Ed World History	3	
	15	15

Total Credits: 120

Some THA courses are only offered every odd or even numbered year. Please plan accordingly.

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. This requirement does not apply to the theatre major: musical theatre emphasis.

Core requirements (21 credits)

Code	Title	Credits
Required Courses		
THA 210	Foundations of Theatrical Production	3
THA 220	Acting I: Fundamentals	3
THA 231	Stagecraft	3
THA 250	Theatre Studies I: Antiquity to the 18th Century	3
THA 350	Theatre Studies II: 19th Century to the Present	3
Elective		
Select one course from the following: ¹		3
THA 130	Multicultural U.S. Drama and Theory	
THA 201	Dramatic Literature and Theatre Arts	
THA 304	History of Music Theatre	
THA 351	World Theatre	
THA 355	Dramaturgy	
THA 440	Costume Design/History	
Capstone		
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.

¹ A course used to satisfy the core's elective requirement may not also count toward another requirement in any theatre arts emphasis area major.

General emphasis (18 credits)

Code	Title	Credits
Select nine credits of the performance area and nine credits of the design/technical area:		
THA 130	Multicultural U.S. Drama and Theory	
THA 201	Dramatic Literature and Theatre Arts	
THA 222	Voice and Movement 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	
THA/MUS 347	Sound Recording 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 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. 70)
- College core (p. 315)
- Baccalaureate degree requirements (p. 316)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical

professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.

- Students majoring in other CASH programs may choose either a B.A. or a B.S. degree.
- Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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.
- All other courses used to meet the requirements below must be in addition to the minimum 42 credits required in the General Education Program.
- At least one course in the B.A. or B.S. college degree program (core requirements) must be a CASH designated diversity course.
- Applicable courses may be found on the CASH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cash/advising/#tm-what-is-the-cash-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASH Academic Services Office in 138 Wimberly:

A. Language track

- Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
JPN 202	Intermediate Japanese II	
RUS 202	Russian Language and Cultures in Action II	
SPA 202	Spanish Language and Cultures in Action II	
	or SPA 221 Introduction to Spanish for the Health Professions	

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASH Dean's Office for eligibility and regulations.

- Two additional courses outside of the student's major in two of the following: humanities, social sciences or fine arts.

B. Humanities track

- One global language course 102 or higher; and
- Two additional courses outside the department of the student's major from two different departments chosen from: communication

studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and

- One additional course in social sciences or fine arts.

C. Fine arts track

- One global language course 102 or higher; and
- Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
- One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASH must complete a second major, minor, or program option by satisfying one of the following:

- Complete a minor (or second major) outside of the student's major program, consisting of at least 18 credits; or
- 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
- 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:

- Fulfill the general education requirements.
- Complete at least one ethnic studies (diversity) course.
- Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
- Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
- At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
- Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
- A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
- 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1

Fall	Credits	Spring	Credits
THA 210	3	THA 220	3
THA 260	1	THA 360	1
CST 110 (Gen Ed Literacy-Oral)	3	ENG 110 or 112 (Gen Ed Literacy-Written)	3
Gen Ed Math	4	Gen Ed Health & Well-Being	3
FYS 100 (Gen Ed First-Year Seminar)	3	102+ Level Gen Ed/VPA Core Language ¹	3-4
		THA 110 (Gen Ed Arts)	2
	14		15

Year 2

Fall	Credits	Spring	Credits
THA 360	1	THA 360	1
Gen Ed Minority Cultures	3	THA 231	3
Minor Course	3	Minor Course	3

Gen Ed Natural Lab Science	4	Gen Ed Humanistic Studies	3
Theatre Performance Elective (see list)	3	VPA Core Course	3
		University Elective	3
	14		16

Year 3

Fall	Credits	Spring	Credits
THA 360	1	THA 130 (Gen Ed Self & Society & Theatre Design/Technical Elective)	3
VPA Core Course	3	THA 360	1
Theatre Performance Elective (see list)	3	THA Core Elective	3
Minor Course	3	University Elective	3
THA 250	3	VPA Core Course	3
Minor Course	3	Gen Ed Arts (not from THA)	2
	16		15

Year 4

Fall	Credits	Spring	Credits
THA 360	1	THA 490	3
Theatre Design/Technical 300/400-Level Elective (see list)	3	VPA Core Diversity Course	3
Minor Course	3	Theatre Performance 300/400-level Elective (see list)	3
THA 350	3	Minor Course	3
University Elective	2	THA 351 (Gen Ed Global Studies & Theatre Design/Technical Elective)	3
Gen Ed World History	3		
	15		15

Total Credits: 120

Some THA courses are only offered every odd or even numbered year. Please plan accordingly.

¹ **VPA Core Humanities and Fine Arts Tracks** require 102+ level language. **VPA 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. This requirement does not apply to the theatre major: musical theatre emphasis.

Core requirements (21 credits)

Code	Title	Credits
Required Courses		
THA 210	Foundations of Theatrical Production	3
THA 220	Acting I: Fundamentals	3
THA 231	Stagecraft	3
THA 250	Theatre Studies I: Antiquity to the 18th Century	3

THA 350	Theatre Studies II: 19th Century to the Present	3
Elective		
Select one course from the following: ¹		3
THA 130	Multicultural U.S. Drama and Theory	
THA 201	Dramatic Literature and Theatre Arts	
THA 304	History of Music Theatre	
THA 351	World Theatre	
THA 355	Dramaturgy	
THA 440	Costume Design/History	
Capstone		
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.

¹ A course used to satisfy the core's elective requirement may not also count toward another requirement in any theatre arts emphasis area major.

General emphasis (18 credits)

Code	Title	Credits
Select nine credits of the performance area and nine credits of the design/technical area:		18
THA 130	Multicultural U.S. Drama and Theory	
THA 201	Dramatic Literature and Theatre Arts	
THA 222	Voice and Movement 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	
THA/MUS 347	Sound Recording 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 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. 70)
- College core (p. 318)
- Baccalaureate degree requirements (p. 319)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/>) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH alternative (ENV 101, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a global cultures and languages course 102 level or higher.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1			
Fall	Credits	Spring	Credits
THA 210	3	THA 220	3
THA 260	1	THA 360	1
CST 110 (Gen Ed Literacy-Oral)	3	ENG 110 or 112 (Gen Ed Literacy-Written)	3
Gen Ed Math	4	Gen Ed Math/Language/Logical Systems	3-4
FYS 100 (Gen Ed First-Year Seminar)	3	Gen Ed Health & Well-Being	3
		Gen Ed Arts (not from THA)	2
	14		15
Year 2			
Fall	Credits	Spring	Credits
THA 360	1	THA 360	1
Gen Ed Minority Cultures	3	THA 231	3
Minor Course	3	VPA Core Course	3
Gen Ed Natural Lab Science	4	Minor Course	3
Theatre Performance Elective (see list)	3	Gen Ed Humanistic Studies	3
		VPA Core Course	3
	14		16
Year 3			
Fall	Credits	Spring	Credits
THA 360	1	THA 110	2
VPA Core Course	3	THA 130 (Gen Ed Self & Society & Theatre Design/Technical Elective)	3
Theatre Performance Elective (see list)	3	THA 360	1
Minor Course	3	THA Core Elective	3
THA 250	3	VPA Core Course - Natural Lab Science	4
Minor Course	3	University Elective	2
	16		15

Year 4		
Fall	Credits Spring	Credits
THA 360	1 THA 490	3
Theatre Design/Technical 300/400-Level Elective (see list)	3 VPA Core Diversity Course	3
Minor Course	3 Theatre Performance 300/400-level Elective (see list)	3
THA 350	3 Minor Course	3
University Elective	2 THA 351 (Gen Ed Global Studies & Theatre Design/Technical Elective)	3
Gen Ed World History	3	
	15	15
Total Credits: 120		

Some THA courses are only offered every odd or even numbered year. Please plan accordingly.

Theatre Arts Major: Musical Theatre Emphasis - Bachelor of Arts (BA)

Major requirements

(All colleges, excluding teacher certification programs)

Students must be accepted into the theatre major: musical theatre emphasis (by audition) before declaring it as a major.

38 credits

Code	Title	Credits
Core		
THA 210	Foundations of Theatrical Production	3
THA 220	Acting I: Fundamentals	3
THA 231	Stagecraft	3
THA 250	Theatre Studies I: Antiquity to the 18th Century	3
THA 270	Music Theatre Vocal Study ¹	4
THA 304	History of Music Theatre	3
THA 310	The Singer/Actor	3
THA 320	Acting II: Characterization	3
THA 324	Cabaret Performance Workshop	3
THA 350	Theatre Studies II: 19th Century to the Present	3
THA 490	Capstone Project in Theatre Arts	3
Dance requirement ²		
THA 226	Tap Dance I	2
THA 229	Musical Theatre Dance I	2
Total Credits		38

¹ Students are required to complete four semesters.

² Additional courses in dance are strongly recommended.

Theatre arts activities requirement

THA 260 required first semester first year. THA 360 required every semester after first semester first year, except when completing THA 490.

Recommended

THA 222 Voice and Movement for the Stage (3 cr.) is strongly recommended.

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. 70)
- College core (p. 320)
- Baccalaureate degree requirements (p. 321)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	

GCL 202	Intermediate Languages II
GER 202	German Language and Cultures in Action II
HMG 204	Hmong Heritage Language: Intermediate
HMG 304	Hmong Heritage Language: Advanced
JPN 202	Intermediate Japanese II
RUS 202	Russian Language and Cultures in Action II
SPA 202	Spanish Language and Cultures in Action II
or SPA 221 Introduction to Spanish for the Health Professions	

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASH Dean's Office for eligibility and regulations.

- Two additional courses outside of the student's major in two of the following: humanities, social sciences or fine arts.

B. Humanities track

- One global language course 102 or higher; and
- Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
- One additional course in social sciences or fine arts.

C. Fine arts track

- One global language course 102 or higher; and
- Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
- One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASH must complete a second major, minor, or program option by satisfying one of the following:

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Baccalaureate degree requirements

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

- Fulfill the general education requirements.
- Complete at least one ethnic studies (diversity) course.

- Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
- Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
- At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
- Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
- A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
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- 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.
- The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
THA 260	1 THA 360	1
THA 210	3 THA 220	3
Gen Ed Math	4 ENG 110 or 112 (Gen Ed Literacy-Written)	3
CST 110 (Gen Ed Literacy-Oral)	3 THA 130 (Gen Ed Self & Society)	3
FYS 100 (Gen Ed First-Year Seminar)	3 102+ Level Gen Ed/VPA Core Language ¹	3-4
	THA 110 (Gen Ed Arts)	2
	14	15
Year 2		
Fall	Credits Spring	Credits
THA 320	3 THA 360	1
THA 360	1 THA 231	3
THA 324	3 THA 304	3
THA 270	1-2 THA 270	1-2
THA 229	2 Gen Ed Natural Lab Science	4
Minor Course	3 Minor Course	3
Gen Ed Arts (not from THA)	2-3	
	15	15
Year 3		
Fall	Credits Spring	Credits
THA 250	3 THA 360	1
THA 310	3 Gen Ed Humanistic Studies	3
THA 360	1 Gen Ed World History	3
THA 270	1-2 VPA Core Course	3
THA 226	2 University Elective	3
VPA Core Course	3 Minor Course	3
Minor Course	3	
	16	16
Year 4		
Fall	Credits Spring	Credits
THA 270	1-2 THA 351 (Gen Ed Global Studies)	3
THA 350	3 THA 490	3
THA 360	1 VPA Diversity Core Course	3
VPA Core Course	3 Gen Ed Minority Cultures	3
Minor Course	3 Minor Course	3
Gen Ed Health & Well-Being	3	
	14	15
Total Credits: 120		

Some THA courses are only offered every odd or even numbered year. Please plan accordingly.

THA 222 Voice and Movement for the Stage (3 cr.) is not required but strongly recommended.

¹ **VPA Core Humanities and Fine Arts Tracks** require 102+ level language. **VPA Core Language Track** requires 202 level language.

Students unprepared for 202 level will need to complete prerequisite course work.

Theatre Arts Major: Musical Theatre Emphasis - Bachelor of Science (BS)

Major requirements

(All colleges, excluding teacher certification programs)

Students must be accepted into the theatre major: musical theatre emphasis (by audition) before declaring it as a major.

38 credits

Code	Title	Credits
Core		
THA 210	Foundations of Theatrical Production	3
THA 220	Acting I: Fundamentals	3
THA 231	Stagecraft	3
THA 250	Theatre Studies I: Antiquity to the 18th Century	3
THA 270	Music Theatre Vocal Study ¹	4
THA 304	History of Music Theatre	3
THA 310	The Singer/Actor	3
THA 320	Acting II: Characterization	3
THA 324	Cabaret Performance Workshop	3
THA 350	Theatre Studies II: 19th Century to the Present	3
THA 490	Capstone Project in Theatre Arts	3
Dance requirement²		
THA 226	Tap Dance I	2
THA 229	Musical Theatre Dance I	2
Total Credits		38

¹ Students are required to complete four semesters.

² Additional courses in dance are strongly recommended.

Theatre arts activities requirement

THA 260 required first semester first year. THA 360 required every semester after first semester first year, except when completing THA 490.

Recommended

THA 222 Voice and Movement for the Stage (3 cr.) is strongly recommended.

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. 70)
- College core (p. 323)
- Baccalaureate degree requirements (p. 323)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/>) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH alternative (ENV 101, PHL 334, PHL 339); and
4. One additional course in humanities or fine arts or complete a global cultures and languages course 102 level or higher.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.
- ² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
THA 260	1 THA 360	1
THA 210	3 THA 220	3
CST 110 (Gen Ed Literacy-Oral)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
THA 110 (Gen Ed Arts)	2 THA 130 (Gen Ed Self & Society)	3
FYS 100 (Gen Ed First-Year Seminar)	3 Gen Ed Math	4
Gen Ed Language/Logical Systems	3-4	
	15	14

Year 2		
Fall	Credits Spring	Credits
THA 320	3 THA 360	1
THA 360	1 THA 231	3
THA 324	3 THA 304	3
THA 270	1-2 THA 270	1-2
THA 229	2 Minor Course	3
Minor Course	3 Gen Ed Natural Lab Science	4
Gen Ed Arts (not from THA)	2-3	
	15	15

Year 3		
Fall	Credits Spring	Credits
THA 360	1 THA 360	1
THA 250	3 Gen Ed Health & Well-Being	3
THA 310	3 VPA Core Course	3
THA 270	1-2 Gen Ed World Hist	3
THA 226	2 University Elective	2
VPA Core Course	3 Minor Course	3
University Elective	3	
	16	15

Year 4		
Fall	Credits Spring	Credits
THA 270	1-2 THA 351 (Gen Ed Global Studies)	3
THA 350	3 THA 490	3
THA 360	1 VPA Diversity Core Course	3
VPA Core Course	3 Gen Ed Minority Cultures	3
VPA Core Course - Natural Lab Science	4 Minor Course	3

Minor Course	3	
	15	15

Total Credits: 120

Some THA courses are only offered every odd or even numbered year. Please plan accordingly.

THA 222 Voice and Movement for the Stage (3 cr.) is not required but strongly recommended.

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. This requirement does not apply to the theatre major: musical theatre emphasis.

Core requirements (21 credits)

Code	Title	Credits
Required Courses		
THA 210	Foundations of Theatrical Production	3
THA 220	Acting I: Fundamentals	3
THA 231	Stagecraft	3
THA 250	Theatre Studies I: Antiquity to the 18th Century	3
THA 350	Theatre Studies II: 19th Century to the Present	3
Elective		
Select one course from the following: ¹		3
THA 130	Multicultural U.S. Drama and Theory	
THA 201	Dramatic Literature and Theatre Arts	
THA 304	History of Music Theatre	
THA 351	World Theatre	
THA 355	Dramaturgy	
THA 440	Costume Design/History	

Capstone		
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.

¹ A course used to satisfy the core's elective requirement may not also count toward another requirement in any theatre arts emphasis area major.

Performance emphasis (18 credits)

Code	Title	Credits
THA 222	Voice and Movement for the Stage	3
THA 320	Acting II: Characterization	3
THA 321	Acting III: Styles	3
Select nine credits of the following:		9
THA 130	Multicultural U.S. Drama and Theory	
THA 201	Dramatic Literature and Theatre Arts	
THA 241	Stage Makeup	

THA 290	Stage Management for the Arts
THA 310	The Singer/Actor
THA 351	World Theatre
THA 420	Directing
THA 421	Performance Studio
THA 422	Acting IV: Audition Techniques
THA 440	Costume Design/History
THA 471	Playwriting
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. 70)
- College core (p. 325)
- Baccalaureate degree requirements (p. 326)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
JPN 202	Intermediate Japanese II	
RUS 202	Russian Language and Cultures in Action II	
SPA 202	Spanish Language and Cultures in Action II	
	or SPA 221 Introduction to Spanish for the Health Professions	

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking student; or complete 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office 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 global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
THA 210	3 THA 220	3
THA 260	1 THA 360	1
CST 110 (Gen Ed Literacy-Oral)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
Gen Ed Math	4 102+ Level Gen Ed/VPA Core Language ¹	3-4
FYS 100 (Gen Ed First-Year Seminar)	3 Gen Ed Health & Well-Being	3
	Gen Ed Arts (not from THA)	2
	14	15

Year 2		
Fall	Credits Spring	Credits
THA 360	1 THA 360	1
Gen Ed Minority Cultures	3 THA 231	3
Minor Course	3 Minor Course	3
Gen Ed Natural Lab Science	4 Gen Ed Humanistic Studies	3
THA 222	3 VPA Core Course	3
	University Elective	3
	14	16

Year 3		
Fall	Credits Spring	Credits
THA 360	1 THA 110 (Gen Ed Arts)	2
VPA Core Course	3 THA 130 (Gen Ed Self & Society & Theatre Management/Design/Technical Elective)	3
Minor Course	3 THA 360	1
THA 320	3 THA Core Elective	3
THA 250	3 VPA Core Course	3
Minor Course	3 University Elective	2
	16	14

Year 4		
Fall	Credits Spring	Credits
THA 360	1 THA 490	3
Theatre Management/Design/Technical 300/400 Level Elective (see list)	3 VPA Core Diversity Course	3
Minor Course	3 Minor Course	3
THA 350	3 THA 321	3

University Elective	3 THA 351 (Gen Ed Global Studies & Theatre Management/Design/Technical Elective)	3
Gen Ed World History	3	
	16	15
Total Credits: 120		

Some THA courses are only offered every odd or even numbered year. Please plan accordingly.

¹ VPA Core Humanities and Fine Arts Tracks require 102+ level language. VPA 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. This requirement does not apply to the theatre major: musical theatre emphasis.

Core requirements (21 credits)

Code	Title	Credits
Required Courses		
THA 210	Foundations of Theatrical Production	3
THA 220	Acting I: Fundamentals	3
THA 231	Stagecraft	3
THA 250	Theatre Studies I: Antiquity to the 18th Century	3
THA 350	Theatre Studies II: 19th Century to the Present	3
Elective		
Select one course from the following: ¹		3
THA 130	Multicultural U.S. Drama and Theory	
THA 201	Dramatic Literature and Theatre Arts	
THA 304	History of Music Theatre	
THA 351	World Theatre	
THA 355	Dramaturgy	
THA 440	Costume Design/History	
Capstone		
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.

¹ A course used to satisfy the core's elective requirement may not also count toward another requirement in any theatre arts emphasis area major.

Performance emphasis (18 credits)

Code	Title	Credits
THA 222	Voice and Movement for the Stage	3
THA 320	Acting II: Characterization	3
THA 321	Acting III: Styles	3
Select nine credits of the following:		9
THA 130	Multicultural U.S. Drama and Theory	
THA 201	Dramatic Literature and Theatre Arts	
THA 241	Stage Makeup	
THA 290	Stage Management for the Arts	
THA 310	The Singer/Actor	
THA 351	World Theatre	
THA 420	Directing	
THA 421	Performance Studio	
THA 422	Acting IV: Audition Techniques	
THA 440	Costume Design/History	
THA 471	Playwriting	
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. 70)
- College core (p. 327)
- Baccalaureate degree requirements (p. 328)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.

- Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlox.edu/cassh/advising/>) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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:

- A lab science course (from the general education list); and
- A social science course; and
- Another social science or general education natural science, or math course, or an approved CASSH alternative (ENV 101, PHL 334, PHL 339); and
- One additional course in humanities or fine arts or complete a global cultures and languages course 102 level or higher.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete a second major, minor, or program option by satisfying one of the following:

- Complete a minor (or second major) outside of the student's major program, consisting of at least 18 credits; or
- 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
- 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:

- Fulfill the general education requirements.
- Complete at least one ethnic studies (diversity) course.
- Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
- Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
- At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
- Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
- A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
- 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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- The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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.uwlox.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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
THA 210	3 THA 220	3
THA 260	1 THA 360	1
CST 110 (Gen Ed Literacy-Oral))	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
Gen Ed Math	4 Gen Ed Math/Language/Logical Systems	3-4
VPA Core Course	3 THA 110 (Gen Ed Arts)	2

	FYS 100 (Gen Ed First-Year Seminar)	3
	14	15
Year 2		
Fall	Credits Spring	Credits
THA 360	1 THA 360	1
Gen Ed Minority Cultures	3 THA 231	3
Minor Course	3 Minor Course	3
Gen Ed Natural Lab Science	4 Gen Ed Humanistic Studies	3
THA 222	3 Gen Ed Health & Well-Being	3
	University Elective	3
	14	16
Year 3		
Fall	Credits Spring	Credits
THA 360	1 THA 130 (Gen Ed Self & Society & Theatre Management/Design/Technical Elective)	3
VPA Core Course	3 THA 360	1
Minor Course	3 THA Core Elective	3
THA 320	3 VPA Core Course - Natural Lab Science	4
THA 250	3 University Elective	2
Minor Course	3 Gen Ed Arts (not from THA)	2
	16	15
Year 4		
Fall	Credits Spring	Credits
THA 360	1 THA 490	3
Theatre Management/Design/Technical 300/400 Level Elective (see list)	3 VPA Core Diversity Course	3
Minor Course	3 Minor Course	3
THA 350	3 THA 321	3
University Elective	2 THA 351 (Gen Ed Global Studies & Theatre Management/Design/Technical Elective (see list))	3
Gen Ed World History	3	
	15	15

Total Credits: 120

Some THA courses are only offered every odd or even numbered year. Please plan accordingly.

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. This requirement does not apply to the theatre major: musical theatre emphasis.

Core requirements (21 credits)

Code	Title	Credits
Required Courses		
THA 210	Foundations of Theatrical Production	3

THA 220	Acting I: Fundamentals	3
THA 231	Stagecraft	3
THA 250	Theatre Studies I: Antiquity to the 18th Century	3
THA 350	Theatre Studies II: 19th Century to the Present	3

Elective

Select one course from the following: ¹

THA 130	Multicultural U.S. Drama and Theory
THA 201	Dramatic Literature and Theatre Arts
THA 304	History of Music Theatre
THA 351	World Theatre
THA 355	Dramaturgy
THA 440	Costume Design/History

Capstone

THA 490	Capstone Project in Theatre Arts	3
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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.

¹ A course used to satisfy the core's elective requirement may not also count toward another requirement in any theatre arts emphasis area major.

Stage management emphasis (19 credits)

Code	Title	Credits
THA 290	Stage Management for the Arts	3
THA 341	Lighting Design	3
THA 342	Sound Design	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/MUS 347	Sound Recording and Engineering	
THA 355	Dramaturgy	
THA 421	Performance Studio	
THA 440	Costume Design/History	
THA 450	Internship 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. 70)
- College core (p. 330)
- Baccalaureate degree requirements (p. 330)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/#tm-what-is-the-cassh-core-should-i-choose-a-bachelor-of-arts-ba-or-a-bachelor-of-science-bs-degree->) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH Academic Services Office in 138 Wimberly:

A. Language track

1. **Native speakers of English** complete:

Code	Title	Credits
Select one of the following:		
ARA 202	Intermediate Arabic II	
CHI 202	Chinese Language and Culture in Action II	
FRE 202	French Language and Cultures in Action II	
GCL 202	Intermediate Languages II	
GER 202	German Language and Cultures in Action II	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
JPN 202	Intermediate Japanese II	
RUS 202	Russian Language and Cultures in Action II	
SPA 202	Spanish Language and Cultures in Action II	
	or SPA 221 Introduction to Spanish for the Health Professions	

Non-native speakers of English: provide English proficiency evidence acceptable for admission to UWL as a degree seeking

student; or complete 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). UWL does not regularly offer these courses, thus transferring in their equivalency(ies) is the likely way to earn credit English as a Second Language coursework. Native English speakers are not eligible to earn credit in ESL courses. Contact the CASSH Dean's Office 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 global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: communication studies, English, history, philosophy and race, gender, and sexuality studies (see the Advisement Report (AR) for a listing of the approved courses); and
3. One additional course in social sciences or fine arts.

C. Fine arts track

1. One global language course 102 or higher; and
2. Two additional courses outside the department of the student's major from two different departments chosen from: art, music, theatre; and
3. One additional course in social sciences or humanities.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA¹, ² in each major and minor (and concentration or emphasis, if selected).

7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
THA 210	3 THA 220	3
THA 260	1 THA 360	1
CST 110 (Gen Ed Literacy-Oral)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
Gen Ed Math	4 102+ Level Gen Ed/VPA Core Language ¹	3-4
THA 110 (Gen Ed Arts)	2 Gen Ed Health & Well-Being	3
Gen Ed World History	3 FYS 100 (Gen Ed First-Year Seminar)	3
16		16

Year 2		
Fall	Credits Spring	Credits
THA 360	1 THA 360	1
Gen Ed Minority Cultures	3 THA 231	3
Minor Course	3 Minor Course	3
Gen Ed Natural Lab Science	4 Gen Ed Humanistic Studies	3
THA 290	3 VPA Core Course	3
University Elective		1
14		14

Year 3		
Fall	Credits Spring	Credits
THA 360	1 THA 130 (Gen Ed Self & Society/THA Core Electie)	3
VPA Core Course	3 THA 342	3
THA 250	3 THA 360	1
THA 341	3 THA 420	3
THA 390	2 Gen Ed Arts (not from THA)	2-3
Minor Course	3 University Elective	3
15		15

Year 4		
Fall	Credits Spring	Credits
THA 360	1 THA 490	3
Theatre Technical Performance 300/400-level Elective (see list)	3 VPA Core Diversity Course	3
Minor Course	3 Minor Course	3
THA 350	3 THA 351 (Gen Ed Global Studies)	3
THA 390	2 Minor Course	3
VPA Core Course	3	
15		15

Total Credits: 120

Some THA courses are only offered every odd or even numbered year. Please plan accordingly.

¹ **VPA Core Humanities and Fine Arts Tracks** require 102+ level language. **VPA Core Language Track** requires 202 level language. Students unprepared for 202 level will need to complete prerequisite course work.

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. This requirement does not apply to the theatre major: musical theatre emphasis.

Core requirements (21 credits)

Code	Title	Credits
Required Courses		
THA 210	Foundations of Theatrical Production	3
THA 220	Acting I: Fundamentals	3
THA 231	Stagecraft	3
THA 250	Theatre Studies I: Antiquity to the 18th Century	3
THA 350	Theatre Studies II: 19th Century to the Present	3
Elective		
Select one course from the following: ¹		3
THA 130	Multicultural U.S. Drama and Theory	
THA 201	Dramatic Literature and Theatre Arts	
THA 304	History of Music Theatre	
THA 351	World Theatre	
THA 355	Dramaturgy	
THA 440	Costume Design/History	
Capstone		
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.

¹ A course used to satisfy the core's elective requirement may not also count toward another requirement in any theatre arts emphasis area major.

Stage management emphasis (19 credits)

Code	Title	Credits
THA 290	Stage Management for the Arts	3
THA 341	Lighting Design	3
THA 342	Sound Design	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/MUS 347	Sound Recording and Engineering	
THA 355	Dramaturgy	
THA 421	Performance Studio	

THA 440	Costume Design/History
THA 450	Internship 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. 70)
- College core (p. 332)
- Baccalaureate degree requirements (p. 333)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) 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 (writing and rhetoric or literary and cultural studies emphases) or in the department of global cultures and languages must earn a Bachelor of Arts degree. Education majors earn a Bachelor of Science degree; English major: medical professions emphasis majors may earn a Bachelor of Arts or Bachelor of Science degree.
2. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
3. Language courses (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 42 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 CASSH designated diversity course.
6. Applicable courses may be found on the CASSH B.A./B.S. Degree Option Course List (<https://www.uwlax.edu/cassh/advising/>) 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 (ARA, CHI, FRE, GCL, GER, HMG, JPN, RUS, SPA) 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 CASSH alternative (ENV 101, PHL 334, PHL 339); and

4. One additional course in humanities or fine arts or complete a global cultures and languages course 102 level or higher.

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
THA 210	3 THA 220	3
THA 260	1 THA 360	1
CST 110 (Gen Ed Literacy-Oral)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
Gen Ed Math	4 FYS 100 (Gen Ed First-Year Seminar)	3
THA 110 (Gen Ed Arts)	2 Gen Ed Math/Language/Logical Systems	3-4
Gen Ed World History	3 Gen Ed Health & Well-Being	3
	16	16

Year 2		
Fall	Credits Spring	Credits
THA 360	1 THA 360	1
THA 290	3 THA 231	3
Gen Ed Minority Cultures	3 Minor Course	3
Minor Course	3 Gen Ed Humanistic Studies	3
Gen Ed Natural Lab Science	4 VPA Core Course	3
	Gen Ed Arts (not from THA)	2-3
	14	15

Year 3		
Fall	Credits Spring	Credits
THA 360	1 THA 130 (Gen Ed Self & Society/THA Core Elective)	3
THA 250	3 THA 342	3
THA 341	3 THA 360	1

THA 390	2 THA 420	3
VPA Core Course	3 VPA Core Course - Natural Lab Science	4
VPA Core Course	3	
15		14
Year 4		
Fall	Credits Spring	Credits
THA 360	1 THA 490	3
THA 350	3 THA 351 (Gen Ed Global Studies)	3
THA 390	2 Minor Course	3
Minor Course	3 VPA Core Diversity Course	3
Theatre Technical Performance 300/400-Level Elective (see list)	3 Minor Course	3
Minor Course	3	
15		15
Total Credits: 120		

Some THA courses are only offered every odd or even numbered year. Please plan accordingly.

Dance Minor

Minor requirements

(All colleges)

22 credits

Code	Title	Credits
THA 223	Foundations of Dance	2
THA 225	Jazz Dance I	2
THA 226	Tap Dance I	2
THA 227	Ballet Dance I	2
THA 228	Modern Dance I	2
THA 229	Musical Theatre Dance I	2
THA 304 or THA 305	History of Music Theatre History of Dance	3
THA 311	Dance Improvisation	2
THA 424	Composition of Dance	3
Select two credits of the following:		2
THA 325	Jazz Dance II	
THA 326	Tap Dance II	
THA 327	Ballet Dance II	
THA 328	Modern Dance II	
THA 329	Musical Theatre Dance II	
Total Credits		22

- ESS 104 Dance Appreciation (2 cr.) is recommended to satisfy one of the two General Education Program: Arts (GE Category 8) requirements.

Theatre Arts Minor: Arts Administration Emphasis

Minor requirements

(All colleges)

21 credits

Code	Title	Credits
THA 210	Foundations of Theatrical Production	3
THA 220 or THA 231	Acting I: Fundamentals Stagecraft	3
THA 376	Economics of Art and Entertainment	3
THA 472	Theatre Management	3
THA 360	Theatre Arts Practicum (minimum of three credits taken over at least two productions)	3
THA 474	Advanced Studies in Arts Administration	3
Select three credits of the following:		3
THA 250	Theatre Studies I: Antiquity to the 18th Century	
THA 290	Stage Management for the Arts	
THA 350	Theatre Studies II: 19th Century to the Present	
THA 351	World Theatre	
THA 450	Internship in Theatre Arts	
THA 481	Independent Study	
THA 482	Special Topics Theatre Arts	
ECO 110	Microeconomics and Public Policy	
CST 360	Public Relations	
MKT 309	Principles of Marketing	
ACC 221	Accounting Principles I	
Total Credits		21

Theatre Arts Minor: Design/Technical Emphasis

Minor requirements

(All colleges)

21 credits

Code	Title	Credits
THA 210	Foundations of Theatrical Production	3
THA 231	Stagecraft	3
THA 232	Costume Crafts	3
THA 240	Rendering for Theatre	3
THA 360	Theatre Arts Practicum (minimum of three credits taken over at least two productions)	3
Select six credits of the following:		6
THA 130	Multicultural U.S. Drama and Theory	
THA 201	Dramatic Literature and Theatre Arts	
THA 241	Stage Makeup	
THA 250	Theatre Studies I: Antiquity to the 18th Century	
THA 330	Scene Painting	
THA 331	Theatre Technology	
THA 340	Scenery Design	
THA 341	Lighting Design	
THA 342	Sound Design	
THA/MUS 347	Sound Recording and Engineering	
THA 350	Theatre Studies II: 19th Century to the Present	
THA 351	World Theatre	
THA 390	Advanced Stage Management	
THA 420	Directing	

THA 421	Performance Studio	
THA 440	Costume Design/History	
THA 450	Internship in Theatre Arts	
THA 481	Independent Study	
THA 482	Special Topics Theatre Arts	
Total Credits		21

Theatre Arts Minor: General Emphasis

Minor requirements

(All colleges)

21 credits

Code	Title	Credits
THA 210	Foundations of Theatrical Production	3
THA 220	Acting I: Fundamentals	3
THA 360	Theatre Arts Practicum (minimum of three credits taken over at least two productions)	3
Select six credits of the following:		6
THA 250	Theatre Studies I: Antiquity to the 18th Century	
THA 350	Theatre Studies II: 19th Century to the Present	
THA 351	World Theatre	
Select six credits of the following:		6
THA 130	Multicultural U.S. Drama and Theory	
THA 201	Dramatic Literature and Theatre Arts	
THA 222	Voice and Movement for the Stage	
THA 231	Stagecraft	
THA 232	Costume Crafts	
THA 241	Stage Makeup	
THA 290	Stage Management for the Arts	
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	
THA/MUS 347	Sound Recording and Engineering	
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 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		21

Theatre Arts Minor: Performance Emphasis

Minor requirements

(All colleges)

24 credits

Code	Title	Credits
THA 210	Foundations of Theatrical Production	3
THA 220	Acting I: Fundamentals	3
THA 222	Voice and Movement for the Stage	3
THA 320	Acting II: Characterization	3
THA 321	Acting III: Styles	3
THA 360	Theatre Arts Practicum (minimum of three credits taken over at least two productions)	3
Select six credits of the following:		6
THA 130	Multicultural U.S. Drama and Theory	
THA 201	Dramatic Literature and Theatre Arts	
THA 225	Jazz Dance I	
THA 226	Tap Dance I	
THA 227	Ballet Dance I	
THA 228	Modern Dance I	
THA 229	Musical Theatre Dance I	
THA 241	Stage Makeup	
THA 250	Theatre Studies I: Antiquity to the 18th Century	
THA 271	Singing for the Stage (up to 3 credits)	
THA 290	Stage Management for the Arts	
THA 350	Theatre Studies II: 19th Century to the Present	
THA 351	World Theatre	
THA 420	Directing	
THA 421	Performance Studio	
THA 422	Acting IV: Audition Techniques	
THA 450	Internship in Theatre Arts	
THA 471	Playwriting	
THA 481	Independent Study	
THA 482	Special Topics Theatre Arts	
Total Credits		24

Theatre Arts Minor: Stage Management Emphasis

Minor requirements

(All colleges)

23 credits

Code	Title	Credits
THA 210	Foundations of Theatrical Production	3
THA 220	Acting I: Fundamentals	3
THA 231	Stagecraft	3
THA 290	Stage Management for the Arts	3
THA 390	Advanced Stage Management	2
THA 360	Theatre Arts Practicum (minimum of three credits taken over at least two productions)	3

Select six credits of the following:		6
THA 232	Costume Crafts	
THA 250	Theatre Studies I: Antiquity to the 18th Century	
THA 331	Theatre Technology	
THA 340	Scenery Design	
THA 341	Lighting Design	
THA 342	Sound Design	
THA/MUS 347	Sound Recording and Engineering	
THA 350	Theatre Studies II: 19th Century to the Present	
THA 351	World Theatre	
THA 420	Directing	
THA 421	Performance Studio	
THA 472	Theatre Management	
Total Credits		23

College of Business Administration

Dean - Taggart Brooks
Associate Dean, Interim - Gwen Achenreiner
College Academic Services Director - Nicole Vidden
1205 Wittich Hall; 608.785.8090

www.uwlax.edu/cba (<http://www.uwlax.edu/cba/>)

The College of Business Administration's (CBA) undergraduate 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.

Departments/units (p. 337) Majors and minors (p. 337)
Admission to CBA Business Program (p. 337)

CBA core requirements (p. 338) Internships (p. 339)
CBA graduation requirements (p. 339)

Joint business program with WTC (p. 339)

Mission

Delivering academic excellence, career success and community engagement through sharing new knowledge and creating 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

Majors and minors

The following majors and minors are available:

B.S. = Bachelor of Science m = minor

Accountancy (p. 339) (B.S., m)
Business Administration (p. 342) (m) (not open to business majors)
Business Analytics (p. 350) (B.S., m)
Economics (p. 342) (B.S., m)
Finance (p. 345) (B.S.)
Finance with Risk, Insurance, & Financial Planning Concentration (p. 345) (B.S.)
Healthcare Analytics Management (p. 363) (m)
Information Systems (p. 350) (B.S., m)
International Business (p. 356) (B.S., m)
Management (p. 359) (B.S.)
Marketing (p. 363) (B.S.)
Sustainable Business (p. 366) (m)

Advising in the College of Business Administration

First and second year students will have a professional academic advisor. Students are typically assigned to faculty advisors for their final two years. Advisors help students develop programs, plan schedules, discuss major and career choices, and refer for assistance in the case of academic difficulties. Students are encouraged to meet with their advisor at least once a semester.

The 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 advisor and/or seek assistance from the dean's office.

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 (<https://www.uwlax.edu/cba/resources-for-students/>) must be completed and approved by the CBA Dean's Office 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 website online (<https://www.uwlax.edu/cba/resources-for-students/>), 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 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:

Code	Title	Credits
ACC 221	Accounting Principles I	3
ACC 222	Accounting Principles II	3
BLAW 205	The Legal and Ethical Environment of Business	3
ECO 110	Microeconomics and Public Policy	3
ECO 120	Global Macroeconomics	3
ENG 110	College Writing	3
or ENG 112	College Writing AP (Advanced Placement)	
MTH 160	Mathematics for Business	4-5
or MTH 175	Applied Calculus	
or MTH 207	Calculus I	
STAT 145	Elementary Statistics	4

2. 54 credits or higher earned (or in progress).
3. Earn a 2.50 combined 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 MGT/MKT 301 are considered pre-business courses. MGT 449 must be taken in the semester of graduation.

Code	Title	Credits
ACC 221	Accounting Principles I	3
ACC 222	Accounting Principles II	3
BLAW 205	The Legal and Ethical Environment of Business	3
ECO 110	Microeconomics and Public Policy	3
ECO 120	Global Macroeconomics	3
ECO 230	Data Analysis for Business Applications	3
ENG 110	College Writing	3
or ENG 112	College Writing AP (Advanced Placement)	
FIN 355	Principles of Financial Management	3
IS 220	Information Systems for Business Management	3
MGT/MKT 301	Business Communication	3
MGT 308	Organizational Behavior	3
MGT 393	Production and Operations Management	3
MKT 309	Principles of Marketing	3
MTH 160	Mathematics for Business	4-5
or MTH 175	Applied Calculus	
or MTH 207	Calculus I	
STAT 145	Elementary Statistics (or equivalent)	4
Capstone - taken in the semester of graduation		

MGT 449	CBA Capstone: Applied Business Strategy	3
Total Credits		50-51

Business core course sequencing

A guide for sequencing business core requirements is as follows:

First year	Credits
ECO 110 ¹	3
ECO 120 ¹	3
ENG 110 or 112 ¹	3
MTH 160, 175, or 207 ¹	4-5
STAT 145 (or equivalent) ¹	4
17-18	
Sophomore year	Credits
ACC 221 ²	3
ACC 222	3
BLAW 205	3
ECO 230	3
IS 220	3
MGT 301 or MKT 301	3
Admission to the CBA Business Program is required prior to enrollment in the junior/senior level business courses.	
18	
Junior year	Credits
FIN 355	3
MGT 308	3
MGT 393	3
MKT 309	3
Students will also complete their major requirements during their junior and senior years.	
12	
Senior year	Credits
MGT 449 ³	3
3	
Total Credits: 50-51	

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 (<https://www.uwlax.edu/foundation/>) 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:

Code	Title	Credits
ACC 221	Accounting Principles I	3
ACC 222	Accounting Principles II	3
BLAW 205	The Legal and Ethical Environment of Business	3
ECO 110	Microeconomics and Public Policy	3
ECO 120	Global Macroeconomics	3
ECO 230	Data Analysis for Business Applications	3
FIN 355	Principles of Financial Management	3
IS 220	Information Systems for Business Management	3
MGT 308	Organizational Behavior	3
MKT 309	Principles of Marketing	3

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 by checking their advisement report in WINGS after they register for their final semester. For all CBA students who have applied to graduate, the dean's office will automatically complete a graduation check before the start of their final semester and notify them by email of any problems. If a student has specific questions or concerns about graduation requirements, they can contact the CBA dean's office.

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 Associate of Arts (AA) or Associate of Science in Liberal Arts (ASLA) 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 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 UWL Admissions Office (<https://www.uwlax.edu/admissions/>) 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.

Accountancy Department (ACC/BLAW)

College of Business Administration

Department Chair: William Maas

3202 Wittich Hall; 608.785.6825

Email: wmaas@uwlax.edu

www.uwlax.edu/accountancy/ (<http://www.uwlax.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 2021-2022 academic year, 60 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 ten 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.

Students in the College of Business Administration must be admitted to business (p. 337) and also complete the college core requirements.

2023-24 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 July.

Associate Professor

Sergey Komissarov

William Maas

Vivek Pande

Assistant Professor

Tonya Edinger

Mehtap Eklund

Sonja Hightower

Mehmet Kocakulah

Recep Pekdemir

Teaching Professor

Mark Huesmann

Assistant Teaching Professor

Julie Ancius

Administrative Support

Heather Talbot

Major

- Accountancy major - BS (p. 340)

Minor

- Accountancy minor (p. 342)

Accountancy Major - Bachelor of Science (BS)

UWL accountancy majors have the technical knowledge and the practical experience that puts them in demand for both entry-level positions and throughout their careers. Internships are a big part of the practical experience opportunity. Career Services data (<https://www.uwlax.edu/aaccs/facultystaff/utilizing-career-services/#tm-uwl-employment-and-internship-statistics>) shows that the Accountancy Program is usually the most active internship program at UWL. Accountancy internships are well-paid.

To be eligible to become a Certified Public Accountant (CPA) requires the minimum of 150 credits and an undergraduate degree. UWL's undergraduate program allows students the flexibility to complete 150 credits, an internship, and an undergraduate degree in four-and-one-half years.

The Accountancy Program works closely with organizations and alumni to keep our program up-to-date. A byproduct of that work is a variety of scholarships for accountancy students. Be sure to apply at the UWL Foundation as a new first year student and as a continuing student.

Major requirements

Admission

Admission to the College of Business Administration (p. 337)

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 311 without having been admitted to the business program.

Curriculum

(College of Business Administration)

30 credits

Code	Title	Credits
ACC 311	Intermediate Accounting I	3
ACC 312	Intermediate Accounting II	3
ACC 313	Intermediate Accounting III	3
ACC 325	Cost Accounting	3
ACC 327	Accounting Information Systems	3
ACC 330	Individual Income Taxation	3
ACC 418	Business Law for Accountants	3
ACC 421	Advanced Accounting	3
ACC 438	Principles of Auditing	3
Plus three credits of ACC numbered higher than 311 ²		3
Total Credits		30

¹ Accountancy majors are allowed and encouraged to register for ACC 311 Intermediate Accounting I (3 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. 70)
- College core (p. 340)
- Baccalaureate degree requirements (p. 341)

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 MGT/MKT 301 are considered pre-business courses. MGT 449 must be taken in the semester of graduation.

Code	Title	Credits
ACC 221	Accounting Principles I	3
ACC 222	Accounting Principles II	3
BLAW 205	The Legal and Ethical Environment of Business	3
ECO 110	Microeconomics and Public Policy	3
ECO 120	Global Macroeconomics	3
ECO 230	Data Analysis for Business Applications	3
ENG 110	College Writing	3
or ENG 112	College Writing AP (Advanced Placement)	
FIN 355	Principles of Financial Management	3
IS 220	Information Systems for Business Management	3
MGT/MKT 301	Business Communication	3
MGT 308	Organizational Behavior	3

MGT 393	Production and Operations Management	3
MKT 309	Principles of Marketing	3
MTH 160	Mathematics for Business	4-5
or MTH 175	Applied Calculus	
or MTH 207	Calculus I	
STAT 145	Elementary Statistics (or equivalent)	4
Capstone - taken in the semester of graduation		
MGT 449	CBA Capstone: Applied Business Strategy	3
Total Credits		50-51

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA¹,² in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1			
Fall	Credits	Spring	Credits
ENG 110 or 112 (Gen Ed Literacy - Written) ¹	3	CST 110 (Gen Ed Literacy - Oral)	3
ECO 110 (Gen Ed Self & Society) ¹	3	ECO 120 (Gen Ed Global Studies) ¹	3
MTH 160, 175, or 207 (Depending on math placement exam scores) ¹	4	ACC 221 ^{1, 2}	3
Gen Ed Minority Cultures	3	STAT 145 (Depending on math placement exam scores) ¹	4
Gen Ed Arts	2	FYS 100 (Gen Ed First-Year Seminar)	3
	15		16
Year 2			
Fall	Credits	Spring	Credits
IS 220	3	ACC 311	3
BLAW 205 ¹	3	ECO 230	3
ACC 222 ¹	3	MGT 301 or MKT 301	3
University Elective	3	Gen Ed Arts	2
Gen Ed World Hist	3	Gen Ed Natural Lab Science	4
		Apply to Business Program	
	15		15
Year 3			
Fall	Credits	Spring	Credits
ACC 312	3	ACC 313	3
ACC 330 or 325	3	ACC 327	3
MKT 309	3	ACC 330 or 325	3
FIN 355	3	MGT 308	3
University Elective	3	ACC 300/400 Level Elective ³	3
BUS 350	1		
	16		15
Year 4			
Fall	Credits	Spring	Credits
ACC 421	3	ACC 450 (CBA Internship) ⁴	12

MGT 393	3
University Elective	4
Gen Ed Health & Well-Being	3
Gen Ed Humanistic Studies	3
16	12

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

Fall	Credits
ACC 438	3
ACC 418	3
MGT 449 ⁵	3
9	

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.

Accountancy Minor

(College of Business Administration)

12 credits

Code	Title	Credits
ACC 311	Intermediate Accounting I	3
Plus any three (3) additional three (3) credit accounting courses numbered 300 or above ¹		9
Total Credits		12

¹ Excluding ACC 350, ACC 450, and ACC 499. Can apply either ACC 301 or ACC 330 but not both toward the minor.

Business Administration - Undergraduate Program

Overview

The **business administration minor** is available to any student outside the College of Business Administration. It provides students the ability to explore the broad knowledge of the functional aspects of business and organizations. Students will develop practical, managerial, and business decision-making skills by exposing them to a variety of "core subjects" like accounting, economics, management, and marketing.

Students must submit an electronic application for this minor from the College of Business Administration website (<https://www.uwlax.edu/cba/resources-for-students/business-administration-minor/>).

Minor

- Business administration minor (non-CBA) (p. 342)

Business Administration Minor

Minor requirements

(All colleges, excluding the College of Business Administration)

Students must submit an electronic application for this minor from the College of Business Administration website (<https://www.uwlax.edu/cba/resources-for-students/business-administration-minor/>).

24 credits

Code	Title	Credits
Core		
ACC 221	Accounting Principles I ¹	3
ECO 110	Microeconomics and Public Policy ¹	3
MGT 308	Organizational Behavior	3
MKT 309	Principles of Marketing	3
Select two of the following:		6
ACC 222	Accounting Principles II	
BLAW 205	The Legal and Ethical Environment of Business	
ECO 120	Global Macroeconomics	
IS 220	Information Systems for Business Management	
Select six credits of 300/400-level electives from within the CBA departments. ^{2,3}		6
Total Credits		24

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

² Excluding MGT/MKT 301.

³ The CBA Departments are Accountancy, Economics, Finance, Information Systems, Management, and Marketing.

Economics Department (ECO)

The **economics major** is offered through the College of Arts, Social Sciences, and Humanities (p. 145) and through the College of Business Administration. The department is housed in the College of Business Administration.

College of Business Administration

Department Chair: Sheida Teimouri
 2134 Wittich Hall; 608.785.5296
 Email: steimouri@uwla.edu (steimouri@uwla.edu)

www.uwla.edu/economics (<http://www.uwla.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.

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. 70).

Students in the College of Business Administration must be admitted to business (p. 337) and also complete the college core requirements.

2023-24 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 July.

Professor

Taggart Brooks

Nabamita Dutta

Mary Hamman

Michael Hauptert

James Murray

John Nunley

Associate Professor

Lisa Giddings

Sheida Babakhani Teimouri

Assistant Professor

Marissa Eckrote-Nordland

Israt Jahan

Amir Tayebi

Cody Vaughn

Teaching Professor

Laurie Miller

Assistant Teaching Professor

SaraJane Parsons

Lecturer

Michael Boland

Tom Longwell

Researcher I

Lucas Redding

Administrative Support

Mark Beckerjeck

Major

- Economics major - BS (p. 343)

Minor

- Economics minor (p. 345)

Honors

- Economics honors program (p. 345)

Economics Major - Bachelor of Science (BS)

Major requirements

Admission to the College of Business Administration (p. 337)

(College of Business Administration)

21 credits

Code	Title	Credits
Select 21 credits in courses numbered 300 or above including the following:		
Core		
ECO 305	Intermediate Macroeconomic Analysis	3
ECO 307	Introduction to Econometrics	3
ECO 308	Intermediate Microeconomic Analysis	3
Electives		
Select 12 credits of electives ¹		12
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. A limit of three internship credits may be applied toward the economics major.

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. 70)
- College core (p. 344)
- Baccalaureate degree requirements (p. 344)

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 MGT/MKT 301 are considered pre-business courses. MGT 449 must be taken in the semester of graduation.

Code	Title	Credits
ACC 221	Accounting Principles I	3
ACC 222	Accounting Principles II	3
BLAW 205	The Legal and Ethical Environment of Business	3
ECO 110	Microeconomics and Public Policy	3
ECO 120	Global Macroeconomics	3
ECO 230	Data Analysis for Business Applications	3
ENG 110	College Writing	3
or ENG 112	College Writing AP (Advanced Placement)	
FIN 355	Principles of Financial Management	3
IS 220	Information Systems for Business Management	3
MGT/MKT 301	Business Communication	3
MGT 308	Organizational Behavior	3
MGT 393	Production and Operations Management	3
MKT 309	Principles of Marketing	3
MTH 160	Mathematics for Business	4-5
or MTH 175	Applied Calculus	
or MTH 207	Calculus I	
STAT 145	Elementary Statistics (or equivalent)	4
Capstone - taken in the semester of graduation		
MGT 449	CBA Capstone: Applied Business Strategy	3
Total Credits		50-51

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.

4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
ECO 110 or 120 (Gen Ed Global Studies/ Gen Ed Self & Society) ¹	3 ECO 110 or 120 (Gen Ed Global Studies/ Gen Ed Self & Society) ¹	3
ENG 110 or 112 (Gen Ed Literacy - Written) ¹	3 CST 110 (Gen Ed Literacy - Oral)	3
MTH 160, 175, or 207 (Depending on math placement exam results) ¹	4 STAT 145 (Depending on math placement exam results) ¹	4
Gen Ed Arts	2 FYS 100 (Gen Ed First-Year Seminar)	3
Gen Ed World Hist	3 Gen Ed Minority Cultures	3
	15	16

Year 2		
Fall	Credits Spring	Credits
ACC 221 ¹	3 ACC 222 ¹	3
BLAW 205 ¹	3 Gen Ed Natural Lab Science	4
IS 220	3 University Elective	3
Gen Ed Health & Well-Being	3 University Elective	4
University Elective	3 Apply to the Business Program	
	15	14

Year 3		
Fall	Credits Spring	Credits
FIN 355	3 MGT 393	3
MGT 308	3 ECO 307	3
University Elective	3 ECO 300/400 Level Elective ²	3
MGT 301 or MKT 301	3 University Elective	3
ECO 230	3 MKT 309	3
	15	15

Year 4		
Fall	Credits Spring	Credits
ECO 308	3 MGT 449	3
CBA 300/400 Level Elective ²	3 ECO 300/400 Level Elective ²	3
Gen Ed Arts	3 300/400 Level Elective ²	3
University Elective	3 ECO 300/400 Level Elective ²	3
ECO 305	3 Gen Ed Humanistic Studies	3
	15	15

Total Credits: 120

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

² A limit of three internship credits may be applied toward the economics major.

Economics Minor

(All colleges)

18 credits

Code	Title	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 ¹		12
Total Credits		18

¹ A limit of three internship credits may be applied toward the economics minor.

Economics Honors Program

Program

1. Admission Requirements

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

2. Program Requirements

- ECO 307 Introduction to Econometrics (3 cr.) or Mathematical Economics (3 credits)¹
- 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 advisor.

3. Evaluation

- Minimum cumulative 3.50 GPA in the major at graduation
- Presentation of the honors thesis to a colloquium of faculty and students.
- Both the primary thesis advisor and the secondary thesis reader evaluate the honors thesis. In consultation with the secondary reader, the primary thesis advisor 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.

Finance Department (FIN)

College of Business Administration

Department Chair: Adam Stivers

3146 Wittich Hall; 608.785.6677

Email: astivers@uwlax.edu

www.uwlax.edu/finance (<http://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. 337) and also complete the college core requirements.

2023-24 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 July.

Associate Professor

Nilakshi Borah

Adam Stivers

Assistant Professor

Shiang Liu

Shishir Paudel

Ming Tsang

Changyu Yang

Teaching Professor

Diana Tempksi

Associate Teaching Professor

Tu Cam Nguyen

Andrew Scott

Majors

- Finance major - BS (p. 346)
- Finance major: risk, insurance, and financial planning concentration - BS (p. 348)

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.

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. 337)

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

Code	Title	Credits
Core		
FIN 370	Corporation Finance	3
FIN 380	Principles of Investment	3
FIN 390	Money and Capital Markets	3
FIN 475 or FIN 485	Investment Analysis and Portfolio Management Problems and Cases in Finance	3
Group I		
Select one of the following:		3
FIN 360	Principles of Insurance and Risk Management	
FIN 361	Life Insurance	
FIN 407	Advanced Financial Planning	
FIN 408	Retirement Planning	
FIN 410	Management of Financial Institutions	
FIN 437	Financial Modeling	
FIN 440	Multinational Financial Management	
FIN 456	Real Estate Principles	
FIN 475 or FIN 485	Investment Analysis and Portfolio Management ¹ Problems and Cases in Finance	
Group II		
Select two of the following:		6
FIN 450	College of Business Administration Internship ²	

ACC 301	Taxation for Non-Accountants	
ACC 311	Intermediate Accounting I	
ACC 325	Cost Accounting	
ECO 301	Money and Banking	
ECO 305	Intermediate Macroeconomic Analysis	
ECO 307	Introduction to Econometrics	
ECO 308	Intermediate Microeconomic Analysis	
ECO 310	Managerial Economics	
ECO 333	Behavioral Economics	
ECO 340	Introduction to International Economics	
ECO 440	International Financial Economics	
MGT 395	Management Science	
OR Any course listed in Group I		
Total Credits		21

¹ FIN 475 or FIN 485 may apply to Group I if not used in the core.

² A maximum of three internship credits from FIN 450 may be applied toward the finance major.

CBA core courses including FIN 323 and FIN 355 cannot apply 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. 70)
- College core (p. 347)
- Baccalaureate degree requirements (p. 347)

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 MGT/MKT 301 are considered pre-business courses. MGT 449 must be taken in the semester of graduation.

Code	Title	Credits
ACC 221	Accounting Principles I	3
ACC 222	Accounting Principles II	3
BLAW 205	The Legal and Ethical Environment of Business	3
ECO 110	Microeconomics and Public Policy	3
ECO 120	Global Macroeconomics	3
ECO 230	Data Analysis for Business Applications	3
ENG 110	College Writing	3
or ENG 112	College Writing AP (Advanced Placement)	
FIN 355	Principles of Financial Management	3
IS 220	Information Systems for Business Management	3
MGT/MKT 301	Business Communication	3
MGT 308	Organizational Behavior	3
MGT 393	Production and Operations Management	3
MKT 309	Principles of Marketing	3

MTH 160	Mathematics for Business	4-5
or MTH 175	Applied Calculus	
or MTH 207	Calculus I	
STAT 145	Elementary Statistics (or equivalent)	4
Capstone - taken in the semester of graduation		
MGT 449	CBA Capstone: Applied Business Strategy	3
Total Credits		50-51

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1

Fall	Credits Spring	Credits
ECO 110 or 120 (Gen Ed Global Studies/ Gen Ed Self & Society) ¹	3 ECO 110 or 120 (Gen Ed Global Studies/ Gen Ed Self & Society) ¹	3
ENG 110 or 112 (Gen Ed Literacy - Written) ¹	3 CST 110 (Gen Ed Literacy - Oral)	3
MTH 160, 175, or 207 (Depending on math placement exam results) ¹	4 STAT 145 (Depending on math placement exam results) ¹	4
Gen Ed Arts	2 FYS 100 (Gen Ed First-Year Seminar)	3
Gen Ed World History	3 Gen Ed Minority Cultures	3
	15	16

Year 2

Fall	Credits Spring	Credits
ACC 221 ¹	3 ACC 222 ¹	3
University Elective	3 BLAW 205 ¹	3
University Elective	3 MGT 301 or MKT 301	3
Gen Ed Health & Well-Being	3 Gen Ed Natural Lab Science	4
University Elective	3 Apply to the Business Program	
	15	13

Year 3

Fall	Credits Spring	Credits
FIN 355	3 MGT 393	3
ECO 230	3 MKT 309	3
IS 220	3 MGT 308	3
University Elective	4 Gen Ed Arts	3
Gen Ed Humanistic Studies	3 University Elective	3
	16	15

Year 4

Fall	Credits Spring	Credits
FIN 370	3 FIN 390	3
FIN 380	3 FIN 475 or 485	3
Finance Elective (Group I)	3 MGT 449	3

Finance Elective (Group I or II)	3 University Elective (300/400-level)	3
University Elective	3 Finance Elective (Group I)	3
	15	15

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 are introduced to the primary components of financial planning. Students specializing in this area of finance can continue on to obtain professional recognition of their qualification and training by passing the examinations and any additional requirements 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. 337)

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

Code	Title	Credits
Core courses		
FIN 360	Principles of Insurance and Risk Management	3
FIN 361	Life Insurance	3
or FIN 407	Advanced Financial Planning	
FIN 370	Corporation Finance	3
FIN 380	Principles of Investment	3
FIN 390	Money and Capital Markets	3
FIN 485	Problems and Cases in Finance	3
or FIN 475	Investment Analysis and Portfolio Management	
Elective course		

Select one of the following:	3
FIN 361 Life Insurance ¹	
or FIN 407 Advanced Financial Planning	
FIN 408 Retirement Planning	
FIN 410 Management of Financial Institutions	
FIN 437 Financial Modeling	
FIN 440 Multinational Financial Management	
FIN 450 College of Business Administration Internship	
FIN 456 Real Estate Principles	
FIN 475 Investment Analysis and Portfolio Management ²	
or FIN 485 Problems and Cases in Finance	
ACC 301 Taxation for Non-Accountants	
ACC 311 Intermediate Accounting I	
ECO 301 Money and Banking	
ECO 307 Introduction to Econometrics	
MKT 362 Buyer Behavior	
MKT 370 Professional Selling and Sales Management	
Total Credits	21

¹ FIN 361 or FIN 407 may apply as an elective if not used in the core.

² FIN 475 or FIN 485 may apply as an elective if not used in the core.

CBA core courses including FIN 323 and FIN 355 cannot be applied 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. 70)
- College core (p. 349)
- Baccalaureate degree requirements (p. 349)

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 MGT/MKT 301 are considered pre-business courses. MGT 449 must be taken in the semester of graduation.

Code	Title	Credits
ACC 221	Accounting Principles I	3
ACC 222	Accounting Principles II	3
BLAW 205	The Legal and Ethical Environment of Business	3
ECO 110	Microeconomics and Public Policy	3
ECO 120	Global Macroeconomics	3
ECO 230	Data Analysis for Business Applications	3
ENG 110	College Writing	3
or ENG 112	College Writing AP (Advanced Placement)	
FIN 355	Principles of Financial Management	3
IS 220	Information Systems for Business Management	3
MGT/MKT 301	Business Communication	3

MGT 308	Organizational Behavior	3
MGT 393	Production and Operations Management	3
MKT 309	Principles of Marketing	3
MTH 160	Mathematics for Business	4-5
or MTH 175	Applied Calculus	
or MTH 207	Calculus I	
STAT 145	Elementary Statistics (or equivalent)	4
Capstone - taken in the semester of graduation		
MGT 449	CBA Capstone: Applied Business Strategy	3
Total Credits		50-51

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
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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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At least 40 credits of the 120 credits required must be earned at the 300/400-level.

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
ECO 110 or 120 (Gen Ed Global Studies/ Gen Ed Self & Society) ¹	3 ECO 110 or 120 (Gen Ed Global Studies/ Gen Ed Self & Society) ¹	3
ENG 110 or 112 (Gen Ed Literacy - Written) ¹	3 CST 110 (Gen Ed Literacy - Oral)	3
MTH 160, 175, or 207 (Depending on math placement exam results) ¹	4 STAT 145 (Depending on math placement exam results) ¹	4
Gen Ed Arts	2 FYS 100 (Gen Ed First-Year Seminar)	3
Gen Ed World Hist	3 Gen Ed Minority Cultures	3
	15	16
Year 2		
Fall	Credits Spring	Credits
ACC 221 ¹	3 ACC 222 ¹	3
IS 220	3 BLAW 205 ¹	3
Gen Ed Health & Well-Being	3 Gen Ed Natural Lab Science	4
University Elective	3 Gen Ed Humanistic Studies	3
University Elective	4 Apply to the Business Program	
	16	13
Year 3		
Fall	Credits Spring	Credits
ECO 230	3 MKT 309	3
FIN 355	3 FIN 360	3
MGT 308	3 University Elective	3
MGT 301 or MKT 301	3 University Elective	3
University Elective	3 Gen Ed Arts	3
	15	15
Year 4		
Fall	Credits Spring	Credits
FIN 370	3 FIN 390	3
FIN 380	3 FIN 475 or 485	3

FIN 407 or 361	3 MGT 449	3
MGT 393	3 University Elective (300/400 level)	3
University Elective	3 FIN: RI&FP Elective	3
	15	15

Total Credits: 120

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: Peter Haried

241 Wing Technology Center; 608.785.8103

Email: pharied@uwlax.edu

www.uwlax.edu/information-systems (<http://www.uwlax.edu/information-systems/>)

The Information Systems Department offers two majors: **information systems** and **business analytics**. In addition, the IS department offers minors in both information systems and business analytics. All programs prepare students to apply information systems to improve business performance.

Information systems majors: Discover how to improve business processes where people, information and technology come together.

Information systems (IS) involves 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. In the IS programs at UWL, students learn how to plan, analyze, design, and implement computer-based information systems, such as computer networks and database applications. Students gain in-depth knowledge of IS concepts and applications, learn how to analyze business data and operations to create innovative solutions and gain management skills. Businesses worldwide depend heavily on advanced information systems for managing information and business operations competitively. This calls for IS professionals in careers such as business/systems analyst, business analytics, web developer, information specialist, applications software engineer, security specialist, project manager, network analyst, and database administrator. These are just a few of the prestigious and well-paid positions available to IS program graduates.

Business analytics majors: Succeed in a data-driven world by developing solutions to improve business performance.

Business analytics (BA) involves the collecting, storing and analyzing of data to shape and make business decisions. The BA programs feature a multi-disciplinary curriculum that focuses on developing new insights and understanding of business performance based on data and statistical methods. The undergraduate business analytics major will prepare students to succeed in a data-driven world, providing exposure to software platforms and techniques used to store, transform, manipulate, analyze and interpret small and large sets of data. BA is a growing field of study that can lead to a variety of career paths and opportunities within a range of businesses and organizations. Operational research analysts, market research analysts

and management analysts are positions in high demand, and often offer salaries far above the national median.

Why minor in information systems? Learn how to apply the benefits of technology.

Can you think of a future career that will not use technology in some way? An **IS minor** is a great way for students to enhance and complement their major with technology skills, business analytics, and knowledge that will make them more valuable in their chosen major field. An IS minor is a great way to make yourself more attractive to potential employers and prepare for a career that will include the use of IS.

Why minor in business analytics? Make an impact in today's data-driven business world.

BA is the ability to use statistics, quantitative analysis, and information modeling to shape and make business decisions. BA is a growing field of study that can lead to a variety of career paths and opportunities within a vast range of businesses and organizations. The **BA minor** provides students with introductory level business analytics knowledge and intermediate level skills development in technology and information systems needed to produce, manage, and apply the results for business decision making. The BA minor is a great complement to many areas of study.

2023-24 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 July.

Professor

Peter Haried (Department Chair)

Assistant Professor

Ye (Hannah) Han

Botong Xue

Associate Teaching Professor

David Annino

Assistant Teaching Professor

Nicholas Breidel

Administrative Support

Maureen Spencer

Majors

- Business analytics major - BS (p. 351)
- Information systems major - BS (p. 353)

Minors

- Business analytics minor (p. 355)
- Information systems minor (p. 356)

Business Analytics Major - Bachelor of Science (BS)

Why major in business analytics? We live in a data driven world.

Business analytics (BA) is the ability to use statistics, quantitative analysis and information modeling to shape and make business decisions. The business analytics major features a multi-disciplinary curriculum that focuses on developing new insights and understanding of business performance based on data and statistical methods. The program incorporates a wide range of required and elective courses covering topics including: statistics, data visualization, databases, data mining, business forecasting, and performance analysis.

Graduates of the BA program will be prepared to succeed in a data-driven world and will gain exposure to a variety of cutting-edge software platforms and techniques used to store, transform, analyze, visualize and interpret business data. Graduates have a wide variety of excellent career prospects. Your knowledge of how BA works to improve business processes and decisions will prepare you for a rewarding career in the business analytics area.

Many BA 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. 337)

The 300/400 level information system courses are open only to those students who have been admitted to the business program or IS minor, Business Analytics. Exceptions to this policy may be made only by the College of Business Administration Dean.

Code	Title	Credits
Core		
IS 300	Data Management for Business Problem Solving and Decision Making	3
IS 320	Enterprise Systems for Decision Making and Data Analytics	3
IS 360	Management of Business Analytics	3
IS 440	Business Data Visualization and Communication	3
Group 1		
Select one of the following:		3
ECO 307	Introduction to Econometrics	
STAT 405	Statistical Methods	
Group 2		
Select nine credits of the following:		9
ACC 327	Accounting Information Systems	
CS 115	Introduction to Python Programming	
GEO 305	Geographic Information Systems and Science I	
GEO 405	Geographic Information System and Science II	
IS 340	Information Systems Security and Data Assurance Management	
IS 401	Management Information Systems: Analysis and Design	

IS 405	Special Topics in Information Systems
IS 451	CBA Management Information Systems Internship
FIN 437	Financial Modeling
MGT 402	Healthcare Analytics Management
MKT 465	Digital Marketing and Analytics
MKT 467	Marketing Analytics
STAT 443	Categorical Data Analysis
STAT 445	Correlation and Regression Analysis
STAT 446	Analysis of Variance and Design of Experiments
STAT 448	Operations Research
STAT 449	Applied Multivariate Statistics
or a course listed in Group I not used above	
Total Credits	24

¹ No more than six credits can double count with another major or minor.

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. 70)
- College core (p. 352)
- Baccalaureate degree requirements (p. 352)

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 MGT/MKT 301 are considered pre-business courses. MGT 449 must be taken in the semester of graduation.

Code	Title	Credits
ACC 221	Accounting Principles I	3
ACC 222	Accounting Principles II	3
BLAW 205	The Legal and Ethical Environment of Business	3
ECO 110	Microeconomics and Public Policy	3
ECO 120	Global Macroeconomics	3
ECO 230	Data Analysis for Business Applications	3
ENG 110	College Writing	3
or ENG 112	College Writing AP (Advanced Placement)	
FIN 355	Principles of Financial Management	3
IS 220	Information Systems for Business Management	3
MGT/MKT 301	Business Communication	3
MGT 308	Organizational Behavior	3
MGT 393	Production and Operations Management	3
MKT 309	Principles of Marketing	3
MTH 160	Mathematics for Business	4-5
or MTH 175	Applied Calculus	
or MTH 207	Calculus I	
STAT 145	Elementary Statistics (or equivalent)	4

Capstone - taken in the semester of graduation		
MGT 449	CBA Capstone: Applied Business Strategy	3
Total Credits		50-51

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
ECO 110 or 120 (Gen Ed Global Studies/ Gen Ed Self & Society) ¹	3 ECO 110 or 120 (Gen Ed Global Studies/ Gen Ed Self & Society) ¹	3
ENG 110 or 112 (Gen Ed Literacy - Written) ¹	3 CST 110 (Gen Ed Literacy - Oral)	3
MTH 160, 175, or 207 (Depending on math placement exam results)	4 STAT 145 (Depending on math placement exam results) ¹	4
FYS 100 (Gen Ed First-Year Seminar)	3 Gen Ed Minority Cultures	3
Gen Ed Arts	2-3 Gen Ed Arts	2-3
	15	16
Year 2		
Fall	Credits Spring	Credits
ACC 221 ¹	3 ACC 222 ¹	3
IS 220	3 BLAW 205	3
Gen Ed Health & Well-Being	3 University Elective	3
Gen Ed World History	3 Gen Ed Humanistic Studies	3
University Elective	3 Gen Ed Natural Lab Science	4
	Apply to the Business Program	
	15	16
Year 3		
Fall	Credits Spring	Credits
MGT 301 or MKT 301	3 MGT 393	3
MGT 308	3 IS 300	3
ECO 230	3 ECO 307 or STAT 405 (Group 1 Course)	3
University Elective	3 University Elective	3
University Elective	3 University Elective	3
	15	15
Year 4		
Fall	Credits Spring	Credits
MKT 309	3 MGT 449	3
IS 320	3 IS 440	3
IS 360	3 Major Elective (Group 2 Course)	3
Major Elective (Group 2 Course)	3 Major Elective (Group 2 Course)	3

FIN 355	3 University Elective (300/400-level)	1
	15	13
Total Credits: 120		

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

Information Systems Major - Bachelor of Science (BS)

Why major in information systems? Discover how to improve processes where people and technology come together.

Information systems (IS) 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. Businesses worldwide depend heavily on advanced information systems for managing information and business operations competitively. This calls for IS professionals in careers such as business/systems analyst, business analytics, web developer, information specialist, applications software engineer, security specialist, project manager, network analyst, and database administrator. These are just a few of the prestigious and well-paid positions available to IS program graduates.

In the IS program at UWL, students learn how to plan, analyze, design, and implement computer-based information systems, such as computer networks and database applications. Students gain in-depth knowledge of IS concepts and applications, learn how to analyze business data and operations to create innovative solutions, and gain management skills. Courses in information systems include a variety of in-demand topics and skill development including information technology, data analytics, business core knowledge, software applications, project management and a systems perspective.

Students in the program need to possess strong mathematics and logical reasoning skills. High school students planning 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 majors will complete an extensive array of courses in liberal arts and science, including courses in communication, humanities, multicultural studies, 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. 337)

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

Code	Title	Credits
Core		
CS 120	Software Design I	4
CS 220	Software Design II	4
CS 364	Introduction to Database Management Systems	3
IS 300	Data Management for Business Problem Solving and Decision Making	3
IS 310	Information Systems in Networked Environments: Technical Foundations and Applications	3
IS 320	Enterprise Systems for Decision Making and Data Analytics	3
IS 401	Management Information Systems: Analysis and Design	3
IS 411	Management Information Systems: Project Management and Implementation	3
Electives		
Select one from the following:		3
CS 224	Introduction to Programming Language	
CS 464	Advanced Database Management Systems	
IS 330	Business Choices and Telecommunications Decision	
IS 340	Information Systems Security and Data Assurance Management	
IS 360	Management of Business Analytics	
IS 405	Special Topics in Information Systems	
IS 440	Business Data Visualization and Communication	
IS 451	CBA Management Information Systems Internship	
IS 499	Independent Study	
MGT 395	Management Science	
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. 70)
- College core (p. 354)
- Baccalaureate degree requirements (p. 354)

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 MGT/MKT 301 are considered pre-business courses. MGT 449 must be taken in the semester of graduation.

Code	Title	Credits
ACC 221	Accounting Principles I	3
ACC 222	Accounting Principles II	3
BLAW 205	The Legal and Ethical Environment of Business	3
ECO 110	Microeconomics and Public Policy	3
ECO 120	Global Macroeconomics	3
ECO 230	Data Analysis for Business Applications	3
ENG 110	College Writing	3
or ENG 112	College Writing AP (Advanced Placement)	
FIN 355	Principles of Financial Management	3
IS 220	Information Systems for Business Management	3
MGT/MKT 301	Business Communication	3
MGT 308	Organizational Behavior	3
MGT 393	Production and Operations Management	3
MKT 309	Principles of Marketing	3
MTH 160	Mathematics for Business	4-5
or MTH 175	Applied Calculus	
or MTH 207	Calculus I	
STAT 145	Elementary Statistics (or equivalent)	4
Capstone - taken in the semester of graduation		
MGT 449	CBA Capstone: Applied Business Strategy	3
Total Credits		50-51

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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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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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1

Fall	Credits Spring	Credits
ECO 110 or 120 (Gen Ed Global Studies/ Gen Ed Self & Society) ¹	3 ECO 110 or 120 (Gen Ed Global Studies/ Gen Ed Self & Society) ¹	3
ENG 110 or 112 (Gen Ed Literacy - Written)	3 CST 110 (Gen Ed Literacy - Oral)	3
MTH 160, 175, or 207 (Depending on math placement exam results) ¹	4 STAT 145 (Depending on math placement exam results)	4
FYS 100 (Gen Ed First-Year Seminar)	3 Gen Ed Minority Cultures	3
Gen Ed Arts	2 Gen Ed Arts	2
	15	15

Year 2

Fall	Credits Spring	Credits
ACC 221 ¹	3 ACC 222 ¹	3
IS 220	3 BLAW 205 ¹	3
Gen Ed Health & Well-Being	3 University Elective	3
Gen Ed World History	3 Gen Ed Humanistic Studies	3

University Elective	3 Gen Ed Natural Lab Science	4
Apply to the Business Program		
	15	16
Year 3		
Fall	Credits Spring	Credits
MGT 301 or MKT 301	3 MGT 393	3
MGT 308	3 IS 310	3
ECO 230	3 IS 300	3
CS 120	4 CS 220	4
University Elective	3	
	16	13
Year 4		
Fall	Credits Spring	Credits
IS 320	3 MGT 449	3
IS 401	3 IS 411	3
CS 364	3 IS Elective Course	3
MKT 309	3 University Elective (300/400 level)	3
FIN 355	3 University Elective	3
	15	15

Total Credits: 120

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

Business Analytics Minor

Make an impact in today's data-driven business world. Why minor in business analytics?

Companies today are increasingly relying on employees who can convert data into actionable insights to help businesses remain competitive. In the **business analytics minor**, students will learn skills in business analytics, technology, and information systems needed to apply the results for business decision making. The minor is designed to complement many majors.

Business analytics is the ability to use statistics, quantitative analysis, and information modeling to shape and make business decisions. Business analytics is a growing field of study that can lead to a variety of career paths and opportunities within a vast range of businesses and organizations.

Minor requirements

(All colleges)

18 credits

Admission and retention policy

All students must meet prerequisite requirements for courses counting toward the minor. No more than six credits can double count with another major or minor.

Curriculum

Code	Title	Credits
Core		
IS 220	Information Systems for Business Management	3
IS 300	Data Management for Business Problem Solving and Decision Making	3

IS 320	Enterprise Systems for Decision Making and Data Analytics	3
IS 360	Management of Business Analytics	3
Electives		
Select six credits of the following:		6
ACC 327	Accounting Information Systems	
CS 115	Introduction to Python Programming	
ECO 307	Introduction to Econometrics	
FIN 437	Financial Modeling	
IS 340	Information Systems Security and Data Assurance Management	
IS 401	Management Information Systems: Analysis and Design	
IS 405	Special Topics in Information Systems ¹	
IS 440	Business Data Visualization and Communication	
MKT 465	Digital Marketing and Analytics	
MKT 467	Marketing Analytics	
STAT 405	Statistical Methods	
STAT 443	Categorical Data Analysis	
STAT 445	Correlation and Regression Analysis	
STAT 446	Analysis of Variance and Design of Experiments	
STAT 448	Operations Research	
Total Credits		18

¹ A maximum of three credits of IS 405 may apply to the minor.

Information Systems Minor

Learn how to apply the benefits of technology

Can you think of a future career that will not use technology, data analytics, technology, or information systems (IS) in some way? Why not complement your major with an IS minor? 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. A minor in IS provides students the opportunity to complement their major program of study with in-depth knowledge of IS concepts and applications applicable across disciplines. An IS minor is a great way for students to enhance their major with technology skills and knowledge that makes them much more valuable in their chosen major field.

What is the information systems minor?

The **IS minor** provides students with introductory level information systems knowledge and intermediate level skills development in data analytics, networking, systems development, and enterprise systems. Companies today are increasingly relying on employees who can apply technology into actionable insights to remain competitive.

The IS minor is designed to positively complement many majors by enhancing students' IS skills. The IS minor allows students to enhance their area of study with emerging technology and information systems approaches needed to produce, manage and apply the results for business decision making. Examples of programs that may benefit from this complementary minor include accounting, computer science, marketing, management, finance, and math. The program enhances and complements the increased use of technology across program domains.

Minor requirements

(All colleges)

Information systems admission and retention policy

All students must meet prerequisite requirements for courses counting toward the minor. Students may double count up to six credits with another major or minor.

Curriculum

18 credits

Code	Title	Credits
Core		
IS 220	Information Systems for Business Management	3
IS 300	Data Management for Business Problem Solving and Decision Making	3
IS 310	Information Systems in Networked Environments: Technical Foundations and Applications	3
IS 320	Enterprise Systems for Decision Making and Data Analytics	3
IS 401	Management Information Systems: Analysis and Design	3
Electives		
Select one of the following:		3
ACC 327	Accounting Information Systems	
CS 120	Software Design I	
IS 330	Business Choices and Telecommunications Decision	
IS 340	Information Systems Security and Data Assurance Management	
IS 360	Management of Business Analytics	
IS 405	Special Topics in Information Systems	
IS 411	Management Information Systems: Project Management and Implementation	
IS 440	Business Data Visualization and Communication	
MGT 395	Management Science	
Total Credits		18

International Business Program (IB)

College of Business Administration

Director: Elizabeth Crosby

3114 Wittich Hall; 608.785.6754

Email: ecrosby@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 both CBA and non-CBA 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. 337) and also complete the college core requirements.

Major

- International business major - BS (p. 357)

Minor

- International business minor (p. 359)

International Business Major - Bachelor of Science (BS)

Major requirements

Admission to the College of Business Administration (p. 337)

(College of Business Administration)

30 credits - This program also requires up to eight credits for language proficiency, completion of the international business major requirements, a functional business concentration or double major in another business discipline, and an international experience.

International business language requirement

The international business (IB) major requires demonstrated proficiency at the beginner level in a second language. This can be accomplished either by completing prescribed courses or by demonstrating proficiency as determined by the Department of Global Cultures and Languages. Language proficiency would generally be acquired through the study of a language up to and including the 102 level in Chinese, French, German, Russian, Spanish or any 102 level language with GCL 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 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.

Code	Title	Credits
Core		
BLAW 405	The Law of International Business Transactions	3
ECO 340	Introduction to International Economics	3
FIN 440	Multinational Financial Management	3
MGT 360	International Management	3

MKT 341	International Marketing	3
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Electives

Select six credits of the following: 6

ANT/GEO/ HIS/POL/SOC 202	Contemporary Global Issues
ECO 375	Economic Development
ECO 440	International Financial Economics
MGT 408	The Global Responsibility of Business
MGT 430	Cross-Cultural Management
MGT 431	Business, Labor and Human Rights
MGT 484	International Human Resource Management
MGT 492	Global Supply Chain Management and Logistics
MKT 440	Comparative Marketing Systems
MKT 445	International Marketing Strategies
IB 450	International Business Internship (up to three credits)
IB 499	Independent Study (up to three credits)

Complete the following:

Functional business concentration ¹ 9

Total Credits 30

¹ Completion of a concentration of nine 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 six credits with the IB 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. 70)
- College core (p. 357)
- Baccalaureate degree requirements (p. 358)

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 MGT/MKT 301 are considered pre-business courses. MGT 449 must be taken in the semester of graduation.

Code	Title	Credits
ACC 221	Accounting Principles I	3
ACC 222	Accounting Principles II	3
BLAW 205	The Legal and Ethical Environment of Business	3
ECO 110	Microeconomics and Public Policy	3
ECO 120	Global Macroeconomics	3

ECO 230	Data Analysis for Business Applications	3
ENG 110	College Writing	3
or ENG 112	College Writing AP (Advanced Placement)	
FIN 355	Principles of Financial Management	3
IS 220	Information Systems for Business Management	3
MGT/MKT 301	Business Communication	3
MGT 308	Organizational Behavior	3
MGT 393	Production and Operations Management	3
MKT 309	Principles of Marketing	3
MTH 160	Mathematics for Business	4-5
or MTH 175	Applied Calculus	
or MTH 207	Calculus I	
STAT 145	Elementary Statistics (or equivalent)	4
Capstone - taken in the semester of graduation		
MGT 449	CBA Capstone: Applied Business Strategy	3
Total Credits		50-51

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
ECO 110 or 120 (Gen Ed Global Studies/ Gen Ed Self & Society) ¹	3 ECO 110 or 120 (Gen Ed Global Studies/ Gen Ed Self & Society) ¹	3
ENG 110 or 112 (Gen Ed Literacy - Written) ¹	3 CST 110 (Gen Ed Literacy - Oral)	3
MTH 160, 175, or 207 (Depending on math placement exam results) ¹	4 STAT 145 (Depending on math placement exam results) ¹	4
Gen Ed Arts	2 FYS 100 (Gen Ed First-Year Seminar)	3
World Language ²	4 World Language ²	4
	16	17

Year 2		
Fall	Credits Spring	Credits
ACC 221 ¹	3 ACC 222 ¹	3
BLAW 205 ¹	3 ECO 230	3
Gen Ed Humanistic Studies	3 Gen Ed Natural Lab Science	4
Gen Ed Health & Well-Being	3 Gen Ed Minority Cultures	3
Gen Ed Arts	2 Apply to the Business Program	
	14	13

Year 3		
Fall	Credits Spring	Credits
FIN 355	3 MGT 393	3
MGT 308	3 ECO 340	3
MKT 309	3 MKT 341	3

MGT 301 or MKT 301	3 IB Functional Business Concentration Course	3
IS 220	3 University Elective	3
Study abroad experience. Courses available will vary. ³		
15		15

Year 4

Fall	Credits Spring	Credits
MGT 360	3 MGT 449	3
BLAW 405	3 FIN 440	3
IB Functional Business Concentration Course	3 IB Functional Business Concentration Course	3
IB Elective	3 Gen Ed World History	3
University Elective	3 IB Elective	3
15		15

Total Credits: 120

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

² The international business (IB) major requires demonstrated proficiency at the beginner level in a second language. This can be accomplished either by completing prescribed courses or by demonstrating proficiency as determined by the Department of Global Cultures and Languages. Language proficiency would generally be acquired through the study of a language up to and including the 102 level in Chinese, French, German, Russian, Spanish, or any 102 level language with GCL 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.

³ IB majors must complete an international experience of at least three weeks duration prior to graduation (term completed may vary, including during the summer term). 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.

18 credits

Code	Title	Credits
Core		
ECO 340	Introduction to International Economics	3
FIN 440	Multinational Financial Management	3
MGT 360	International Management	3
MKT 341	International Marketing	3
Electives		
Select two of the following:		6
ANT/GEO/ HIS/POL/SOC 202	Contemporary Global Issues	

BLAW 405	The Law of International Business Transactions
ECO 375	Economic Development
ECO 440	International Financial Economics
MGT 408	The Global Responsibility of Business
MGT 430	Cross-Cultural Management
MGT 431	Business, Labor and Human Rights
MGT 484	International Human Resource Management
MGT 492	Global Supply Chain Management and Logistics
MKT 440	Comparative Marketing Systems
MKT 445	International Marketing Strategies
IB 450	International Business Internship (up to three credits from IB 450 or MGT 452)
or MGT 452	College of Business Administration International Internship
ACC/IB/ECO/ FIN/IS/MGT/ MKT 499	Independent Study (up to three credits)

Total Credits 18

In addition to the 18 credits required above, students are required to either have an international experience of three weeks or more in length (e.g., study abroad) or take eight credits in world language (one year in the same language). This is waived for students whose native language is not English. 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.

A maximum of six credits can be applied to a student's College of Business Administration major.

Management Department (MGT)

College of Business Administration
Department Chair: Nicole Gullekson
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Email: ngullekson@uwla.edu

www.uwla.edu/management/ (<http://www.uwla.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, management majors will gain knowledge and skills related to managing people and processes within a wide range of business contexts. Students can become more socially responsible leaders and team members and evidence-based decision makers, and enhance their communication skills, their ability to work with others, their willingness to accept leadership responsibilities, and their respect for human differences.

The management major provides opportunities for students to develop skills and knowledge across a variety of areas of management such as human resource management, entrepreneurship, production and operations management, healthcare management, international

management and other targeted areas related to their career interests. 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) 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 (for business students), the international business major and minor (for both business and non-business students), the healthcare analytics management minor (for both business and non-business students), and the minor in business administration (for non-business students).

Management majors in the College of Business

Administration must be admitted to business (p. 337) **in order to take upper-level MGT courses and in order to complete required upper-level college core requirements.**

2023-24 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 July.

Professor

Nicole Gullekson

William Ross

Andrew Stapleton

Associate Professor

Christa Kiersch

Anup Nandialath

Uzay Damali

Assistant Professor

Christine Ascencio

Randika Eramudugoda

Christine Manno

Associate Teaching Professor

Kelly Nowicki-Vanrooyen

Scott Reber

Adjunct Instructional Academic Staff

Phyllis Creek

Brad Dobbs

Gary Massey

Casey Meehan

Scott Safranski

Mark Shay

Administrative Support

Karen Brandt

Major

- Management major - BS (p. 360)

Minor

- Healthcare analytics management minor (p. 363)
- Sustainable business minor (CBA) (p. 366)

Management Major - Bachelor of Science (BS)

The **management major** aims to provide students with the knowledge and skills needed to effectively manage people and processes in today's global and diverse business environment. The management coursework is designed to help students understand the theory and practice of management, how to be socially responsible leaders and team members, to make evidence-based decisions and to communicate effectively in a variety of organizational settings. To this end, the management department has identified the following learning outcomes for the major:

1. Students will demonstrate critical management content knowledge related to organizational processes and managing and leading people.
2. Students will apply evidence-based decision-making to address business issues individually and collaboratively.
3. Students will practice effective teamwork and leadership skills/ behaviors in a way that promotes inclusivity and engages others to work together towards a common goal.
4. Students will demonstrate knowledge of cultural diversity and will use knowledge to recommend effective management practices for international and cross-cultural business.
5. Students will apply an understanding of sustainable business concepts (including corporate social responsibility and business ethics) to decision-making within organizations.

Special interest areas

The management major is designed to be flexible so that students can explore their interests within the field of management and take classes that best support their own career goals. Thus, there are no formal concentrations, tracks or emphases within the management major, but students are encouraged to consider using the following special areas to assist in selecting management electives for targeted career paths:

Students interested in **International Management** may want to take some of the following courses:

- MGT 430 Cross-Cultural Management
- MGT 431 Business, Labor and Human Rights
- MGT 484 International Human Resource Management
- BLAW 405 The Law of International Business Transactions
- MGT 492 Global Supply Chain Management and Logistics

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 Resource Management
- MGT 386 Compensation and Benefits Administration
- MGT 483 Employee Training and Development
- MGT 484 International Human Resource Management
- MGT 485 Collective Bargaining
- MGT 486 Human Resources: Current Issues and Policies

Students interested in **Organizational Behavior** may want to take some of the following courses:

- MGT 400 Special Topics in Management
- MGT 412 Leadership and Team Development
- MGT 487 Managing Diversity and Inclusion in Organizations

Students interested in **Operations & Supply Chain Management** may want to take some of the following courses:

- MGT 395 Management Science
- MGT 399 Project Management: Planning, Scheduling, Executing, and Controlling
- MGT 492 Global Supply Chain Management and Logistics
- MGT 493 Green Operations Management

Major requirements

(College of Business Administration)

Admission

Admission to the College of Business Administration (p. 337)

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

Code	Title	Credits
Core		
MGT 360	International Management	3
MGT 408	The Global Responsibility of Business	3
Select one of the following two courses. ¹		3
MGT 385	Human Resource Management	
or MGT 420	Entrepreneurship	
Electives		
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. ^{2,3}		15
BLAW 305	Business Law	
BLAW 405	The Law of International Business Transactions	
BLAW 415	Current Topics in Law	
IS 360	Management of Business Analytics	
Total Credits		24

- ¹ If both courses are taken, 3 credits may be applied toward the 15 credits from any 300/400 level MGT course.
- ² A limit of three internship credits from MGT 450 or MGT 452 may be applied toward the management major.
- ³ A limit of three independent study credits from MGT 499 may be applied toward the management major.

Up to three credit hours of outside elective courses may be approved by the faculty adviser and department chair. Students with interests in special areas (p. 360) (e.g., operations management, human resources, international management, etc.) should work closely with their advisers to select classes 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. 70)
- College core (p. 361)
- Baccalaureate degree requirements (p. 362)

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 MGT/MKT 301 are considered pre-business courses. MGT 449 must be taken in the semester of graduation.

Code	Title	Credits
ACC 221	Accounting Principles I	3
ACC 222	Accounting Principles II	3
BLAW 205	The Legal and Ethical Environment of Business	3
ECO 110	Microeconomics and Public Policy	3
ECO 120	Global Macroeconomics	3
ECO 230	Data Analysis for Business Applications	3
ENG 110	College Writing	3
or ENG 112	College Writing AP (Advanced Placement)	
FIN 355	Principles of Financial Management	3
IS 220	Information Systems for Business Management	3
MGT/MKT 301	Business Communication	3
MGT 308	Organizational Behavior	3
MGT 393	Production and Operations Management	3
MKT 309	Principles of Marketing	3
MTH 160	Mathematics for Business	4-5
or MTH 175	Applied Calculus	
or MTH 207	Calculus I	
STAT 145	Elementary Statistics (or equivalent)	4
Capstone - taken in the semester of graduation		
MGT 449	CBA Capstone: Applied Business Strategy	3
Total Credits		50-51

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
ECO 110 or 120 (Gen Ed Global Studies/ Gen Ed Self & Society) ¹	3 ECO 110 or 120 (Gen Ed Global Studies/ Gen Ed Self & Society) ¹	3
ENG 110 or 112 (Gen Ed Literacy - Written) ¹	3 CST 110 (Gen Ed Literacy - Oral)	3
MTH 160, 175, or 207 (Depending on math placement exam results) ¹	4 STAT 145 (Depending on math placement exam results) ¹	4
Gen Ed Arts	2 FYS 100 (Gen Ed First-Year Seminar)	3
Gen Ed World Hist	3 Gen Ed Arts	2
	15	15

Year 2		
Fall	Credits Spring	Credits
ACC 221 ¹	3 ACC 222 ¹	3
BLAW 205 ¹	3 University Elective	3
University Elective	3 MGT 301 or MKT 301	3
Gen Ed Minority Cultures	3 Gen Ed Natural Lab Science	4
University Elective	3 Apply to the Business Program	
	15	13

Year 3		
Fall	Credits Spring	Credits
FIN 355	3 MGT 393	3
MGT 308	3 MGT 360	3
University Elective	4 MGT Electives (300/400 Level)	3
ECO 230	3 MKT 309	3
IS 220	3 University Elective	3
	16	15

Year 4		
Fall	Credits Spring	Credits
MGT 408	3 MGT 449	3
MGT 385 or 420 ²	3 MGT Electives (400 Level)	3
Gen Ed Health & Well-Being	3 MGT Electives (300/400 Level)	3
MGT Electives (400 Level)	3 MGT Electives (400 Level)	3
University Elective	3 University Elective	1
	Gen Ed Humanistic Studies	3
	15	16

Total Credits: 120

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

² If both courses are taken, 3 credits may be applied toward the 15 credits from any 300/400 level MGT course.

Healthcare Analytics Management Minor

The **minor in healthcare analytics management (HAM)** is designed to prepare students in a wide variety of majors planning careers in any area of the healthcare industry. Students will learn to understand the role and leverage the potential of healthcare analytics. Students taking the minor will acquire skills to identify innovative uses of data to solve healthcare management problems, construct and understand key industry metrics, and guide professional decision-making.

Minor requirements

(All colleges)

21 credits

Code	Title	Credits
Core		
ECO 230	Data Analysis for Business Applications	3
IS 300	Data Management for Business Problem Solving and Decision Making	3
MGT 350	Healthcare Management	3
MGT 402	Healthcare Analytics Management	3
Communication		3
Select one of the following:		
CST 354	Health Communication	
ENG 307	Writing for Management, Public Relations and the Professions	
MGT/MKT 301	Business Communication	
Analytics		3
Select one of the following:		
ECO 307	Introduction to Econometrics	
FIN 360	Principles of Insurance and Risk Management	
IS 360	Management of Business Analytics	
MGT 395	Management Science	
MKT 467	Marketing Analytics	
PSY 420	Advanced Research Methods	
STAT 345	Statistical Computing	
STAT 405	Statistical Methods	
Healthcare		3
Select one of the following:		
ANT 370	Medical Anthropology	
ECO 350	Health Economics	
HED 320	The U.S. Health Care System	
PH 200	Introduction to Public Health	
PH 340	Epidemiology and Human Disease Prevention	
PSY 334	Health Psychology	
PUB 334	Health Policy	
SOC 420	Health Care and Illness	
Total Credits		21

Students may double count up to six credits with their major.

Marketing Department (MKT)

College of Business Administration

Department Chair: Maggie McDermott

3112 Wittich Hall; 608.785.6751

Email: mmcdermott@uwlax.edu

www.uwlax.edu/marketing (<http://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."¹ 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.²

¹ Beyer, Gregory, "A Career in Marketing/Advertising," *Wall Street Journal*, September 13, 2010, <http://online.wsj.com/home-page> (<http://online.wsj.com/home-page/>).

² *Occupational Outlook Handbook*, 2010-2011

Students in the College of Business Administration must be admitted to business (p. 337) and also complete the college core requirements.

2023-24 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 July.

Professor

Gwen Achenreiner

Associate Professor

Elizabeth Crosby

Kenneth Graham

Maggie McDermott

Assistant Professor

Nese Nasif

Ryan Wang

Associate Teaching Professor

Stacy Trisler

Assistant Teaching Professor

Dan Wallace

Lecturer

Andreas Eklund

Linda Sherony

Administrative Support

Erika Pfeiffer

Major

- Marketing major - BS (p. 364)

Marketing Major - Bachelor of Science (BS)

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. 337)

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

Code	Title	Credits
Core		12
MKT 341	International Marketing	
MKT 362	Buyer Behavior	
MKT 367	Market Research	
MKT 479	Marketing Management	
Electives		
Select an additional 12 credits from 300/400 level MKT courses.		12
Total Credits		24

- ¹ A maximum of three credits may come from MKT 415, MKT 450, or MKT 499.
- ² CBA core courses such as MKT 301, MKT 309, and MKT 323 cannot be applied toward the major. MKT 310 and MKT 480, which are cross-listed with MGT, also cannot be applied toward the major.
- ³ Students with interests in special areas should work closely with their advisors on course selection.

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. 70)
- College core (p. 364)
- Baccalaureate degree requirements (p. 364)

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 MGT/MKT 301 are considered pre-business courses. MGT 449 must be taken in the semester of graduation.

Code	Title	Credits
ACC 221	Accounting Principles I	3
ACC 222	Accounting Principles II	3
BLAW 205	The Legal and Ethical Environment of Business	3
ECO 110	Microeconomics and Public Policy	3
ECO 120	Global Macroeconomics	3
ECO 230	Data Analysis for Business Applications	3
ENG 110	College Writing	3
or ENG 112	College Writing AP (Advanced Placement)	
FIN 355	Principles of Financial Management	3
IS 220	Information Systems for Business Management	3
MGT/MKT 301	Business Communication	3
MGT 308	Organizational Behavior	3
MGT 393	Production and Operations Management	3
MKT 309	Principles of Marketing	3
MTH 160	Mathematics for Business	4-5
or MTH 175	Applied Calculus	
or MTH 207	Calculus I	
STAT 145	Elementary Statistics (or equivalent)	4
Capstone - taken in the semester of graduation		
MGT 449	CBA Capstone: Applied Business Strategy	3
Total Credits		50-51

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
ECO 110 or 120 (Gen Ed Global Studies/ Gen Ed Self & Society) ¹	3 ECO 110 or 120 (Gen Ed Global Studies/ Gen Ed Self & Society) ¹	3
ENG 110 or 112 (Gen Ed Literacy - Written) ¹	3 CST 110 (Gen Ed Literacy - Oral)	3
MTH 160, 175, or 207 (Depending on math placement exam results) ¹	4 STAT 145 (Depending on math placement exam results) ¹	4
Gen Ed Arts	2 FYS 100 (Gen Ed First-Year Seminar)	3
Gen Ed World History	3 Gen Ed Minority Cultures	3
	15	16

Year 2		
Fall	Credits Spring	Credits
ACC 221 ¹	3 ACC 222 ¹	3
University Elective	3 BLAW 205 ¹	3
Gen Ed Health & Well-Being	3 IS 220	3
Gen Ed Arts	2 University Elective	4
Gen Ed Natural Lab Science	4 Gen Ed Humanistic Studies	3
	Apply to the Business Program	
	15	16

Year 3		
Fall	Credits Spring	Credits
MGT 301 or MKT 301	3 FIN 355	3
MGT 308	3 MKT 341	3
MKT 309	3 MKT 362	3
ECO 230	3 MKT 367	3
University Elective	3 University Elective	3
	15	15

Year 4		
Fall	Credits Spring	Credits
MGT 393	3 MGT 449	3
Marketing Elective (300/400-level) ²	3 MKT 479	3
Marketing Elective (300/400-level) ²	3 Marketing Elective (300/400-level) ²	3
Marketing Elective (300/400-level) ²	3 University Elective	4
University Elective	3	
	15	13

Total Credits: 120

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

² CBA core courses such as MKT 301, MKT 309, and MKT 323 cannot be applied toward the major. Cross-listed courses MKT 310 and MKT 480 also cannot be applied toward the major. Students with interests in special areas should work closely with their advisors

on course selection. A maximum of three credits may come from MKT 415 or MKT 450 or MKT 499.

Sustainable Business Program

The **sustainable business minor** provides CBA students with the opportunity to discover how sustainable business practices can be incorporated into organizational practices, strategy, and supply chains. Sustainable business minors will identify ways to integrate environmental, social, and financial concepts to create a more sustainable world. Studying sustainable business will give students the know-how to promote environmental, economic, and social sustainability in their future careers. They will learn how to be good stewards of natural resources, even while pursuing business objectives.

Students take an introductory sustainable business course (MGT/MKT 310 Principles of Sustainable Business; usually offered only in the Fall semester), the Global Responsibility of Business course (MGT 408; usually offered each semester), and nine credits of approved electives (listed on a separate page). After completing MGT/MKT 310, MGT 408, and at least three credits of approved electives, students take the Business Sustainability Capstone course (MGT/MKT 480; usually offered only in the Spring semester). Students should carefully note the specific courses in the minor, when they are offered, and course prerequisites.

Minor

- Sustainable business minor (CBA) (p. 366)

Sustainable Business Minor

(College of Business Administration)

18 credits

Code	Title	Credits
Core		
MGT/MKT 310	Principles of Sustainable Business	3
MGT 408	The Global Responsibility of Business	3
MGT/MKT 480	Business Sustainability Capstone	3
Electives		
Select nine credits of approved electives:		9
At least three of the elective credits must be from the College of Business Administration course work. Select from the following:		
ECO 346	Environmental and Ecological Economics	
MGT 400	Special Topics in Management (Topic: Green Operations)	
or MGT 493 Green Operations Management		
MGT 422	Social Entrepreneurship	
MKT 351	Sustainability in Marketing	
Remaining elective credits may be taken outside the CBA. Select from the following:		
ANT 366	Anthropology of Food	
ARC 300	Cultural Resources Management	
ENV 101	Introduction to Sustainability and Environmental Studies	
ENV 303	Topics in Environmental Studies	
GEO 200	Conservation of Global Environments	

GEO 211	Global Climate Change	
HIS 317	American Environmental History	
PHL 341	Environmental Ethics	
PUB 338	Environmental Policy	
PSY 302	Environmental Issues: Applied Psychology	
SOC/RGS 363	Indigenous Peoples and the Environment	
Total Credits		18

A maximum of six credits can be applied to the management major.

A maximum of three credits can be applied to the marketing major.

College of Science and Health

Dean - Ju Kim

Associate Dean, Interim - Robert Allen

Assistant Dean, Interim - Whitney George

105 Graff Main Hall; 608.785.8218

College Academic Services Director - Guy Herling

105 Graff Main Hall; 608.785.8218

Email: csh@uwlax.edu

www.uwlax.edu/csh (<http://www.uwlax.edu/csh/>)

The College of Science and Health (CSH) 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.

Departments/units (p. 367)	Majors and minors (p. 367)
CSH core requirements (p. 368)	
CSH core exemptions (p. 369)	CSH progress toward degree policy (p. 369)
Pre-professional tracks (p. 369)	Joint institution programs (p. 373)

Department/units

Biology

Chemistry and Biochemistry

Computer Science & Computer Engineering

Exercise and Sport Science

Geography and Environmental Science

Health Professions

- Nuclear Medicine Technology
- Occupational Therapy (graduate only)
- Physical Therapy (graduate only)
- Physician Assistant Studies (graduate only)
- Radiologic Science

Mathematics and Statistics

Microbiology

- Clinical Laboratory Science

Physics

Public Health and Community Health Education

Recreation Management and Therapeutic Recreation

Degrees offered

Bachelor of Arts

Bachelor of Science

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

Biochemistry with American Society for Biochemistry & Molecular Biology (ASBMB) Certification (p. 409) (B.S.)

Biology (p. 374) (B.A., B.S., m)

- Aquatic Science Concentration (B.A., B.S.)
- Biomedical Science Concentration (B.A., B.S.)
- Environmental Science Concentration (B.A., B.S.)
- Molecular Genetics and Cell Biology Concentration (B.A., B.S.)
- Plant and Fungal Biology Concentration (B.A., B.S.)

• Science Education (B.S.)

Chemistry (p. 409) (B.S., m)

- Chemistry with American Chemical Society (ACS) Certification (B.S.)
- Business Concentration (B.S.)
- Environmental Science Concentration (B.S.)
- Science Education (B.S.)

Clinical Laboratory Science (p. 426) (B.S.)

Communication, Writing, and Critical Reasoning (p. 482) (m)

Computational Science (p. 432) (m)

Computer Engineering (p. 433) (B.S.)

Computer Science (p. 433) (B.S., m)

- Cybersecurity Emphasis (B.S.)
- Computer Engineering Technology Emphasis (B.S.)

Earth Science (p. 465) (m)

Exercise and Sport Science (p. 450)

- Exercise Science Emphasis
 - Fitness Track (B.S.)
 - Pre-Professional Track (B.S.)
- Physical, Adapted, and School Health Education (B.S.)
- Sport Management Emphasis (B.S.)

General Science for Teachers (p. 516) (m)

Geography (p. 465)

- Environmental Science Concentration (B.A., B.S.)
- Geographic Information Science Concentration (B.A., B.S., m)
- Humans and the Environment Emphasis (B.A., B.S., m)

Geoarchaeology (p. 465) (m)

Inclusive Recreation (p. 556) (m)

Mathematics (p. 482) (B.A., B.S., m)

- Applied Emphasis (B.S.)
- Mathematics Education (B.S.)

Mathematics for Teachers (p. 500) (m)

Microbiology (p. 501) (B.S., m)

- Biomedical Concentration (B.S.)
- Business Concentration (B.S.)
- Environmental Science Concentration (B.S.)

Nuclear Medicine Technology (p. 512) (B.S.)

Nutrition (p. 515) (m)

Physics (p. 516) (B.A., B.S., m)

- Applied Physics Emphasis (B.S.)
- Astronomy Emphasis (B.A., B.S., m)
- Biomedical Concentration (B.S.)
- Business Concentration (B.S.)
- Computational Physics Emphasis (B.S.)
- Optics Emphasis (B.S.)
- Science Education (B.S.)

Public Health and Community Health Education (p. 541) (B.S.)

Radiologic Science (p. 545)

- (p. 545)Diagnostic Medical Sonography with Echocardiography/Vascular Emphasis (B.S.)
- Diagnostic Medical Sonography with General/Vascular Emphasis (B.S.)
- Radiation Therapy Emphasis (B.S.)
- Radiologic Technology Emphasis (B.S.)

Recreation Management (p. 556) (m)

- Community-based Recreation Emphasis (B.S.)
- Generalist Emphasis (B.S.)
- Outdoor Recreation Emphasis (B.S.)
- Tourism & Event Management Emphasis (B.S., m)

Recreational Therapy (p. 556) (B.S.)

Statistics (p. 482) (B.S., m)

- Actuarial Science Concentration (B.S.)

Dual degree programs

Biology/Physical Therapy (p. 374)

Chemistry/Engineering (p. 409)

Clinical Laboratory Science/Clinical Microbiology (p. 429)

Computer Science/Engineering (p. 433)

Computer Science/Software Engineering (p. 433)

- Computer Science
- Cybersecurity

ESS: Exercise Sport Emphasis Pre-Professional Track/Athletic Training (p. 461)

Mathematics/Engineering (p. 482)

Physics/Engineering (p. 516)

Physics/Physical Therapy (p. 516)

Statistics/Applied Statistics (p. 497)

Recreation Management emphasis/Recreation Management (p. 556)

- Community-Based Recreation
- Generalist
- Outdoor Recreation
- Tourism and Event Management

Recreational Therapy (p. 556)

Concentrations

Coaching Competitive Athletics (p. 450)

Certificate Programs

Geographic Information Science (p. 481)

College of Science and Health (CSH) 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, GEO 221, GEO 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 world language at the 202 level or demonstrate English language proficiency for non-native speakers of English. Contact the CSH Dean's Office 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 Arts, Social Sciences, and Humanities/School of Visual and Performing Arts; or
2. Complete an individualized option, consisting of 15 credits.
 - a. These courses must be from the College of Arts, Social Sciences, and Humanities/School of Visual and Performing Art.
 - 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 (CSH) 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, GEO 221, GEO 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 CSH programs is below.

CSH college core exemptions

Students participating in the following programs are exempt from the college core requirements:

Biology: Science Education Concentration
 Chemistry with a Business Concentration
 Chemistry with a Environmental Science Concentration
 Chemistry: Science Education Concentration
 Clinical Laboratory Science
 Computer Engineering
 Computer Science: Computer Engineering Technology Emphasis
 Exercise and Sport Science: Exercise Science Fitness Track
 Exercise and Sport Science: Exercise Science Pre-Professional Track BS/
 Athletic Training MS Dual Degree Program
 Exercise and Sport Science: Physical, Adapted, and School Health Education
 Exercise and Sport Science: Sport Management Emphasis
 Mathematics Education
 Nuclear Medicine Technology
 Physics: Science Education Concentration
 Physics with a Business Concentration
 Physics with a Biomedical Concentration
 Public Health and Community Health Education
 Radiologic Science: Diagnostic Medical Sonography with
 Echocardiography/Vascular Emphasis
 Radiologic Science: Diagnostic Medical Sonography with General/
 Vascular Emphasis
 Radiologic Science: Radiation Therapy Emphasis
 Radiologic Science: Radiologic Technology Emphasis
 Recreation Management: Community Based Recreation Emphasis
 Recreation Management: Generalist Emphasis
 Recreation Management: Outdoor Recreation Emphasis
 Recreation Management: Tourism and Event Management Emphasis
 Recreation Management BS (with an emphasis)/MS Dual Degree Program
 Recreational Therapy
 Recreational Therapy BS/MS Dual Degree Program

CSH assurance of progress to degree after 60 credits policy

The College of Science and Health is committed to student success and completion of a baccalaureate degree in a timely manner. Students must have a declared academic major¹ after the completion of 60 credits. For programs requiring an application for admission, students must be admitted to that program or have a qualifying second major² after the completion of 60 credits. Students who do not meet this requirement will (1) have an advising hold placed on their registration for the next semester; (2) be required to make an appointment with staff in the College of Science and Health Academic Services Office to discuss plans for degree completion and to request removal of the advising hold.

¹ The undeclared major is not an academic major.

² A qualifying second major will not have a competitive application process.

Pre-professional curricula

www.uwlax.edu/csh/pre-professional-programs/ (<http://www.uwlax.edu/csh/Pre-professional-programs/>)

Students have the opportunity to complete requirements in a variety of pre-professional fields prior to applying to for admission to a professional program either here at UWL or at another college or university. Declaring a pre-professional track is a statement of student's intention to apply to a professional school and helps students determine common requirements for professional programs in our region.

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, when selecting coursework, students should first consult the applicable program's website.**

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/csh/Pre-professional-programs/>) or inquire at the College of Science and Health Academic Services Office in 105 Graff Main Hall for more information. Students interested in healthcare related tracks may also contact the Pre-Health Student Resource Center (<https://www.uwlax.edu/pre-health/>) in 1209 Centennial Hall. In addition, many of the pre-professional tracks have related student organizations, such as the Pre-Dentistry Club (<https://uwlmyorgs.campuslabs.com/engage/organization/predentistryclub/>), that support students who intend to go on for schooling in that subject. These clubs can be found at UWL's student organization website MyOrg (<https://uwlmyorgs.campuslabs.com/engage/>).

Pre-professional programs are **not majors** at the University of Wisconsin-La Crosse and are often referred to as "tracks" in the WINGS Student Center. Although coursework recommended by the pre-professional program may be needed for admission to a graduate school, it is **not** required for graduation from UWL unless also included in a student's major/minor, college core, or the university degree requirements. Students still need to select a major to complete a degree at UWL.

Pre-athletic training track

Athletic trainers (ATs) are health care professionals who collaborate with physicians to provide emergency care and prevent, diagnose and treat injuries and medical conditions for people in work, life, and play, including athletes, industrial workers, military service members, and public servants. More information about athletic trainers and the health care services they provide are available at nata.org (<https://www.nata.org/>) and/or atyourownrisk.org (<https://www.atyourownrisk.org/>).

Graduate athletic training program admission requirements vary by program, but generally include an undergraduate degree, GPA requirements, satisfactory scores on the GRE, and completion of coursework in the following areas: biology, chemistry, math and statistics, physics, exercise science, and nutrition. Undergraduate students must also declare a major in another field in order to complete a baccalaureate degree at UWL. The typical major is exercise science-pre-professional track. Other majors are equally feasible with appropriate planning.

Consult the pre-athletic training advising website (<https://www.uwlax.edu/academics/pre-professional/athletic-training/>) as to specific coursework recommendations & admission requirements, or contact an advisor in the Pre-Health Student Resource Center (<https://www.uwlax.edu/pre-health/>) with questions. A pre-AT advisor will be

assigned once the pre-athletic training track has been added to the student's academic record.

A template to help students organize course requirements can be found on the Pre-Health Student Resource Center's website. (<https://www.uwlax.edu/pre-health/plan-your-academics/>)

For admission requirements specific to UWL's Athletic Training Graduate Program, visit the UWL Athletic Training Program website (<https://www.uwlax.edu/grad/athletic-training/>).

Pre-chiropractic track

Chiropractors diagnose, treat, and work to prevent disorders of the neuro-musculoskeletal system and the effects of these disorders on general health. Chiropractors emphasize manual and manipulative therapy for the treatment of joint dysfunctions. Chiropractic is generally classified as complementary/alternative medicine. Most chiropractors earn a Doctor of Chiropractic (DC) degree. See ExploreHealthCareers.org (<https://explorehealthcareers.org/career/chiropractic-medicine/chiropractor/>) for more information on the chiropractic profession.

Chiropractic admission requirements vary by program. While it's possible to start chiropractic school after 60-90 credits, most schools strongly recommend that students earn a bachelor's degree before matriculation. Minimum life and physical science course requirements are 24 credits (biology, chemistry, exercise science, physics), with at least 12 credits including a laboratory component. Some chiropractic universities require more than 24 credits of science coursework. A statistics course is also recommended, and college algebra will likely be required before taking chemistry.

Consult the pre-chiropractic advising website (<https://www.uwlax.edu/academics/pre-professional/chiropractic/>) as to specific coursework recommendations & admission requirements, or contact an advisor in the Pre-Health Student Resource Center (<https://www.uwlax.edu/pre-health/>) with questions.

A template to help students organize course requirements can be found on the Pre-Health Student Resource Center's website. (<https://www.uwlax.edu/pre-health/plan-your-academics/>)

Pre-clinical exercise physiology track

Clinical exercise physiologists (CEP) are healthcare professionals who typically work in cardiopulmonary rehabilitation, cancer rehabilitation, stress testing, health education, and/or wellness centers. They develop fitness and exercise programs for patients who have a history of cardiovascular (heart), pulmonary (lung), and metabolic disorders and chronic diseases. CEPs work closely with patients and their medical providers during the rehabilitation process to develop individualized treatment plans.

Graduate clinical exercise physiology program admission requirements vary by program, but generally include an undergraduate degree, GPA requirements, and completion of coursework in biology and exercise science. Undergraduate students must also declare a major in order to complete a baccalaureate degree at UWL. The typical major is exercise science-pre-professional track, but other majors are equally feasible with appropriate planning.

Consult the pre-clinical exercise physiology advising website (<https://www.uwlax.edu/academics/pre-professional/clinical-exercise-physiology/>) as to specific coursework recommendations & admission requirements, or contact an advisor in the Pre-Health Student Resource Center with questions.

A template to help students organize course requirements can be found on the Pre-Health Student Resource Center's website.

For admission requirements specific to UWL's Clinical Exercise Physiology Graduate Program, visit the program's website here.

Pre-dentistry track

Dentists play a significant role in our oral health care throughout our lives. Whether it's maintenance in the early years, braces in the adolescent years, or treatment for gum disease or teeth extractions in the senior years, successful dentists are capable and compassionate practitioners. See ExploreHealthCareers.org (<https://explorehealthcareers.org/career/dentistry/dentist/>) for more information on dentistry.

Dental school requirements for admission varies, but most recommend completing a baccalaureate degree. The coursework prerequisites may require courses in biology, chemistry, biochemistry, microbiology, college writing, English literature, mathematics & statistics, physics, and psychology. A certain amount of labwork will likely be required in biology and chemistry. Admission to dental school is also based on grade point average, interviews, aptitude tests, and letters of recommendation. An aptitude test is taken in the year preceding application to dental school.

Consult the pre-dentistry advising website (<https://www.uwlax.edu/academics/pre-professional/dentistry/>) as to specific coursework recommendations & admission requirements, or contact an advisor in the Pre-Health Student Resource Center (<https://www.uwlax.edu/pre-health/>) with questions.

A template to help students organize course requirements can be found on the Pre-Health Student Resource Center's website. (<https://www.uwlax.edu/pre-health/plan-your-academics/>)

Pre-engineering track

Engineers fill a variety of roles in a variety of settings. 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. 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. See DiscoverE.org (<http://www.discovere.org/discover-engineering/engineering-careers/>) for more information on different engineering careers.

Since requirements vary with the engineering school and the particular major, students should see a pre-engineering advisor in the chemistry, computer science, mathematics, or physics department as early as possible. The advisor can furnish information about specific majors within engineering schools, specific coursework recommendations, and admission requirements.

Dual degree agreements are available in which students receive two bachelor of science degrees in approximately five years, one from UWL and one from the partner engineering school. The UWL major/engineering partnerships include the following: chemistry & engineering (<http://catalog.uwlax.edu/undergraduate/chemistry/dual-degree-program-in-chemistry-and-engineering/>), computer science & engineering (<http://catalog.uwlax.edu/undergraduate/computerscience/dualdegreeprogramincomputerscienceandengineering/>), mathematics & engineering (<http://catalog.uwlax.edu/undergraduate/mathematics/dual-degree-program/>), and physics & engineering (<http://>

catalog.uwlax.edu/undergraduate/physics/dual-degree-physics-engineering/). Students do not need to declare the pre-engineering track to enter into one of these programs, but they should consult with an advisor first. Explore the engineering advising website (<https://www.uwlax.edu/academics/pre-professional/engineering/>) for more details on the physics & engineering dual degree program.

Pre-forestry (natural resources, conservation, wildlife management) track

Forestry jobs and careers include the following: timber buyer, district or city forester, natural resource manager, forest supervisor, forest engineer, insect and disease specialist, tree improvement forester, park ranger, pulp and paper chemist, fire control officer, land use planner, forest ecologist, university faculty, arborist, silviculturist, wood technologist, forest pathologist, forest entomologist, or an environmental education specialist. See ForestryDegree.Net (<https://forestrydegree.net/>) for more information about forestry careers.

Pre-forestry advising is available to help prepare students for forestry programs and jobs around the country. However, students entering one of these fields are reminded that 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 to professional school is junior standing and 60 semester hours. It is also recommended that calculus, chemistry, and physics be taken during the first two years of college. Students may also find it advantageous to earn a bachelor's degree before entering a professional program, in which case, they should allow more years before applying to a professional school.

Students are urged to contact the pre-forestry advisor early in their first semester. Explore the pre-forestry advising website (<https://www.uwlax.edu/academics/pre-professional/forestry/>) for more details.

Pre-genetic counseling track

Genetic counselors are healthcare professionals who specialize in medical genetics and counseling. They work to evaluate and understand individual and family risk of inheriting a variety of conditions by studying the patient's genes through DNA testing. For example, they may work with families who are expecting children and adults who may have a risk of developing certain diseases such as cancer.

Graduate genetic counseling program admission requirements vary by program, but generally include an undergraduate degree, GPA requirements, and completion of coursework in biology, chemistry, and social sciences. Undergraduate students must also declare a major in order to complete a baccalaureate degree at UWL.

Consult the pre-genetic counseling advising website (<https://www.uwlax.edu/academics/pre-professional/genetic-counseling/>) as to specific coursework recommendations & admission requirements, or contact an advisor in the Pre-Health Student Resource Center with questions. An advisor will be assigned once the track has been added to the student's academic record.

A template to help students organize course requirements can be found on the Pre-Health Student Resource Center's website.

Pre-medical dosimetry track

Medical dosimetrists work as part of the cancer treatment team. Working in collaboration with the medical physicist and radiation oncologist, the medical dosimetrist uses their knowledge of physics,

anatomy, and radiobiology to plan optimal radiation treatment techniques and dosing.

Graduate medical dosimetry program admission requirements vary by program, but generally include an undergraduate degree, GPA requirements, and completion of coursework in biology, math, and physics. Undergraduate students must also declare a major in order to complete a baccalaureate degree at UWL. Although radiologic science: radiation therapy emphasis is common, students may enter a program with any natural or physical science major.

Consult the pre-medical dosimetry advising website (<https://www.uwlax.edu/academics/pre-professional/medical-dosimetry/>) as to specific coursework recommendations & admission requirements, or contact an advisor in the Pre-Health Student Resource Center (<https://www.uwlax.edu/pre-health/>) with questions. An advisor will be assigned once the track has been added to the student's academic record.

A template to help students organize course requirements can be found on the Pre-Health Student Resource Center's website.

For admission requirements specific to UWL's Medical Dosimetry Graduate Program, visit the program's website [here](#).

Pre-medicine track

Medical doctors fill a variety of roles in a variety of settings. Physicians diagnose and care for people of all ages who are ill or have been injured, and also work to prevent health problems before they occur. Students interested in the intricacies of the human body's systems, leadership, and helping others may find a right fit in the medical profession. The AAMC (<https://students-residents.aamc.org/choosing-medical-career/article/medical-student-perspective-best-advice/>) has a wealth of information on what it means to become a doctor.

Requirements for admission to each medical school varies, but include significant coursework in the following fields biology, chemistry; mathematics (pre-calculus and statistics), physics, and English (a writing intensive and/or upper division coursework may be required). 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. Undergraduate students must also declare a major in another field in order to complete a baccalaureate degree at UWL. Although the majority of pre-medical students major in chemistry, biology, or microbiology, students may major in any field of interest as long as the minimal requirements are satisfied.

Consult the pre-medicine advising website (<https://www.uwlax.edu/academics/pre-professional/medicine/>) as to specific coursework recommendations & admission requirements. Students with questions or needing guidance on whether to choose this track may also contact the Pre-Health Student Resource Center (<https://www.uwlax.edu/pre-health/>). A specific pre-med advisor will be assigned once the pre-medicine track has been added to the student's academic record.

A template to help students organize course requirements can be found on the Pre-Health Student Resource Center's website. (<https://www.uwlax.edu/pre-health/plan-your-academics/>)

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. The AOTA (<https://www.aapa.org/what-is-a-pa/>) has more details on what it means to be an occupational therapist.

Occupational therapy admission requirements vary by program, but may include a minimum GPA requirement, an undergraduate degree, and satisfactory completion of coursework in the following subjects: human anatomy and physiology, physics, psychology, and statistics. There may also be a minimum grade requirement on the prerequisite coursework.

Consult the pre-occupational therapy advising website (<https://www.uwlax.edu/academics/pre-professional/occupational-therapy/>) as to full coursework and admission requirements, or contact an advisor in the Pre-Health Student Resource Center (<https://www.uwlax.edu/pre-health/>) with questions. A specific pre-OT advisor will be assigned once the pre-occupational therapy track has been added to the student's academic record. The pre-occupational therapy track is not a major; therefore, undergraduate students must also declare a major in another field in order to complete a baccalaureate degree at UWL before going on to graduate school.

A template to help students organize course requirements can be found on the Pre-Health Student Resource Center's website. (<https://www.uwlax.edu/pre-health/plan-your-academics/>)

For admission requirements specific to UWL's Occupational Therapy Graduate Program, visit the UWL Occupational Therapy Program website (<https://www.uwlax.edu/grad/occupational-therapy/>).

Pre-optometry track

Optometry is a healthcare profession focusing on the eyes and related structures, as well as vision, visual systems, and vision information processing in humans. Optometrists are trained to prescribe and fit lenses to improve vision and are trained to diagnose and treat various eye diseases. See ExploreHealthCareers.org (<https://explorehealthcareers.org/field/optometry/>) for more information on optometry.

Students should plan to complete an undergraduate degree (usually in biology or chemistry). Typical course requirements for admission to an optometry program include courses in biology, microbiology, chemistry, biochemistry, calculus, and physics. A certain amount of lab work is required in the sciences. Additional coursework in English, sociology, and psychology may also be required. The Optometry Admission Test (OAT) must be taken before or during the semester in which students apply for admission to a school of optometry.

Consult the pre-optometry advising website (<https://www.uwlax.edu/academics/pre-professional/optometry/>) as to specific coursework recommendations & admission requirements, or contact with the Pre-Health Student Resource Center (<https://www.uwlax.edu/pre-health/>) with questions. In addition, the Pre-Optometry Club (<https://uwlmyorgs.campuslabs.com/engage/organization/preoptometryclub/>) provides student members resources and opportunities that introduce and develop a stronger understanding of the field of optometry, along with preparation for the OAT and application to optometry school.

A template to help students organize course requirements can be found on the Pre-Health Student Resource Center's website. (<https://www.uwlax.edu/pre-health/plan-your-academics/>)

Pre-osteopathic medicine track

Osteopathic medicine (<https://www.uwlax.edu/academics/pre-professional/medicine/>) is a branch of medical practice that emphasizes a whole-person approach to treatment and care. It provides all of the benefits of modern medicine including prescription drugs, surgery, and the use of technology to diagnose and evaluate. It also offers the added benefit of hands-on diagnosis and treatment through a system of therapy known as osteopathic manipulative medicine. The statement in the section on pre-medicine (p. 371) applies equally to pre-osteopathic medicine. Medical school and osteopathic coursework 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.

Consult the pre-medicine advising website (<https://www.uwlax.edu/academics/pre-professional/medicine/>) as to specific coursework; admission requirements, or contact an advisor in the Pre-Health Student Resource Center (<https://www.uwlax.edu/pre-health/>) with questions.

Pre-pharmacy track

Pharmacy is the science and technique of preparing and dispensing drugs. It is a health profession that links health sciences with chemical sciences and aims to ensure the safe and effective use of pharmaceutical drugs. See ExploreHealthCareers.org (<https://explorehealthcareers.org/career/pharmacy/pharmacist/>) for more information on the pharmacy profession.

Most pharmacy programs offer a Doctor of Pharmacy degree. These programs require pre-pharmacy coursework of about 70 credits that can be taken at UWL. A college of pharmacy's professional program is an additional four years. The specific admission requirements are set by each individual pharmacy program, but prerequisite coursework generally consists of biology, microbiology, chemistry with lab components, biochemistry, physics, calculus, and statistics. In addition, coursework in psychology, sociology, minority cultures, microeconomics & public policy, and English composition may also be required.

Consult the pre-pharmacy advising website (<https://www.uwlax.edu/academics/pre-professional/pharmacy/>) as to specific coursework recommendations & admission requirements, or contact an advisor in the Pre-Health Student Resource Center (<https://www.uwlax.edu/pre-health/>) with questions.

A template to help students organize course requirements can be found on the Pre-Health Student Resource Center's website. (<https://www.uwlax.edu/pre-health/plan-your-academics/>)

Pre-physical therapy track

Physical therapists have an opportunity to make a positive difference in people's quality of life. When individuals are recovering from injury or disease, the physical therapist evaluates and directs the recovery process to relieve pain, make them stronger, and help them to regain use of an affected limb. Physical therapists also promote wellness and injury prevention. They teach the importance of personal fitness and explain how to prevent injury at work or at play. As an integral part of a healthcare team, physical therapists have an opportunity to make a positive difference in people's quality of life. The APTA (<https://www.apta.org/ProspectiveStudents/>) has more details on what it means to be a physical therapist.

Physical therapy admission requirements vary by program, but generally include an baccalaureate degree, a minimum GPA, satisfactory scores on the Graduate Records Examination (GRE), and coursework in the following subjects: biology, chemistry, physics, psychology, sociology, and statistics. Programs may also require volunteer experience with letters of recommendation. PT programs are competitive and typically conduct early admissions screening of completed applications. Most programs, including UWL's PT Program, use the Physical Therapy Centralized Application Service (PTCAS) to gather application information.

Undergraduate students must also declare a major in another field in order to complete a baccalaureate degree at UWL. Typical majors include biology, exercise & sport science, psychology, and physics, but other majors are equally appropriate and feasible with appropriate planning. Dual degree agreements are available for biology majors (<http://catalog.uwlax.edu/undergraduate/biology/dual-degree-program-in-biology-physical-therapy/>) and physics majors (<http://catalog.uwlax.edu/undergraduate/physics/dual-degree-physics-physical-therapy/>) 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.

Consult the pre-physical therapy advising website (<https://www.uwlax.edu/academics/pre-professional/physical-therapy/>) as to specific coursework and admission requirements, or contact an advisor in the Pre-Health Student Resource Center (<https://www.uwlax.edu/pre-health/>) with questions. A pre-PT advisor will be assigned once the pre-physical therapy track has been added to the student's academic record.

A template to help students organize course requirements can be found on the Pre-Health Student Resource Center's website. (<https://www.uwlax.edu/pre-health/plan-your-academics/>)

For admission requirements specific to UWL's Physical Therapy Graduate Program, visit the UWL Physical Therapy website. (<https://www.uwlax.edu/grad/physical-therapy/>)

Pre-physician assistant studies track

Physician assistants (PAs) are medical providers who are licensed to diagnose and treat illness and disease and to prescribe medication for patients. They work in physician offices, hospitals and clinics in collaboration with a licensed physician. To become a PA, students must graduate from an accredited PA education program. The AAPA (<https://www.aapa.org/what-is-a-pa/>) has more details on what it means to be a physician assistant.

Prerequisite requirements are vary among PA programs across the country. In general, requirements will include coursework in the following subjects: biology, including two lab courses; chemistry, including at least two lab courses; mathematics; and psychology. Admission will also likely depend on the cumulative GPA, the GPA in science courses, and satisfactory scores in the Graduate Record Exam (GRE). Prior direct patient care health experience, which provides evidence of a career commitment to healthcare as a PA, may also be expected.

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 UWL-Gundersen-Mayo PA program, utilize the Centralized Application Service for Physician Assistants (CASPA) and require a program specific supplemental application. Consult the pre-assistant physician advising website (<https://www.uwlax.edu/academics/pre-professional/physician-assistant-studies/>) as to specific coursework and admission

requirements, or contact an advisor in the Pre-Health Student Resource Center (<https://www.uwlax.edu/pre-health/>) with questions. A pre-PA advisor will be assigned once the pre-physician assistant track has been added to the student's academic record.

A template to help students organize course requirements can be found on the Pre-Health Student Resource Center's website. (<https://www.uwlax.edu/pre-health/plan-your-academics/>)

For admission requirements specific to UWL's Physician Assistant Graduate Program, visit the UWL Physician Assistant website. (<https://www.uwlax.edu/grad/physician-assistant-studies/#tab-the-profession>)

Pre-podiatry track

Podiatry or podiatric medicine (<https://www.uwlax.edu/csh/pre-professional-programs/podiatry/>) is a branch of medicine devoted to the study of diagnosis, medical and surgical treatment of disorders of the foot, ankle, and lower extremity. Requirements for admission to a school of podiatric medicine are the same as those listed in the pre-medicine (p. 371) section.

pre-medicine advising website as to specific coursework & admission requirements, or contact an advisor in the Pre-Health Student Resource Center (<https://www.uwlax.edu/pre-health/>) with questions.

Pre-veterinary medicine track

Veterinarians work in a variety of settings - clinics, zoos, farms, corporate, non-profit, and more - and with a wide range of animals, both domesticated and wild. In addition to an interest in animals, solid performance in science coursework is a requirement. See ExploreHealthCareers.org (<https://explorehealthcareers.org/field/veterinary-medicine/>) for more information on becoming a veterinarian.

Requirements for admission to veterinary school generally include coursework in biology, microbiology, chemistry & biochemistry, physics, mathematics, and English composition. 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 the veterinary schools' websites for the most current information.

Consult the pre-veterinary medicine advising website (<https://www.uwlax.edu/academics/pre-professional/veterinary/>) as to specific coursework recommendations & admission requirements, or contact an advisor in the Pre-Health Student Resource Center (<https://www.uwlax.edu/pre-health/>) for more details.

A template to help students organize course requirements can be found on the Pre-Health Student Resource Center's website. (<https://www.uwlax.edu/pre-health/plan-your-academics/>)

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 (<https://www.uwlax.edu/admissions/>) 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 UWL degree, college, and major requirements.

Biology Department (BIO)

College of Science and Health
Department Chair: Michael Abler
 3020 Cowley Hall; 608.785.6962
 Email: mabler@uwlax.edu

Associate Chair: Megan Litster
 3009 Cowley Hall; 608.785.8252
 Email: mlitster@uwlax.edu

www.uwlax.edu/biology (<http://www.uwlax.edu/biology/>)

The Department of Biology strongly supports undergraduate and graduate programs in biological sciences. Undergraduate students pursuing a major in biology complete foundation course work including introductory biology, organismal biology, cell biology, genetics, and ecology. Because chemistry is foundational to life, biology majors complete at least three semesters of chemistry, including organic chemistry. Each student may plan their own electives and specialize in one of several sub-disciplines within biology, field studies and/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, such as the Mississippi River and the La Crosse River Marsh. In addition, modern laboratory facilities in the new Prairie Springs Science Center and use of high tech research equipment prepare students for careers in biotechnology.

Biology faculty have been award winning, with the department receiving the **University of Wisconsin System Board of Regents Teaching Excellence Award** for the best UW System department in 2013 and individual faculty winning national and university awards for teaching and research.

Biology students develop a curriculum around specific career goals. Each student meets individually with their faculty adviser each semester. The sub-discipline diversity of the faculty in the department provides a wide array of content expertise and both classroom and non-classroom opportunities for student learning. The Department of Biology also values interdisciplinary programs, hosting the nutrition minor and with significant involvement in the neuroscience minor and environmental studies minor.

High impact experiential learning is highly valued by the biology program and provides students opportunity to participate in both individualized and unique learning experiences. The Department of Biology has established a number of partnerships with local, state, and regional environmental and aquatic science research centers, biotechnology firms, public health entities, and allied health care institutions. These partnerships provide undergraduate and graduate students with the opportunity to interact with professionals in health and medical sciences, river studies, aquatic toxicology, fisheries biology, watershed studies, food science, and seed genetics to name a few. These opportunities are in the forms of undergraduate research, course-embedded research, internships, and job shadowing. Many of these experiences receive funding from the university and some result in summer jobs, part-time employment for students during the academic year and/or employment upon graduation.

Graduates of the programs in biology have traditionally been very competitive in the job markets and for entrance into graduate and other professional programs. The first destination reports of the past few years reveal 98% of biology majors reported a career outcome within a year of graduation, with around half attending graduate or professional school, and the rest employed. A few graduates each year report taking volunteer or military positions.

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. 70).

2023-24 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 July.

Professor

Scott Cooper

Tisha King-Heiden

Barrett Klein

Jennifer Klein

Sumei Liu

Margaret (Peg) Maher

Jennifer Miskowski

Todd Osmundson

Gregory Sandland

Eric Strauss

Meredith Thomsen

Associate Professor

Michael Abler

Sierra Colavito

Anita Davelos

Anne Galbraith

Megan Litster

Anton (Tony) Sanderfoot

Christine Schwartz

Bradley Seebach

Assistant Professor

Cord Brundage

Jaspreet Kaur

Adam Schneider

David Schumann

Ross Vander Vorste

Jaclyn Wisinski

Alder Yu

Mary Zimmerman

Teaching Professor

Faye Ellis

Renee Redman

Associate Teaching Professor

Lee Baines

Lisa Kobs

Kristin Greany

Assistant Teaching Professor

William (Bill) Haviland

Markus Mika

Rebecca Werren

Lecturer

Jason Freund

Julianne Merkes

Intro Biology Coordinator

Teresa Mika

Laboratory Supervisor

Elisabeth Paluch

Administrative Support

Lynne Smith

Majors

- Biology major - BA (p. 375)
- Biology major - BS (p. 378)
- Biology major: aquatic science concentration - BA (p. 381)
- Biology major: aquatic science concentration - BS (p. 383)
- Biology major: biomedical science concentration - BA (p. 385)
- Biology major: biomedical science concentration - BS (p. 388)
- Biology major: environmental science concentration - BA (p. 390)
- Biology major: environmental science concentration - BS (p. 392)
- Biology major: molecular genetics and cell biology concentration - BA (p. 395)
- Biology major: molecular genetics and cell biology concentration - BS (p. 397)
- Biology major: plant and fungal biology concentration - BA (p. 399)
- Biology major: plant and fungal biology concentration - BS (p. 401)

Teacher education program

- Biology major: science education (grades 4-12) concentration - BS (p. 404)

Dual degree program

- Dual degree program in biology and physical therapy (p. 407)

Minors

- Biology minor (p. 409)
- Nutrition minor (p. 515) (interdisciplinary minor, home department is Biology)

Biology Major - Bachelor of Arts (BA)

Major requirements

(All colleges, excluding teacher certification programs)

39 credits (58-61 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.

Code	Title	Credits
Core		
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

Advanced lab component

Select one upper level (300/400) lab component from the following: 1-4

BIO 302	Introductory Plant Identification
BIO 303	Vertebrate Form and Function ¹
BIO 304	Plant Biology
BIO 312	Human Anatomy and Physiology I ¹
BIO 313	Human Anatomy and Physiology II ¹
BIO 321	Ornithology
BIO 333	Radiation Biology
BIO 341	Limnology
BIO 365	Scientific Visualization
BIO 401	Comparative Vertebrate Anatomy
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 444	Entomology
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 467	Neurobiology Laboratory Techniques
BIO 468	Human Molecular Genetics Lab
MIC 421	Virology Laboratory

ElectivesSelect 16-18 credits of electives from the following: ² 16-18

BIO 202	Introduction to Biological Data Analysis and Interpretation
BIO 210	Animal Biology
BIO 302	Introductory Plant Identification
BIO 303	Vertebrate Form and Function ¹
BIO 312	Human Anatomy and Physiology I ¹
BIO 313	Human Anatomy and Physiology II ¹
BIO 321	Ornithology
BIO 330	Economic Botany
BIO 333	Radiation Biology
BIO 337	Plant Physiology
BIO 341	Limnology
BIO 365	Scientific Visualization
BIO 401	Comparative Vertebrate Anatomy

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 415	Neuroethology
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 444	Entomology
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 483	Cell Signaling
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

Chemistry requirement

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 A (5 credits) ³	
CHM 300 & CHM 302	Fundamental Organic Chemistry and Fundamental Organic Chemistry Laboratory
Option B (7 credits)	
CHM 303 & CHM 304 & CHM 302	Organic Chemistry Theory I and Organic Chemistry Theory II and Fundamental Organic Chemistry Laboratory
Option C (8 credits)	
CHM 303 & CHM 304 & CHM 305	Organic Chemistry Theory I and Organic Chemistry Theory II and Organic Chemistry Laboratory
Math requirement	
STAT 145	Elementary Statistics
Total Credits	58-61

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.

³ This is the recommended option for most biology majors; however, consult with your biology advisor before enrolling.

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. 70)
- College core (p. 377)
- Baccalaureate degree requirements (p. 377)

College of Science and Health (CSH) 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, GEO 221, GEO 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 world language at the 202 level or demonstrate English language proficiency for non-native speakers of English. Contact the CSH Dean's Office 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 Arts, Social Sciences, and Humanities/School of Visual and Performing Arts; or
2. Complete an individualized option, consisting of 15 credits.

- a. These courses must be from the College of Arts, Social Sciences, and Humanities/School of Visual and Performing Art.
- 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
BIO 105 (Gen Ed Natural Lab Science)	4 ENG 110 or 112 (Gen Ed Literacy-Written)	3
MTH 150 (Gen Ed Math)	4 Gen Ed Self & Society	3
CST 110 (Gen Ed Literacy-Oral)	3 CHM 103 (Gen Ed Natural Lab Science)	5
FYS 100 (Gen Ed First-Year Seminar)	3 BIO 203	4
Gen Ed Arts	2-3	
		15

Year 2		
Fall	Credits Spring	Credits
STAT 145 (Gen Ed Lang/ Logical Systems)	4 BIO 306	4
BIO 307	3 CHM 300	4
CHM 104	5 CHM 302	1
Gen Ed Arts	2-3 Gen Ed Minority Cultures	3
	202-level Language (CSH BA Core)	4
		14

Year 3		
Fall	Credits Spring	Credits
BIO Elective (300/400 lab)	4 BIO 315	4
BIO Elective	3 Gen Ed Global Studies	3
Gen Ed Humanistic Studies	3 Gen Ed Health & Well Being	3
CSH Core (300/400 CASSH elec) or CASSH Minor	3 CSH Core (300/400 CASSH elec) or CASSH Minor	3
	CSH Core or CASSH Minor ¹	3
		13

Year 4		
Fall	Credits Spring	Credits
BIO Elective	3 BIO 491	1
University Elective	3 BIO Elective	3
BIO Elective (400 level)	3 BIO Elective (300/400 level)	3

CSH Core (300/400 CASSH elec) or CASSH Minor	3 University Elective (300/400 level)	3
CSH Core or CASSH Minor ¹	3 University Elective	2
	Gen Ed World History	3
		15

Total Credits: 120

¹ See CSH 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 (58-61 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.

Code	Title	Credits
Core		
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
Advanced lab component		
Select one upper level (300/400) lab component from the following: 1-4		
BIO 302	Introductory Plant Identification	
BIO 303	Vertebrate Form and Function ¹	
BIO 304	Plant Biology	
BIO 312	Human Anatomy and Physiology I ¹	
BIO 313	Human Anatomy and Physiology II ¹	
BIO 321	Ornithology	
BIO 333	Radiation Biology	
BIO 341	Limnology	
BIO 365	Scientific Visualization	
BIO 401	Comparative Vertebrate Anatomy	
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 444	Entomology
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 467	Neurobiology Laboratory Techniques
BIO 468	Human Molecular Genetics Lab
MIC 421	Virology Laboratory

Electives

Select 16-18 credits of electives from the following: ² 16-18

BIO 202	Introduction to Biological Data Analysis and Interpretation
BIO 210	Animal Biology
BIO 302	Introductory Plant Identification
BIO 303	Vertebrate Form and Function ¹
BIO 312	Human Anatomy and Physiology I ¹
BIO 313	Human Anatomy and Physiology II ¹
BIO 321	Ornithology
BIO 330	Economic Botany
BIO 333	Radiation Biology
BIO 337	Plant Physiology
BIO 341	Limnology
BIO 365	Scientific Visualization
BIO 401	Comparative Vertebrate Anatomy
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 415	Neuroethology
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 444	Entomology
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 483	Cell Signaling
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

Chemistry requirement

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 A (5 credits) ³

CHM 300	Fundamental Organic Chemistry
& CHM 302	and Fundamental Organic Chemistry Laboratory

Option B (7 credits)

CHM 303	Organic Chemistry Theory I
& CHM 304	and Organic Chemistry Theory II
& CHM 302	and Fundamental Organic Chemistry Laboratory

Option C (8 credits)

CHM 303	Organic Chemistry Theory I
& CHM 304	and Organic Chemistry Theory II
& CHM 305	and Organic Chemistry Laboratory

Math requirement 4

STAT 145	Elementary Statistics
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Total Credits 58-61

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.

³ This is the recommended option for most biology majors; however, consult with your biology advisor before enrolling.

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. 70)
- College core (p. 380)
- Baccalaureate degree requirements (p. 380)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).

7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.
- ² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1

Fall	Credits Spring	Credits
BIO 105 (Gen Ed Natural Lab Science)	4 BIO 203	4
MTH 150 (Gen Ed Math)	4 Gen Ed Self & Society	3
Gen Ed Arts	2-3 CHM 103 (Gen Ed Natural Lab Science)	5
CST 110 (Gen Ed Literacy-Oral)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
FYS 100 (Gen Ed First-Year Seminar)	3	
	16	15

Year 2

Fall	Credits Spring	Credits
CHM 104	5 BIO 306	4
STAT 145 (Gen Ed Lang/ Logical Systems)	4 CHM 300	4
BIO 307	3 CHM 302	1
Gen Ed Arts	2-3 Gen Ed Global Studies	3
	Gen Ed Minority Cultures	3
	14	15

Year 3

Fall	Credits Spring	Credits
BIO Elective (300/400 lab)	4 BIO 315	4
BIO Elective	3 CSH Core (300/400 not BIO) or Minor	3
Gen Ed Humanistic Studies	3 University Elective	3
CSH Core (300/400 not BIO) or Minor	3 Gen Ed Health & Well-Being	3
	Gen Ed World History	3
	13	16

Year 4

Fall	Credits Spring	Credits
BIO Elective (400 level)	3 BIO 491	1
BIO Elective	3 BIO Elective (300/400 level)	3
CSH Core (300/400 not BIO) or Minor	3 BIO Elective	3
CSH Core or Minor ¹	3 CSH Core or Minor ¹	3
University Elective	3 University Elective	3
	University Elective	3
	15	16

Total Credits: 120

¹ See CSH 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.

Biology Major: Aquatic Science Concentration - Bachelor of Arts (BA)

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.

Code	Title	Credits
Core		
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
Electives		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 444	Entomology
BIO 446	Animal Behavior
BIO 458	Comparative Animal Physiology
BIO 476	Ecosystem Ecology
BIO 499	Independent Research (up to two credits)

Chemistry requirement

Select a minimum of 20 chemistry credits, including: 20

CHM 103	General Chemistry I
CHM 104	General Chemistry II
CHM 301	Analytical Chemistry

And one of the following organic chemistry options:

Option A (5 credits)¹

CHM 300 & CHM 302	Fundamental Organic Chemistry and Fundamental Organic Chemistry Laboratory
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Option B (7 credits)

CHM 303 & CHM 304 & CHM 302	Organic Chemistry Theory I and Organic Chemistry Theory II and Fundamental Organic Chemistry Laboratory
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Option C (8 credits)

CHM 303 & CHM 304 & CHM 305	Organic Chemistry Theory I and Organic Chemistry Theory II and Organic Chemistry Laboratory
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Math requirement

Select a minimum of eight credits of mathematics including the following: 8

STAT 145	Elementary Statistics
or MTH 265	Mathematical Models in Biology
MTH 175	Applied Calculus
or MTH 207	Calculus I
<hr/>	
Total Credits	67

¹ This is the recommended option for most biology majors, but students should consult with their biology advisor before enrolling.

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. 70)
- College core (p. 382)
- Baccalaureate degree requirements (p. 382)

College of Science and Health (CSH) 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, GEO 221, GEO 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 world language at the 202 level or demonstrate English language proficiency for non-native speakers of English. Contact the CSH Dean's Office 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 Arts, Social Sciences, and Humanities/School of Visual and Performing Arts; or
2. Complete an individualized option, consisting of 15 credits.
 - a. These courses must be from the College of Arts, Social Sciences, and Humanities/School of Visual and Performing Art.
 - 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.
- ² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1			
Fall	Credits	Spring	Credits
BIO 105 (Gen Ed Natural Lab Science)	4	BIO 203	4
CST 110 (Gen Ed Literacy-Oral)	3	CHM 103 (Gen Ed Natural Lab Science)	5
MTH 207 or 175 (Gen Ed Math)	4-5	ENG 110 or 112 (Gen Ed Literacy-Written)	3
FYS 100 (Gen Ed First-Year Seminar)	3	Gen Ed Self & Society	3
	14		15
Year 2			
Fall	Credits	Spring	Credits
STAT 145 or MTH 265 (Gen Ed Lang/Logical Systems)	4	CHM 300	4
BIO 307	3	CHM 302	1
CHM 104	5	MIC 230	4
Gen Ed Arts	2-3	Gen Ed Minority Cultures	3
		202-Level Language (CSH BA Core)	4
	14		16
Year 3			
Fall	Credits	Spring	Credits
BIO 341	3	CSH Core (300/400 CASSH elec) or CASSH Minor	3
Gen Ed Global Studies	3	Gen Ed Arts	2-3
BIO 306	4	Gen Ed Health & Well-Being	3
CHM 301	5	BIO Elective (List I)	3
		BIO 315	4
	15		15
Year 4			
Fall	Credits	Spring	Credits
BIO Elective (List I)	3	BIO 491	1
BIO Elective (List I)	3	BIO Elective (List I or II)	4
CSH Core (300/400 CASSH elec) or CASSH Minor	3	CSH Core (300/400 CASSH elec) or CASSH Minor	3
CSH Core or CASSH Minor ¹	3	CSH Core or CASSH Minor ¹	3
Gen Ed Humanistic Studies	3	Gen Ed World History	3
		University Elective	2
	15		16
Total Credits: 120			

¹ See CSH BA Core Requirements (p. 368) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

Biology Major: Aquatic 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, 489, 491, 495, and 499) to fulfill requirements of the major.

Code	Title	Credits
Core		
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
Electives		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 444	Entomology
BIO 446	Animal Behavior
BIO 458	Comparative Animal Physiology
BIO 476	Ecosystem Ecology
BIO 499	Independent Research (up to two credits)

Chemistry requirement

Select a minimum of 20 chemistry credits, including: 20

CHM 103	General Chemistry I
CHM 104	General Chemistry II
CHM 301	Analytical Chemistry

And one of the following organic chemistry options:

Option A (5 credits)¹

CHM 300	Fundamental Organic Chemistry
& CHM 302	and Fundamental Organic Chemistry Laboratory

Option B (7 credits)

CHM 303 & CHM 304 & CHM 302	Organic Chemistry Theory I and Organic Chemistry Theory II and Fundamental Organic Chemistry Laboratory
Option C (8 credits)	
CHM 303 & CHM 304 & CHM 305	Organic Chemistry Theory I and Organic Chemistry Theory II and Organic Chemistry Laboratory
Math requirement	
Select a minimum of eight credits of mathematics including the following:	8
STAT 145 or MTH 265	Elementary Statistics Mathematical Models in Biology
MTH 175 or MTH 207	Applied Calculus Calculus I
Total Credits	67

¹ This is the recommended option for most biology majors, but students should consult with their biology advisor before enrolling.

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. 70)
- College core (p. 384)
- Baccalaureate degree requirements (p. 384)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
BIO 105 (Gen Ed Natural Lab Science)	4 ENG 110 or 112 (Gen Ed Literacy-Written)	3
CST 110 (Gen Ed Literacy-Oral)	3 BIO 203	4
MTH 207 or 175 (Gen Ed Math)	4-5 Gen Ed Self & Society	3
FYS 100 (Gen Ed First-Year Seminar)	3 CHM 103 (Gen Ed Natural Lab Science)	5
	14	15

Year 2		
Fall	Credits Spring	Credits
BIO 307	3 CHM 300	4
CHM 104	5 CHM 302	1
STAT 145 or MTH 265 (Gen Ed Lang/Logical Systems)	4 MIC 230	4
Gen Ed Global Studies	3 Gen Ed Minority Cultures	3
	Gen Ed Arts	2-3
	15	14

Year 3		
Fall	Credits Spring	Credits
Gen Ed Humanistic Studies	3 Gen Ed World History	3
BIO 341	3 CSH Core (300/400 not BIO) or Minor	3
CHM 301	5 University Elective	3
BIO 306	4 Gen Ed Health & Well-Being	3
	BIO 315	4
	15	16

Year 4		
Fall	Credits Spring	Credits
University Elective	3 University Elective	3
BIO Elective (List I)	3 BIO 491	1

BIO Elective (List I)	3 BIO Elective (List I)	3
University Elective	3 BIO Elective (List I or II)	4
CSH Core or Minor ¹	3 CSH Core or Minor ¹	3
Gen Ed Arts	2-3	
	17	14

Total Credits: 120

¹ See CSH BS Core Requirements (p. 368) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

Biology Major: Biomedical Science Concentration - Bachelor of Arts (BA)

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.

Code	Title	Credits
Core		
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
Electives		
Select 11 credits of electives from the following:		11
BIO 202	Introduction to Biological Data Analysis and Interpretation	
BIO 330	Economic Botany	
BIO 333	Radiation Biology	
BIO 365	Scientific Visualization	
BIO 390	Latin and Greek Roots in Scientific Terminology	
BIO 401	Comparative Vertebrate Anatomy	
BIO 406	Parasitology	
BIO 408	Developmental Biology	
BIO 410	Human Cadaver Dissection	
BIO 413	Medical Mycology	
BIO 415	Neuroethology	
BIO 421	Comparative Vertebrate Endocrinology	
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 441	Environmental Toxicology
BIO 443	Molecular Mechanism of Disease and Drug Action
BIO 446	Animal Behavior
BIO 449	Advanced Microscopy and Biological Imaging
BIO 458	Comparative Animal Physiology
BIO 465	Neurophysiology
BIO 466	Human Molecular Genetics
BIO 467	Neurobiology Laboratory Techniques
BIO 468	Human Molecular Genetics Lab
BIO 483	Cell Signaling
BIO 488	Mammalogy
MIC 230	Fundamentals of Microbiology
MIC 310	Immunology
MIC 380	Food Microbiology
MIC 407	Pathogenic Bacteriology
MIC 410	Immunology Laboratory
MIC 420	Introductory Virology
MIC 421	Virology Laboratory
MIC 427	Industrial and Fermentation Microbiology
MIC 428	Fermentation Microbiology Laboratory
NEU 200	Introductory Neuroscience
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
Chemistry requirement	
Select a minimum of 24 chemistry credits including:	
CHM 103	General Chemistry I
CHM 104	General Chemistry II
CHM 301	Analytical Chemistry
Select one of the organic chemistry options:	
Option A (5 credits) ¹	
CHM 300 & CHM 302	Fundamental Organic Chemistry and Fundamental Organic Chemistry Laboratory
Option B (7 credits)	
CHM 303 & CHM 304 & CHM 302	Organic Chemistry Theory I and Organic Chemistry Theory II and Fundamental Organic Chemistry Laboratory
Option C (8 credits)	
CHM 303 & CHM 304 & CHM 305	Organic Chemistry Theory I and Organic Chemistry Theory II 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
Math requirement	
STAT 145	Elementary Statistics
Total Credits	

4

67

¹ This is the recommended option for most biology majors, but students should consult with their biology advisor before enrolling.

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. 70)
- College core (p. 386)
- Baccalaureate degree requirements (p. 386)

College of Science and Health (CSH) 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, GEO 221, GEO 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 world language at the 202 level or demonstrate English language proficiency for non-native speakers of English. Contact the CSH Dean's Office 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 Arts, Social Sciences, and Humanities/School of Visual and Performing Arts; or
2. Complete an individualized option, consisting of 15 credits.
 - a. These courses must be from the College of Arts, Social Sciences, and Humanities/School of Visual and Performing Art.
 - 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.

- Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
- Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
- At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
- Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
- A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
- 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
BIO 105 (Gen Ed Natural Lab Science)	4 CHM 103 (Gen Ed Natural Lab Science)	5
MTH 150 (Gen Ed Math)	4 BIO 203	4
Gen Ed Arts	2-3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
CST 110 (Gen Ed Literacy-Oral)	3 FYS 100 (Gen Ed First-Year Seminar)	3
Gen Ed World History	3	
	16	15
Year 2		
Fall	Credits Spring	Credits
BIO 307	3 BIO 306	4
CHM 104	5 CHM 300	4
STAT 145 (Gen Ed Lang/Logical Systems)	4 CHM 302	1
Gen Ed Arts	2-3 Gen Ed Minority Cultures	3
	202-level Language (CSH BA Core)/Individualized option	4
	14	16
Year 3		
Fall	Credits Spring	Credits
BIO 312	4 Gen Ed Global Studies	3
Biology Elective	3 CHM 301	5
CSH Core (300/400 CASSH elec) or CASSH Minor	3 Gen Ed Health & Well-Being	3
Gen Ed Humanistic Studies	3 BIO 313	4
	13	15
Year 4		
Fall	Credits Spring	Credits
BIO 315	4 BIO 491	1
CHM 325	4 BIO Elective (300/400 level)	3
BIO Elective (400 level)	3 BIO Elective	3
CSH Core (300/400 CASSH elec) or CASSH Minor	3 CSH Core (300/400 CASSH elec) or CASSH Minor	3
CSH Core or CASSH Minor ¹	3 Gen Ed Self & Society	3
	University Elective	1
	17	14

Total Credits: 120

¹ See CSH BA Core Requirements (p. 368) 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, 489, 491, 495, and 499) to fulfill requirements of the major.

Code	Title	Credits
Core		
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
Electives		
Select 11 credits of electives from the following:		11
BIO 202	Introduction to Biological Data Analysis and Interpretation	
BIO 330	Economic Botany	
BIO 333	Radiation Biology	
BIO 365	Scientific Visualization	
BIO 390	Latin and Greek Roots in Scientific Terminology	
BIO 401	Comparative Vertebrate Anatomy	
BIO 406	Parasitology	
BIO 408	Developmental Biology	
BIO 410	Human Cadaver Dissection	
BIO 413	Medical Mycology	
BIO 415	Neuroethology	
BIO 421	Comparative Vertebrate Endocrinology	
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 441	Environmental Toxicology	
BIO 443	Molecular Mechanism of Disease and Drug Action	
BIO 446	Animal Behavior	
BIO 449	Advanced Microscopy and Biological Imaging	
BIO 458	Comparative Animal Physiology	
BIO 465	Neurophysiology	
BIO 466	Human Molecular Genetics	
BIO 467	Neurobiology Laboratory Techniques	
BIO 468	Human Molecular Genetics Lab	
BIO 483	Cell Signaling	
BIO 488	Mammalogy	

MIC 230	Fundamentals of Microbiology
MIC 310	Immunology
MIC 380	Food Microbiology
MIC 407	Pathogenic Bacteriology
MIC 410	Immunology Laboratory
MIC 420	Introductory Virology
MIC 421	Virology Laboratory
MIC 427	Industrial and Fermentation Microbiology
MIC 428	Fermentation Microbiology Laboratory
NEU 200	Introductory Neuroscience
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

Chemistry requirement

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 A (5 credits) ¹

CHM 300	Fundamental Organic Chemistry
& CHM 302	and Fundamental Organic Chemistry Laboratory

Option B (7 credits)

CHM 303	Organic Chemistry Theory I
& CHM 304	and Organic Chemistry Theory II
& CHM 302	and Fundamental Organic Chemistry Laboratory

Option C (8 credits)

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

STAT 145	Elementary Statistics
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Total Credits 67

¹ This is the recommended option for most biology majors, but students should consult with their biology advisor before enrolling.

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. 70)
- College core (p. 389)
- Baccalaureate degree requirements (p. 389)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).

7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.
- ² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
BIO 105 (Gen Ed Natural Lab Science)	4 BIO 203	4
MTH 150 (Gen Ed Math)	4 CHM 103 (Gen Ed Natural Lab Science)	5
CST 110 (Gen Ed Literacy-Oral)	3 FYS 100 (Gen Ed First-Year Seminar)	3
Gen Ed Arts	2-3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
Gen Ed World History	3	
	16	15
Year 2		
Fall	Credits Spring	Credits
STAT 145 (Gen Ed Lang/ Logical Systems)	4 BIO 306	4
BIO 307	3 CHM 300	4
CHM 104	5 CHM 302	1
Gen Ed Arts	2-3 Gen Ed Global Studies	3
	Gen Ed Minority Cultures	3
	14	15
Year 3		
Fall	Credits Spring	Credits
BIO 312	4 University Elective	3
Biology Elective	3 BIO 313	4
University Elective	3 CHM 301	5
Gen Ed Humanistic Studies	3 Gen Ed Health & Well-Being	3
	Gen Ed Self & Society	3
	13	18
Year 4		
Fall	Credits Spring	Credits
BIO 315	4 BIO 491	1
CHM 325	4 BIO Elective (300/400 level)	3
BIO Elective (400 level)	3 BIO Elective	3
CSH Core or Minor ¹	3 CSH Core or Minor ¹	3
	University Elective	3
	University Elective	2
	14	15

Total Credits: 120

¹ See CSH BS Core Requirements (p. 368) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

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.

Code	Title	Credits
Core		
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
Electives		
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 444	Entomology	
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	
Chemistry requirement		
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 A (5 credits) ¹		
CHM 300 & CHM 302	Fundamental Organic Chemistry and Fundamental Organic Chemistry Laboratory	
Option B (7 credits)		
CHM 303 & CHM 304 & CHM 302	Organic Chemistry Theory I and Organic Chemistry Theory II and Fundamental Organic Chemistry Laboratory	
Option C (8 credits)		

CHM 303 & CHM 304 & CHM 305	Organic Chemistry Theory I and Organic Chemistry Theory II and Organic Chemistry Laboratory
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Math requirement

Select eight credits of mathematics including the following: 8

STAT 145	Elementary Statistics
or MTH 265	Mathematical Models in Biology
MTH 175	Applied Calculus
or MTH 207	Calculus I

Environmental science requirement

Select a minimum of five credits of environmental science support courses, including one of the following options: 5

Option A:

CHM 301	Analytical Chemistry
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Option B: Select two of the following:

GEO 305	Geographic Information Systems and Science I
GEO 405	Geographic Information System and Science II
GEO 415	Remote Sensing of the Environment I
GEO 485	Geographic Information System and Science III

Option C: Select two of the following:

CS 120	Software Design I
CS 220	Software Design II
STAT 405	Statistical Methods
STAT 445	Correlation and Regression Analysis
STAT 446	Analysis of Variance and Design of Experiments
STAT 447	Nonparametric Statistics
STAT 448	Operations Research

Total Credits 67

¹ This is the recommended option for most biology majors, but students should consult with their biology advisor before enrolling.

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. 70)
- College core (p. 391)
- Baccalaureate degree requirements (p. 391)

College of Science and Health (CSH) 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, GEO 221, GEO 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 world language at the 202 level or demonstrate English language proficiency for non-native speakers of English. Contact the CSH Dean's Office 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 Arts, Social Sciences, and Humanities/School of Visual and Performing Arts; or
2. Complete an individualized option, consisting of 15 credits.
 - a. These courses must be from the College of Arts, Social Sciences, and Humanities/School of Visual and Performing Art.
 - 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
BIO 105 (Gen Ed Natural Lab Science)	4 CHM 103 (Gen Ed Natural Lab Science)	5
CST 110 (Gen Ed Literacy-Oral)	3 Gen Ed Self & Society	3
MTH 207 or 175 (Gen Ed Math)	5 BIO 203	4
FYS 100 (Gen Ed First-Year Seminar)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
	15	15
Year 2		
Fall	Credits Spring	Credits
STAT 145 or MTH 265 (Gen Ed Lang/Logical Systems)	4 CHM 300	4
BIO 307	3 CHM 302	1
CHM 104	5 BIO 306	4
Gen Ed Arts	2-3 202-Level Language (CSH BA Core)	4
	Gen Ed Minority Cultures	3
	14	16

Year 3		
Fall	Credits Spring	Credits
BIO Elective from list	3 BIO 315	4
Environmental Support Course (see list)	3 BIO Elective from list	4
CSH Core (300/400 CASSH elec) or CASSH Minor	3 Gen Ed Health & Well-Being	3
Gen Ed Humanistic Studies	3 Gen Ed Global Studies	3
Gen Ed World History	3 Environmental Support Course (see list)	3
	15	17
Year 4		
Fall	Credits Spring	Credits
BIO Elective from list	3 BIO 491	1
BIO 419	3 BIO Elective (400 level from list)	3
CSH Core (300/400 CASSH elec) or CASSH Minor	3 BIO Elective from list	3
CSH Core or CASSH Minor ¹	3 CSH Core (300/400 CASSH elec) or CASSH Minor	3
University Elective	1 CSH Core or CASSH Minor ¹	3
	Gen Ed Arts	2-3
	13	15
Total Credits: 120		

¹ See CSH BA Core Requirements (p. 368) 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.

Code	Title	Credits
Core		
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
Electives		
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 444	Entomology
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

Chemistry requirement

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 A (5 credits) ¹

CHM 300	Fundamental Organic Chemistry
& CHM 302	and Fundamental Organic Chemistry Laboratory

Option B (7 credits)

CHM 303	Organic Chemistry Theory I
& CHM 304	and Organic Chemistry Theory II
& CHM 302	and Fundamental Organic Chemistry Laboratory

Option C (8 credits)

CHM 303	Organic Chemistry Theory I
& CHM 304	and Organic Chemistry Theory II
& CHM 305	and Organic Chemistry Laboratory

Math requirement

Select eight credits of mathematics including the following: 8

STAT 145	Elementary Statistics
or MTH 265	Mathematical Models in Biology
MTH 175	Applied Calculus
or MTH 207	Calculus I

Environmental science requirement

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 305	Geographic Information Systems and Science I
GEO 405	Geographic Information System and Science II
GEO 415	Remote Sensing of the Environment I

GEO 485	Geographic Information System and Science III
Option C: Select two of the following:	
CS 120	Software Design I
CS 220	Software Design II
STAT 405	Statistical Methods
STAT 445	Correlation and Regression Analysis
STAT 446	Analysis of Variance and Design of Experiments
STAT 447	Nonparametric Statistics
STAT 448	Operations Research

Total Credits 67

¹ This is the recommended option for most biology majors, but students should consult with their biology advisor before enrolling.

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. 70)
- College core (p. 70)
- Baccalaureate degree requirements (p. 394)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1			
Fall	Credits	Spring	Credits
BIO 105 (Gen Ed Natural Lab Science)	4	ENG 110 or 112 (Gen Ed Literacy-Written)	3
CST 110 (Gen Ed Literacy-Oral)	3	BIO 203	4
MTH 207 or 175 (Gen Ed Math)	5	Gen Ed Self & Society	3
FYS 100 (Gen Ed First-Year Seminar)	3	CHM 103 (Gen Ed Natural Lab Science)	5
	15		15
Year 2			
Fall	Credits	Spring	Credits
BIO 307	3	CHM 300	4
CHM 104	5	CHM 302	1
STAT 145 or MTH 265 (Gen Ed Lang/Logical Systems)	4	BIO 306	4
Gen Ed Arts	2-3	Gen Ed Global Studies	3
		Gen Ed Minority Cultures	3
	14		15
Year 3			
Fall	Credits	Spring	Credits
BIO Elective from list	3	BIO 315	4
Environmental Support Course (see list)	3	BIO Elective from list	4
CSH Core (300/400 not BIO) or Minor	3	Environmental Support Course (see list)	3
Gen Ed Humanistic Studies	3	Gen Ed Health & Well-Being	3
University Elective	2	Gen Ed Arts	2-3
	14		16
Year 4			
Fall	Credits	Spring	Credits
BIO Elective from list	3	BIO 491	1
BIO 419	3	BIO Elective (400 level from list)	3
CSH Core (300/400 not BIO) or Minor	3	BIO Elective from list	3

CSH Core or Minor ¹	3 CSH Core (300/400 not BIO) or Minor	3
University Elective	3 CSH Core or Minor ¹	3
	Gen Ed World History	3
	15	16

Total Credits: 120

¹ See CSH BS Core Requirements (p. 368) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

Biology Major: Molecular Genetics and Cell Biology Concentration - Bachelor of Arts (BA)

Major requirements

(All colleges)

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.

Code	Title	Credits
Core		
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
or BIO 468	Human Molecular Genetics Lab	
BIO 440	Bioinformatics	2
BIO 491	Capstone Seminar in Biology	1

Electives

Select 13 credits of electives from the following: ¹ 13

BIO 202	Introduction to Biological Data Analysis and Interpretation	
BIO 303	Vertebrate Form and Function ²	
BIO 312	Human Anatomy and Physiology I ²	
BIO 313	Human Anatomy and Physiology II ²	
BIO 333	Radiation Biology	
BIO 337	Plant Physiology	
BIO 406	Parasitology	
BIO 408	Developmental Biology	
BIO 410	Human Cadaver Dissection	
BIO 412	Mycology	
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 436	Molecular Biology Laboratory	

BIO 443	Molecular Mechanism of Disease and Drug Action
BIO 449	Advanced Microscopy and Biological Imaging
BIO 466	Human Molecular Genetics
BIO 468	Human Molecular Genetics Lab
BIO 483	Cell Signaling
MIC 230	Fundamentals of Microbiology
MIC 310	Immunology
MIC 410	Immunology Laboratory
MIC 420	Introductory Virology
MIC 421	Virology Laboratory
MIC 427	Industrial and Fermentation Microbiology

Chemistry requirement

Select a minimum of 24 chemistry credits including: 24

CHM 103	General Chemistry I
CHM 104	General Chemistry II
CHM 301	Analytical Chemistry

One of the following organic chemistry options:

Option A (5 credits) ³

CHM 300	Fundamental Organic Chemistry
& CHM 302	and Fundamental Organic Chemistry Laboratory

Option B (7 credits)

CHM 303	Organic Chemistry Theory I
& CHM 304	and Organic Chemistry Theory II
& CHM 302	and Fundamental Organic Chemistry Laboratory

Option C (8 credits)

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
& CHM 418	and Biochemistry II: Metabolism and Genetic Information

Math requirement

Select a minimum of eight credits of mathematics, including the following: 8

STAT 145	Elementary Statistics
or MTH 265	Mathematical Models in Biology

MTH 175	Applied Calculus
or MTH 207	Calculus I

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.

³ This is the recommended option for most biology majors, but students should consult with their biology advisor before enrolling.

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 (<http://catalog.uwlax.edu/undergraduate/generaleducation/>)
- College core (p. 396)
- Baccalaureate degree requirements (p. 396)

College of Science and Health (CSH) 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, GEO 221, GEO 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 world language at the 202 level or demonstrate English language proficiency for non-native speakers of English. Contact the CSH Dean's Office 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 Arts, Social Sciences, and Humanities/School of Visual and Performing Arts; or
2. Complete an individualized option, consisting of 15 credits.
 - a. These courses must be from the College of Arts, Social Sciences, and Humanities/School of Visual and Performing Art.
 - 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.

6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.
- ² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
BIO 105 (Gen Ed Natural Lab Science)	4 ENG 110 or 112 (Gen Ed Literacy-Written)	3
CST 110 (Gen Ed Literacy-Oral)	3 BIO 203	4
MTH 207 or 175 (Gen Ed Math)	5 CHM 103 (Gen Ed Natural Lab Science)	5
Gen Ed World History	3 FYS 100 (Gen Ed First-Year Seminar)	3
	15	15
Year 2		
Fall	Credits Spring	Credits
STAT 145 (Gen Ed Lang/ Logical Systems)	4 BIO 306	4
BIO 307	3 CHM 300	4
CHM 104	5 CHM 302	1
Gen Ed Arts	2-3 Gen Ed Minority Cultures	3
	202-level Language (CSH BA Core)/Individualized option	4
	14	16
Year 3		
Fall	Credits Spring	Credits
BIO Elective	3 BIO 315	4
BIO Elective	3 CHM 325	4
CHM 301	5 CSH Core (300/400 CASSH elec) or CASSH Minor	3
Gen Ed Humanistic Studies	3 Gen Ed Arts	2-3
Gen Ed Global Studies	3 Gen Ed Health & Well-Being	3
	17	16
Year 4		
Fall	Credits Spring	Credits
BIO 435	3 BIO 440	2
BIO 436 or 468	1 BIO 491	1
BIO Elective	3 BIO Elective (400 level)	4
CSH Core (300/400 CASSH elec) or CASSH Minor	3 CSH Core (300/400 CASSH elec) or CASSH Minor	3
CSH Core or CASSH Minor ¹	3 Gen Ed Self & Society	3
	University Elective	1
	13	14
Total Credits: 120		

¹ See CSH BA Core Requirements (<http://catalog.uwlox.edu/undergraduate/scienceandhealth/#bs-core>) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

Biology Major: Molecular Genetics and Cell Biology Concentration - Bachelor of Science (BS)

Major requirements

(All colleges)

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.

Code	Title	Credits
Core		
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 or BIO 468	Molecular Biology Laboratory or Human Molecular Genetics Lab	1
BIO 440	Bioinformatics	2
BIO 491	Capstone Seminar in Biology	1
Electives		
Select 13 credits of electives from the following:		¹ 13
BIO 202	Introduction to Biological Data Analysis and Interpretation	
BIO 303	Vertebrate Form and Function ²	
BIO 312	Human Anatomy and Physiology I ²	
BIO 313	Human Anatomy and Physiology II ²	
BIO 333	Radiation Biology	
BIO 337	Plant Physiology	
BIO 406	Parasitology	
BIO 408	Developmental Biology	
BIO 410	Human Cadaver Dissection	
BIO 412	Mycology	
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 436	Molecular Biology Laboratory	
BIO 443	Molecular Mechanism of Disease and Drug Action	
BIO 449	Advanced Microscopy and Biological Imaging	
BIO 466	Human Molecular Genetics	
BIO 468	Human Molecular Genetics Lab	
BIO 483	Cell Signaling	
MIC 230	Fundamentals of Microbiology	
MIC 310	Immunology	
MIC 410	Immunology Laboratory	
MIC 420	Introductory Virology	
MIC 421	Virology Laboratory	
MIC 427	Industrial and Fermentation Microbiology	

Chemistry requirement

Select a minimum of 24 chemistry credits including: 24

CHM 103	General Chemistry I
CHM 104	General Chemistry II
CHM 301	Analytical Chemistry

One of the following organic chemistry options:

Option A (5 credits)³

CHM 300 Fundamental Organic Chemistry
& CHM 302 and Fundamental Organic Chemistry Laboratory

Option B (7 credits)

CHM 303 & CHM 304 & CHM 302	Organic Chemistry Theory I and Organic Chemistry Theory II and Fundamental Organic Chemistry Laboratory
Option C (8 credits)	
CHM 303 & CHM 304 & CHM 305	Organic Chemistry Theory I and Organic Chemistry Theory II and Organic Chemistry Laboratory
And one of the following:	
CHM 325	Fundamental Biochemistry
CHM 417 & CHM 418	Biochemistry I: Macromolecules and Biochemistry II: Metabolism and Genetic Information
Math requirement	
Select a minimum of eight credits of mathematics, including the following:	8
STAT 145 or MTH 265	Elementary Statistics Mathematical Models in Biology
MTH 175 or MTH 207	Applied Calculus Calculus I
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.

³ This is the recommended option for most biology majors, but students should consult with their biology advisor before enrolling.

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. 70)
- College core (p. 398)
- Baccalaureate degree requirements (p. 398)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
BIO 105 (Gen Ed Natural Lab Science)	4 BIO 203	4
CST 110 (Gen Ed Literacy-Oral)	3 CHM 103 (Gen Ed Natural Lab Science)	5
MTH 207 or 175 (Gen Ed Math)	5 ENG 110 or 112 (Gen Ed Literacy-Written)	3
Gen Ed World History	3 FYS 100 (Gen Ed First-Year Seminar)	3
15		15
Year 2		
Fall	Credits Spring	Credits
STAT 145 (Gen Ed Lang/ Logical Systems)	4 CHM 300	4
BIO 307	3 CHM 302	1
CHM 104	5 BIO 306	4
Gen Ed Arts	2-3 Gen Ed Global Studies	3
	Gen Ed Minority Cultures	3
	Gen Ed Arts	2-3
14		17

Year 3		
Fall	Credits Spring	Credits
BIO Elective	3 BIO 315	4
BIO Elective	3 CHM 325	4
CHM 301	5 Gen Ed Health & Well-Being	3
Gen Ed Humanistic Studies	3 Gen Ed Self & Society	3
	University Elective	3
14		17
Year 4		
Fall	Credits Spring	Credits
BIO 435	3 BIO 440	2
BIO 436 or 468	1 BIO 491	1
BIO Elective	3 BIO Elective (400 level)	4
CSH Core or Minor ¹	3 CSH Core or Minor ¹	3
University Elective	3 University Elective	2
	University Elective	3
13		15

Total Credits: 120

¹ See CSH BS Core Requirements (p. 368) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

Biology Major: Plant and Fungal Biology Concentration - Bachelor of Arts (BA)

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).

Code	Title	Credits
Core		
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 requirement		
Select 6 credits from the following:		6
BIO 302	Introductory Plant Identification	
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 444	Entomology	
BIO 449	Advanced Microscopy and Biological Imaging	

BIO 456	Plant Ecology	
MIC 350	Bacterial Diversity	
Electives		
Select from the following to reach 39 credits in the major.		13
BIO 302	Introductory Plant Identification	
BIO 304	Plant Biology	
BIO 330	Economic Botany	
BIO 337	Plant Physiology	
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 429	Evolution	
BIO 437	Plant Growth and Development	
BIO 440	Bioinformatics	
BIO 442	Plant Microbe Interactions	
BIO 444	Entomology	
BIO 449	Advanced Microscopy and Biological Imaging	
BIO 456	Plant Ecology	
BIO 479	Biology Teaching Assistant	
BIO 483	Cell Signaling	
BIO 499	Independent Research (A maximum of 2 credits of BIO 499 may be used as electives.)	
MIC 230	Fundamentals of Microbiology	
MIC 350	Bacterial Diversity	
Chemistry requirement		
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 A (5 credits) ¹		
CHM 300 & CHM 302	Fundamental Organic Chemistry and Fundamental Organic Chemistry Laboratory	
Option B (7 credits)		
CHM 303 & CHM 304 & CHM 302	Organic Chemistry Theory I and Organic Chemistry Theory II and Fundamental Organic Chemistry Laboratory	
Option C (8 credits)		
CHM 303 & CHM 304 & CHM 305	Organic Chemistry Theory I and Organic Chemistry Theory II and Organic Chemistry Laboratory	
Math requirement		4-8
STAT 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

¹ This is the recommended option for most biology majors, but students should consult with their biology advisor before enrolling.

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. 70)
- College core (p. 400)
- Baccalaureate degree requirements (p. 400)

College of Science and Health (CSH) 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, GEO 221, GEO 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 world language at the 202 level or demonstrate English language proficiency for non-native speakers of English. Contact the CSH Dean's Office 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 Arts, Social Sciences, and Humanities/School of Visual and Performing Arts; or
2. Complete an individualized option, consisting of 15 credits.
 - a. These courses must be from the College of Arts, Social Sciences, and Humanities/School of Visual and Performing Art.
 - 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.

6. Complete major and minor requirements with at least a 2.00 GPA¹,² in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
BIO 105 (Gen Ed Natural Lab Science)	4 ENG 110 or 112 (Gen Ed Literacy-Written)	3
MTH 150 (Gen Ed Math) ¹	4 Gen Ed Self & Society	3
CST 110 (Gen Ed Literacy-Oral)	3 CHM 103 (Gen Ed Natural Lab Science)	5
Gen Ed Arts	2-3 BIO 203	4
FYS 100 (Gen Ed First-Year Seminar)	3	
	16	15
Year 2		
Fall	Credits Spring	Credits
STAT 145 or MTH 265 (Gen Ed Lang/Logical Systems)	4 BIO 306	4
BIO 307	3 CHM 300	4
CHM 104	5 CHM 302	1
Gen Ed Arts	2-3 Gen Ed Minority Cultures	3
	202-level Language (CSH BA Core)	4
	14	16
Year 3		
Fall	Credits Spring	Credits
BIO Elective (300/400 lab)	4 BIO 315	4
BIO Elective	3 Gen Ed Global Studies	3
Gen Ed Humanistic Studies	3 Gen Ed Health & Well-Being	3
CSH Core (300/400 CASSH elec) or CASSH Minor	3 CSH Core (300/400 CASSH elec) or CASSH Minor	3
	CSH Core or CASSH Minor ²	3
	13	16
Year 4		
Fall	Credits Spring	Credits
BIO Elective	3 BIO 491	1
University Elective	3 BIO Elective	3
BIO Elective (400 level)	3 BIO Elective (300/400 level)	3
CSH Core (300/400 CASSH elec) or CASSH Minor	3 Gen Ed World History	3
CSH Core or CASSH Minor ²	3 University Elective (300/400 level)	3
	University Elective	2
	15	15
Total Credits: 120		

¹ Or placement into MTH 151 or higher, prerequisite for CHM 103.

² See CSH B.A. Core Requirements (p. 368) 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).

Code	Title	Credits
Core		
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 requirement

Select 6 credits from the following:	6
BIO 302	Introductory Plant Identification
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 444	Entomology
BIO 449	Advanced Microscopy and Biological Imaging
BIO 456	Plant Ecology
MIC 350	Bacterial Diversity

Electives

Select from the following to reach 39 credits in the major.	13
BIO 302	Introductory Plant Identification
BIO 304	Plant Biology
BIO 330	Economic Botany
BIO 337	Plant Physiology
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 429	Evolution
BIO 437	Plant Growth and Development
BIO 440	Bioinformatics
BIO 442	Plant Microbe Interactions
BIO 444	Entomology
BIO 449	Advanced Microscopy and Biological Imaging
BIO 456	Plant Ecology
BIO 479	Biology Teaching Assistant
BIO 483	Cell Signaling
BIO 499	Independent Research (A maximum of 2 credits of BIO 499 may be used as electives.)
MIC 230	Fundamentals of Microbiology
MIC 350	Bacterial Diversity

Chemistry requirement

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 A (5 credits) ¹	
CHM 300 & CHM 302	Fundamental Organic Chemistry and Fundamental Organic Chemistry Laboratory
Option B (7 credits)	
CHM 303 & CHM 304 & CHM 302	Organic Chemistry Theory I and Organic Chemistry Theory II and Fundamental Organic Chemistry Laboratory
Option C (8 credits)	
CHM 303 & CHM 304 & CHM 305	Organic Chemistry Theory I and Organic Chemistry Theory II and Organic Chemistry Laboratory
Math requirement	4-8
STAT 145 or MTH 265	Elementary Statistics Mathematical Models in Biology
MTH 150	College Algebra (Or placement into MTH 151 or higher, prerequisite for CHM 103)
Total Credits	58-65

¹ This is the recommended option for most biology majors, but students should consult with their biology advisor before enrolling.

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. 70)
- College core (p. 402)
- Baccalaureate degree requirements (p. 403)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA¹,² in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
BIO 105 (Gen Ed Natural Lab Science)	4 BIO 203	4
MTH 150 (Gen Ed Math) ¹	4 Gen Ed Self & Society	3
Gen Ed Arts	2-3 CHM 103 (Gen Ed Natural Lab Science)	5
CST 110 (Gen Ed Literacy-Oral)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
FYS 100 (Gen Ed First-Year Seminar)	3	
	16	15
Year 2		
Fall	Credits Spring	Credits
CHM 104	5 BIO 306	4
STAT 145 or MTH 265 (Gen Ed Lang/Logical Systems)	4 CHM 300	4
BIO 307	3 CHM 302	1
Gen Ed Arts	2-3 Gen Ed Global Studies	3
	Gen Ed Minority Cultures	3
	14	15
Year 3		
Fall	Credits Spring	Credits
BIO Elective (300/400 lab)	4 BIO 315	4
BIO Elective	3 CSH Core (300/400 not BIO) or Minor	3
Gen Ed Humanistic Studies	3 University Elective	3
CSH Core (300/400 not BIO) or Minor	3 Gen Ed Health & Well Being	3

	Gen Ed World History	3
	13	16
Year 4		
Fall	Credits Spring	Credits
BIO Elective (400 level)	3 BIO 491	1
BIO Elective	3 BIO Elective (300/400 level)	3
CSH Core (300/400 not BIO) or Minor	3 BIO Elective	3
CSH Core or Minor ²	3 CSH Core or Minor ²	3
University Elective	3 University Elective	3
	University Elective	3
	15	16
Total Credits: 120		

¹ Or placement into MTH 151 or higher, prerequisite for CHM 103.

² See CSH B.S. Core Requirements (p. 368) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

Biology Major: Science Education (Grades 4-12) Concentration - Bachelor of Science (BS)

Major requirements

Completion of the Biology: Science Education Concentration Program and associated benchmark assessments (<http://catalog.uwlax.edu/undergraduate/education/#SOE-program-requirements>) will lead to endorsement for the following Wisconsin teaching license:

- Middle and High School Science, grades 4-12 (2600).

Students in all teacher education programs must satisfy the School of Education (SOE) core requirements (p. 589).

Students in all teacher education programs must be admitted to the School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) in order to complete their program requirements and be eligible for endorsement for the appropriate teaching license(s). Students majoring in biology: science education (grades 4-12) must meet specific program admission criteria (p. 585).

Retention and advancement

Teacher candidates may be retained in their teacher education program provided they fulfill the conditions described in the SOE Retention Policy (<http://catalog.uwlax.edu/undergraduate/education/#retention>). Students must complete all course requirements and other benchmarks prior to student teaching as described in the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>). Additional SOE program requirements, including the culminating assessment of pedagogical knowledge, are described on the SOE catalog page (<http://catalog.uwlax.edu/undergraduate/education/>).

Curriculum

The Biology: Science Education Concentration Program is aligned with INTASC Teacher Standards and the National Science Teaching Association (NSTA) Standards.

Required general education courses (21-22 credits)

Besides the courses specified below, biology: science education concentration majors must satisfy additional general education requirements (<http://catalog.uwlax.edu/undergraduate/generaleducation/#generaleducationrequirementstext>). The General Education Program requires a total of 42 credits.

Code	Title	Credits
EDS 203	School, Society, and Teachers ^{1, 7}	3
EDS 206	Multicultural Education ^{2, 7}	3
Select one of the following: ³		4-5
MTH 150	College Algebra	
MTH 151	Precalculus	
MTH 175	Applied Calculus	
MTH 207	Calculus I	
STAT 145	Elementary Statistics ^{3, 4}	4
GEO 200	Conservation of Global Environments ⁵	3
BIO 105	General Biology ^{4, 6}	4
Total Credits		21-22

¹ Counts toward General Education Program requirement: Self and Society (GE Category 6).

² Counts toward General Education Program requirement: Minority Cultures or Multiracial Women's Studies (GE Category 3).

³ Counts toward the General Education Program requirement: Mathematical/Logical Systems and Modern Languages (GE Category 2).

⁴ Also satisfies a biology major content requirement.

⁵ Counts toward General Education Program requirement: International and Multicultural Studies, Global and Multicultural Studies (GE Category 4-2). Also satisfies both a science education core requirement and a WI statutory requirement for a teaching license in Science (2600).

⁶ Counts toward General Education Program requirement: Natural Laboratory Science (GE Category 5). Also satisfies a science education core requirement.

Science education core requirements (55 credits)

Code	Title	Credits
Allied courses not requiring admission to the School of Education		
EDS 309	Teaching Global Perspectives Across the Curriculum	3
PSY 212	Lifespan Development ⁷	3
SPE 200	Foundations of Special Education ⁷	3
Content courses not requiring admission to the School of Education		
BIO 203	Organismal Biology ⁴	4
CHM 103	General Chemistry I ⁴	5
CHM 104	General Chemistry II ⁴	5
GEO 101	Earth Environments	4
Select one of the following:		4
PHY 103	Fundamental Physics I	
PHY 203	General Physics I	
Select one of the following:		4
PHY 104	Fundamental Physics II	
PHY 204	General Physics II	
Courses requiring admission to the School of Education		

BIO 451	Curriculum and Content in Science and Mathematics ⁷	2
BIO 452	The Learner and Learning in Science ⁷	2
BIO 454	Field Experience I in Science Education ⁷	2
BIO 455	Field Experience II in Science Education ⁷	2
Student teaching semester⁸		
EDS 492	Student Teaching Seminar ⁷	1
Select one of the following: ⁷		11
EDS 496	Student Teaching: Middle/High School Education (4-12)	
EDS 495	Teaching Internship	
Total Credits		55

Biology major content requirements (19-22 credits)

Besides the below, additional courses count toward this requirement. However, they also satisfy other requirements in the program. The relevant courses are marked in those sections.

Code	Title	Credits
BIO 306	Genetics	4
BIO 307	Ecology	3
BIO 315	Cell Biology	4
BIO 429	Evolution	3
Select one of the following organic chemistry options:		5-8
Option A (5 credits) ⁹		
CHM 300 & CHM 302	Fundamental Organic Chemistry and Fundamental Organic Chemistry Laboratory	
Option B (7 credits)		
CHM 303 & CHM 304 & CHM 302	Organic Chemistry Theory I and Organic Chemistry Theory II and Fundamental Organic Chemistry Laboratory	
Option C (8 credits)		
CHM 303 & CHM 304 & CHM 305	Organic Chemistry Theory I and Organic Chemistry Theory II and Organic Chemistry Laboratory	
Total Credits		19-22

⁷ Also satisfies an SOE core requirement.

⁸ Must complete all course requirements and other benchmarks prior to student teaching. For more information, see the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>).

⁹ This is the recommended option for most biology majors, but students should consult with their biology advisor before enrolling.

Additional teacher education requirements are listed on the School of Education catalog page.

Degree requirements

All teacher education students must complete the general education, School of Education, 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. 70)
- School of Education requirements (p. 582)
- Baccalaureate degree requirements (p. 405)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning 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.

Sample Plan 1

Year 1		
Fall	Credits Spring	Credits
EDS 203 (Gen Ed Self & Society)	3 BIO 203	4
FYS 100 (Gen Ed First-Year Seminar)	3 CHM 103 (Gen Ed Natural Lab Science)	5
MTH 150 (Gen Ed Lang/ Logical Systems)	4 EDS 206 (Gen Ed Minority Cultures)	3
BIO 105 (Gen Ed Natural Lab Science)	4 CST 110 (Gen Ed Literacy-Oral)	3
ENG 110 or 112 (Gen Ed Literacy-Written)	3	
	17	15
Year 2		
Fall	Credits Spring	Credits
CHM 104	5 GEO 200 (Gen Ed Global Studies)	3
BIO 306	4 PHY 103 or 203	4
GEO 101	4 BIO 307	3
EDS 309	3 STAT 145 (Gen Ed Lang/ Logical Systems)	4
	Gen Ed Arts	2-3
	16	16
Year 3		
Fall	Credits Spring	Credits
SPE 200	3 BIO 454	2
PSY 212	3 BIO 451	2
PHY 104 or 204	4 BIO 315	4
CHM 300	4 BIO 429	3
CHM 302	1 Gen Ed World History	3
Apply for admission to SOE ¹	University Elective	3
Apply for Field Experience I ²	Apply for Field Experience II ²	
	Apply for Student Teaching ³	
	15	17

Year 4		
Fall	Credits Spring	Credits
BIO 455	2 All course requirements and other benchmarks must be completed prior to student teaching. ⁴	
BIO 452	2 EDS 492	1
Gen Ed Health & Well-Being	3 EDS 496	11
Gen Ed Arts	2-3	
Gen Ed Humanistic Studies	3	
	12	12
Total Credits: 120		

Sample Plan 2

Year 1		
Fall	Credits Spring	Credits
EDS 203 (Gen Ed Self & Society)	3 EDS 206 (Gen Ed Minority Cultures)	3
FYS 100 (Gen Ed First-Year Seminar)	3 BIO 203	4
ENG 110 or 112 (Gen Ed Literacy-Written)	3 CHM 104	5
CHM 103 (Gen Ed Natural Lab Science)	5 MTH 151 (Gen Ed Math)	4
BIO 105 (Gen Ed Natural Lab Science)	4	
	18	16
Year 2		
Fall	Credits Spring	Credits
CST 110 (Gen Ed Literacy-Oral)	3 GEO 200 (Gen Ed Global Studies)	3
EDS 309	3 PHY 103 or 203	4
GEO 101	4 BIO 307	3
BIO 306	4 STAT 145 (Gen Ed Lang/ Logical Systems)	4
University Elective	3 Gen Ed Arts	2-3
	17	16
Year 3		
Fall	Credits Spring	Credits
SPE 200	3 BIO 451	2
PSY 212	3 BIO 454	2
PHY 104 or 204	4 BIO 315	4
CHM 300	4 BIO 429	3
CHM 302	1 Gen Ed World History	3
Apply for admission to SOE ¹	Apply for Field Experience II ²	
Apply for Field Experience I ²	Apply for Student Teaching ³	
	15	14
Year 4		
Fall	Credits Spring	Credits
BIO 455	2 All course requirements and other benchmarks must be completed prior to student teaching. ⁴	
BIO 452	2 EDS 492	1
Gen Ed Health & Well-Being	3 EDS 496	11
Gen Ed Arts	2-3	
Gen Ed Humanistic Studies	3	
	12	12
Total Credits: 120		

¹ See the SOE admissions website (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) for complete admission and application details. Students will be required to complete a criminal background check (p. 588) at the time of application for admission.

² Students applying for field and student teaching placements will be asked to disclose any criminal charges (p. 592).

³ Students must apply for student teaching (<https://www.uwlax.edu/soe/field-and-student-teaching-experience/for-teacher-candidates/>) through the Office of Field Experience one year prior to the student teaching semester.

⁴ For more information, please see the Student Teaching and Internship Policy (p. 592).

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.

Code	Title	Credits
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 ¹	
BIO 312	Human Anatomy and Physiology I ¹	
BIO 313	Human Anatomy and Physiology II ¹	
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: ²		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 ¹	
BIO 312	Human Anatomy and Physiology I ¹	
BIO 313	Human Anatomy and Physiology II ¹	
BIO 321	Ornithology	
BIO 330	Economic Botany	
BIO 333	Radiation Biology	
BIO 337	Plant Physiology	
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 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 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
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 A (5 credits) ³	
CHM 300	Fundamental Organic Chemistry
& CHM 302	and Fundamental Organic Chemistry Laboratory
Option B (7 credits)	
CHM 303	Organic Chemistry Theory I
& CHM 304	and Organic Chemistry Theory II
& CHM 302	and Fundamental Organic Chemistry Laboratory
Option C (8 credits)	
CHM 303	Organic Chemistry Theory I
& CHM 304	and Organic Chemistry Theory II
& CHM 305	and Organic Chemistry Laboratory
Math requirement	
4	
STAT 145	Elementary Statistics
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.

³ This is the recommended option for most biology majors, but students should consult with their biology advisor before enrolling.

In addition, students must complete the physical therapy prerequisite course work (<http://catalog.uwlax.edu/graduate/programrequirements/physicaltherapy/dpt/#programrequirements-text>).

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. 70)
- College core for B.S. (no minor required) (p. 408)
- Baccalaureate degree requirements (p. 408)

- Doctor of Physical Therapy requirements (<http://catalog.uwlax.edu/graduate/programrequirements/physicaltherapy/dpt/>)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}

- At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
- Complete major and minor requirements with at least a 2.00 GPA¹,² in each major and minor (and concentration or emphasis, if selected).
- A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
- 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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

Biology Minor

(All colleges)

24 credits

Code	Title	Credits
BIO 105	General Biology	4
BIO 203	Organismal Biology	4
Select electives in biology or microbiology, including at least one course numbered 302 or above ¹		16
Total Credits		24

¹ A maximum of eight credits of BIO 303, BIO 312, BIO 313 can be applied to the minor. BIO 102, MIC 100, MIC 130, MIC 407, MIC 416, and MIC 425 are not applicable as electives. A maximum of two non-lab courses can be applied toward the biology minor elective requirement, excluding BIO 499.

Chemistry and Biochemistry Department (CHM)

College of Science and Health
 Department Chair: Todd Weaver
 4020 Cowley Hall; 608.785.8269
 Email: tweaver@uwlax.edu

www.uwlax.edu/chemistry-and-biochemistry (<http://www.uwlax.edu/Chemistry-and-Biochemistry/>)

The Department of Chemistry and Biochemistry at UW-La Crosse is accredited by both the American Chemical Society-Committee on Professional Training (ACS-CPT) and the American Society for Biochemistry and Molecular Biology (ASBMB). 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 and the ASBMB-Certified B.S. degree in Biochemistry, along with several other bachelor's degree and minor options.

Our modern society is faced with many issues and problems that can be addressed by well-trained chemists and biochemists. Demands for new energy producing fuels, disease fighting molecules, high performance materials, consumer products, and many other specialty chemicals 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 important scientific concepts. As the "Central Science," the chemistry and biochemistry degree programs at UW-La Crosse are highly attractive to many employers and graduate and professional programs, such as schools of pharmacy, medicine, engineering, and law.

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. 70).

2023-24 Faculty/Staff

The following is the department 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 July.

Professor

Keith Beyer, Ph.D.

Jeffrey Bryan, Ph.D.

Curtis Czerwinski, Ph.D.

Sandra Grunwald, Ph.D.

Adrienne Loh, Ph.D.

Robert McGaff, Ph.D.

Aaron Monte, Ph.D.

Aric Opdahl, Ph.D., Associate Department Chair

Kristofer Rolfhus, Ph.D.

Heather Schenck, Ph.D.

Todd Weaver, Ph.D., Department Chair

Associate Professor

Kelly Gorres, Ph.D.

Daniel Grilley, Ph.D.

Janet Kirsch, Ph.D.

John May, Ph.D.

Assistant Professor

Juan Villabona-Monsalve, Ph.D.

Kendric Nelson, Ph.D.

Sujat Sen, Ph.D.

Teaching Professor

Ressano Desouza-Machado, Ph.D.

Katherine Friesen, Ph.D.

Roghaieh 'Pari' Ghodsian, M.S.

Eugenia Turov, Ph.D.

Associate Teaching Professor

Basudeb Bhattacharyya, Ph.D.

Tanya Cordes, M.S.

Benjamin Haenni, Ph.D.

Joshua Neukom, Ph.D.

Lecturer

Aryel Clarke, Ph.D.

Adrianne Gelbach, Ph.D.

Joseph Hurley, Ph.D.

Steven Klankowski, Ph.D.

Laboratory Supervisor

Sterling Hyashi-Tanner

Administrative Support

Lori Hanson

Majors

- Biochemistry major (with ASBMB certification) - BS (p. 410)
- Chemistry major - BS (p. 413)
- Chemistry major (with ACS certification) - BS (p. 415)
- Chemistry major with business concentration - BS (p. 418)
- Chemistry major with environmental science concentration - BS (p. 419)

Teacher education program

- Chemistry major: science education (grades 4-12) concentration - BS (p. 421)

Dual degree program

- Dual degree program in chemistry and engineering (p. 424)

Minors

- Chemistry minor (p. 425)

Biochemistry Major (with ASBMB certification) - Bachelor of Science (BS)

Major requirements

(All colleges, excluding teacher certification programs)

46 credits (29-33 additional credits including BIO, MIC, MTH, and PHY requirements)

Code	Title	Credits
Core		
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 407	Biophysical Chemistry ¹	3
CHM 417	Biochemistry I: Macromolecules	4
CHM 418	Biochemistry II: Metabolism and Genetic Information	3
CHM 419	Advanced Biochemistry Lab	3
BIO 435	Molecular Biology	3
BIO 436	Molecular Biology Laboratory	1
Electives		
Select five credits from the elective list below.		5
CHM 331	Fundamentals of Inorganic Chemistry	
CHM 403	Advanced Organic Chemistry	
CHM 405	Advanced Organic Synthesis	
CHM 424	Spectroscopy	
CHM 431	Inorganic Synthesis and Methods	
CHM 441	Instrumental Analysis	
CHM 445	Biochemistry of Antimicrobials	
CHM 479	Field Research Station Experience (Field Research Station Experience)	
CHM 499	Research ²	
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	

BIO 483	Cell Signaling
Total Credits	46

Required prerequisite courses (29 credits minimum):

Code	Title	Credits
Select an additional 29-33 credits to meet prerequisites for required courses including the following:		
BIO 105	General Biology	4
MTH 207	Calculus I	5
MTH 208	Calculus II ¹	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	
Select either the biology or the microbiology prerequisite tracks below		8-12

Biology track prerequisites

Code	Title	Credits
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

Code	Title	Credits
MIC 230	Fundamentals of Microbiology	4
MIC 416	Prokaryotic Molecular Genetics	4
Total Credits		8

¹ To fulfill the (bio)physical chemistry portion of their degree, students may take the CHM 309 and CHM 310 sequence instead of CHM 407. If students choose this route, they **must** take **both** MTH 208 and MTH 310 for an additional 4 credits of prerequisites. Students choosing this route are also encouraged to take PHY 203 and PHY 204 to fulfill the physics requirement. Conversely, students who plan to take CHM 407 do not need to take MTH 310 and can choose the math and physics courses as described above.

² Only two credits from CHM 499 may count toward the major.

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. 70)
- College core (p. 411)
- Baccalaureate degree requirements (p. 411)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.

- Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
- Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
- At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
- Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
- A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
- 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning 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 CSH Core and/or minor credits as needed.

Plan of study for students eligible to begin in MTH 207 (Calculus I)

Year 1		
Fall	Credits Spring	Credits
CHM 103 (Gen Ed Natural Lab Science)	5 CHM 104	5
BIO 105 (Gen Ed Natural Lab Science)	4 MTH 265	4
MTH 207 (Gen Ed Math)	5 BIO 203	4
ENG 110 or 112 (Gen Ed Literacy-Written)	3 FYS 100 (Gen Ed First-Year Seminar)	3
	17	16
Year 2		
Fall	Credits Spring	Credits
CHM 303	3 CHM 304	3
BIO 306	4 CHM 305	2
BIO 312	4 Gen Ed Global Studies	3
CHM 271	1 BIO 315	4
CST 110 (Gen Ed Literacy-Oral)	3 BIO 313	4
	15	16
Year 3		
Fall	Credits Spring	Credits
CHM 417	4 CHM 418	3
PHY 103 or 203 (Gen Ed Natural Lab Science)	4 CHM 419	3
Gen Ed Arts	2-3 PHY 104 or 204	4
CHM 301	5 Gen Ed Humanistic Studies	3
	Gen Ed Health & Well-Being	3
	15	16
Year 4		
Fall	Credits Spring	Credits
BIO 435	3 CHM 407	3
BIO 436	1 CSH Core or Minor (BIO minor may be met) ¹	3
Biochem elective - see list	2-3 Biochem elective - see list	3
CSH Core or Minor (BIO minor may be met) ¹	3 Gen Ed Minority Cultures	3
Gen Ed Self & Society	3 Gen Ed Arts	2
Gen Ed World History	3 Exam and survey requirement ²	
	15	14
Total Credits: 124		

¹ See CSH 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 **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.

Plan of study for students beginning with MTH 151 (PreCalculus)

Year 1		
Fall	Credits Spring	Credits
CHM 103 (Gen Ed Natural Lab Science)	5 CHM 104	5
BIO 105 (Gen Ed Natural Lab Science)	4 MTH 207 (Gen Ed Math)	5
ENG 110 or 112 (Gen Ed Literacy-Written)	3 BIO 203	4
MTH 151 (Gen Ed Math)	4 FYS 100 (Gen Ed First-Year Seminar)	3
	16	17
Year 2		
Fall	Credits Spring	Credits
CHM 303	3 CHM 304	3
BIO 306	4 CHM 305	2
BIO 312	4 BIO 315	4
CHM 271	1 BIO 313	4
MTH 265 (Gen Ed Math)	4 CST 110 (Gen Ed Literacy-Oral)	3
	16	16
Year 3		
Fall	Credits Spring	Credits
CHM 417	4 CHM 418	3
PHY 103 or 203 (Gen Ed Natural Lab Science)	4 CHM 419	3
Gen Ed Arts	2-3 PHY 104 or 204	4
CHM 301	5 Gen Ed Humanistic Studies	3
	Gen Ed Health & Well-Being	3
	15	16
Year 4		
Fall	Credits Spring	Credits
BIO 435	3 CHM 407	3
BIO 436	1 CSH Core or Minor (BIO minor may be met) ¹	3
Biochem elective - see list	2-3 Biochem elective - see list	3
Gen Ed Self & Society	3 Gen Ed Minority Cultures	3
CSH Core or Minor (BIO Minor may be met) ¹	3 Gen Ed World History	3
Gen Ed Arts	2-3 Exam and survey requirement ²	
Gen Ed Global Studies	3	
	17	15
Total Credits: 128		

¹ See CSH 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 **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 Major - Bachelor of Science (BS)

Major requirements

(All colleges, excluding teacher certification programs)

38 credits (21 additional credits including MTH and PHY requirements)

Core curriculum

Code	Title	Credits
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	2
Select at least six credits from the elective list:		6
CHM 312	Atmospheric Chemistry	
CHM 322	Chemistry of Materials	
CHM 323	Polymer Chemistry Laboratory	
CHM 325	Fundamental Biochemistry	
CHM 330	Industrial Chemistry	
CHM 331	Fundamentals of Inorganic Chemistry	
CHM 403	Advanced Organic Chemistry	
CHM 405	Advanced Organic Synthesis	
CHM 407	Biophysical Chemistry	
CHM 412	Aquatic and Soil Chemistry	
CHM 413	Environmental Chemistry Laboratory	
CHM 417	Biochemistry I: Macromolecules	
CHM 418	Biochemistry II: Metabolism and Genetic Information	
CHM 419	Advanced Biochemistry Lab	
CHM 424	Spectroscopy	
CHM 431	Inorganic Synthesis and Methods	
CHM 441	Instrumental Analysis	
CHM 445	Biochemistry of Antimicrobials	
CHM 461	Nuclear Chemistry	

A maximum of two credits of CHM 499 may be applied to meet the elective requirement.

Total Credits 38

Required prerequisite courses (21 credits)

Code	Title	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 103	Fundamental Physics I	4
or PHY 203	General Physics I	

PHY 104 or PHY 204	Fundamental Physics II General Physics II	4
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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
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. 70)
- College core (p. 414)
- Baccalaureate degree requirements (p. 414)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
CHM 103 (Gen Ed Natural Lab Science)	5 CST 110 (Gen Ed Literacy-Oral)	3
ENG 110 or 112 (Gen Ed Literacy-Written)	3 MTH 207 (Gen Ed Math)	5
MTH 151 (Gen Ed Math)	4 CHM 104	5
Gen Ed Arts	2-3 FYS 100 (Gen Ed First-Year Seminar)	3
	15	16
Year 2		
Fall	Credits Spring	Credits
CHM 271	1 CHM 304	3
CHM 303	3 CHM 305	2
MTH 208 (Gen Ed Math)	4 Gen Ed Global Studies	3
PHY 103 or 203 (Gen Ed Natural Lab Science)	4 MTH 310	4
	PHY 104 or 204	4
	12	16
Year 3		
Fall	Credits Spring	Credits
CHM 309	3 Gen Ed Humanistic Studies	3
CHM 301	5 CHM 310	3
Gen Ed World Hist	3 CHM 313	2
University Elective	1 CSH Core (300/400 not from major) or Minor	3
CSH Core (300/400 not from major) or Minor	3 Gen Ed Health & Well-Being	3
	University Elective	2
	15	16
Year 4		
Fall	Credits Spring	Credits
CHM Elective (see list)	3 CHM Elective (see list)	3
CSH Core or Minor ¹	3 CSH Core (300/400 not from major) or Minor	3
Gen Ed Self & Society	3 CSH Core or Minor ¹	3
Gen Ed Arts	2-3 Gen Ed Minority Cultures	3
University Elective	3 University Elective	3

	Exam and Survey Requirement ²
15	15

Total Credits: 120

- ¹ See CSH 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 **Exam and Survey Requirements** - 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.

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)

45-50 credits (21 additional credits including MTH and PHY requirements)

Core curriculum

Code	Title	Credits
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	2
CHM 325	Fundamental Biochemistry	4
or CHM 417	Biochemistry I: Macromolecules	
CHM 331	Fundamentals of Inorganic Chemistry	3
Total Credits		39

Elective and laboratory requirements

Students must complete a combination of upper level elective courses in chemistry totaling at least six course credits, of which three or more credits must be comprised of "laboratory content" (see lists below).

In-depth upper-level electives:

Code	Title	Credits
CHM 312	Atmospheric Chemistry ¹	
CHM 322	Chemistry of Materials ²	
CHM 323	Polymer Chemistry Laboratory ²	
CHM 330	Industrial Chemistry ¹	
CHM 403	Advanced Organic Chemistry ¹	
CHM 405	Advanced Organic Synthesis ²	
CHM 407	Biophysical Chemistry ¹	
CHM 412	Aquatic and Soil Chemistry ¹	
CHM 413	Environmental Chemistry Laboratory ²	
CHM 418	Biochemistry II: Metabolism and Genetic Information ¹	
CHM 419	Advanced Biochemistry Lab ²	
CHM 424	Spectroscopy ²	
CHM 431	Inorganic Synthesis and Methods ²	
CHM 441	Instrumental Analysis ²	
CHM 445	Biochemistry of Antimicrobials ¹	
CHM 461	Nuclear Chemistry ²	
CHM 499	Research ²	

¹ in-depth upper-level elective² in-depth upper-level elective with laboratory component. See list below for how many credits in this course will go toward the laboratory component.**Courses with laboratory content:**

Code	Title	Credits
One credit of laboratory content:		
CHM 322	Chemistry of Materials	
	or CHM 323 Polymer Chemistry Laboratory	
	or CHM 424 Spectroscopy	
	or CHM 441 Instrumental Analysis	
	or CHM 461 Nuclear Chemistry	
Two credits of laboratory content:		
CHM 405	Advanced Organic Synthesis	
	or CHM 413 Environmental Chemistry Laboratory	
	or CHM 419 Advanced Biochemistry Lab	
	or CHM 431 Inorganic Synthesis and Methods	

A maximum of two credits of CHM 499 may be applied to meet the laboratory content requirement.

In completing these degree requirements, ACS Certified Chemistry majors must experience 400+ chemistry laboratory hours beyond CHM 104.

Required prerequisite courses (21 credits)

Code	Title	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 103	Fundamental Physics I	4
	or PHY 203 General Physics I	

PHY 104	Fundamental Physics II	4
or PHY 204	General Physics II	

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
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. 70)
- College core (p. 416)
- Baccalaureate degree requirements (p. 417)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1			
Fall	Credits	Spring	Credits
CHM 103 (Gen Ed Natural Lab Science)		5 CST 110 (Gen Ed Literacy-Oral)	3
ENG 110 or 112 (Gen Ed Literacy-Written)		3 MTH 207 (Gen Ed Math)	5
MTH 151 (Gen Ed Math)		4 CHM 104	5
Gen Ed Arts		2-3 FYS 100 (Gen Ed First-Year Seminar)	3
	15		16
Year 2			
Fall	Credits	Spring	Credits
CHM 271		1 CHM 304	3
CHM 331		3 CHM 305	2
MTH 208 (Gen Ed Math)		4 Gen Ed Global Studies	3
CHM 303		3 MTH 310	4
PHY 103 or 203 (Gen Ed Natural Lab Science)		4 PHY 104 or 204	4
	15		16
Year 3			
Fall	Credits	Spring	Credits
CHM 309		3 Gen Ed Humanistic Studies	3
CHM 301		5 CHM 313	2
CSH Core (300/400 not from major) or Minor		3 CSH Core (300/400 not from major) or Minor	3
University Elective		1 Gen Ed Health & Well-Being	3
Gen Ed World History		3 CHM 310	3
	15		14
Year 4			
Fall	Credits	Spring	Credits
CHM 325 or 417		4 CHM In-Depth Coursework - see list ¹	1-4
CHM In-Depth Coursework - see list ¹		1-4 CSH Core (300/400 not from major) or Minor	3
CHM In-Depth Coursework - see list ¹		1-4 CSH Core or Minor ²	3
CSH Core or Minor ²		3 Gen Ed Minority Cultures	3
Gen Ed Self & Society		3 University Elective	2

Gen Ed Arts	2-3 Exam and Survey Requirement ³	
	16	13
Total Credits: 120		

¹ Students must complete a combination of upper level elective courses in chemistry totaling at least 6 course credits, of which 3 or more credits must be comprised of laboratory content. See list of in-depth upper-level elective courses.

² See CSH 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.

³ **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.

Chemistry Major with Business Concentration - Bachelor of Science (BS)

The chemistry major with a business concentration at UW-La Crosse provides a multi-disciplinary career path for students interested in both science and the business side of industry. Students learn core chemical theory and laboratory skills during general, organic, analytical, and physical chemistry courses. These science fundamentals are supplemented with management, accounting, finance, and marketing courses in the College of Business Administration. Chemistry with a business concentration majors will be uniquely qualified to work with science and R&D teams, as well as sales, marketing or business-planning.

Major requirements

(All colleges, excluding teacher certification programs)

56 credits (77 total credits including MTH and PHY requirements)¹

Core curriculum and electives

Code	Title	Credits
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 313	Physical Chemistry Laboratory	2
ACC 221	Accounting Principles I	3
ACC 222	Accounting Principles II	3
ECO 110	Microeconomics and Public Policy	3
ECO 120	Global Macroeconomics	3
FIN 355	Principles of Financial Management	3
MGT 308	Organizational Behavior	3
MGT 408	The Global Responsibility of Business	3

MKT 309	Principles of Marketing	3
Electives		
Select three credits in chemistry ²		3
Total Credits		56

¹ Students in this major are exempt from the College of Science and Health core requirements.

² Excluding CHM 100, CHM 250, CHM 300, CHM 302, CHM 320, and CHM 487.

Required prerequisite courses (21 credits)

Code	Title	Credits
Select an additional 21 credits required 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 103	Fundamental Physics I	4
or PHY 203	General Physics I	
PHY 104	Fundamental Physics II	4
or PHY 204	General Physics II	
Total Credits		21

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 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. 70)
- Baccalaureate degree requirements (p. 418)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.

6. Complete major and minor requirements with at least a 2.00 GPA¹,² in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

This major is exempt from the CSH College Core requirement.

Year 1

Fall	Credits	Spring	Credits
CHM 103 (Gen Ed Natural Lab Science)	5	CHM 104	5
ENG 110 or 112 (Gen Ed Literacy-Written)	3	CST 110 (Gen Ed Literacy-Oral)	3
MTH 151 (Gen Ed Math)	4	MTH 207 (Gen Ed Math)	5
FYS 100 (Gen Ed First-Year Seminar)	3	ECO 120 (Gen Ed Global Studies)	3
	15		16

Year 2

Fall	Credits	Spring	Credits
CHM 303	3	CHM 304	3
CHM 271	1	CHM 305	2
MTH 208 (Gen Ed Math)	4	MTH 310	4
PHY 103 or 203	4	PHY 104 or 204	4
ECO 110 (Gen Ed Self & Society)	3	ACC 221	3
	15		16

Year 3

Fall	Credits	Spring	Credits
CHM 309	3	CHM 313	2
CHM 301	5	FIN 355	3
ACC 222	3	Gen Ed Humanistic Studies	3
University Elective	1	Gen Ed Health & Well-Being	3
Gen Ed World History	3	Gen Ed Arts	2-3
	15		14

Year 4

Fall	Credits	Spring	Credits
MKT 309	3	MGT 408	3
MGT 308	3	300/400 Elective	3
Gen Ed Arts	2-3	300/400 Elective	3
Gen Ed Minority Cultures	3	University Elective	3
CHM Elective (see List)	3	University Elective	3
		Exam and Survey Requirement ¹	
	14		15

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 Major with Environmental Science Concentration - Bachelor of Science (BS)

The chemistry major with an environmental science concentration at UW-La Crosse provides a strong background in chemistry, while providing multi-disciplinary elective options in preparation for fields

of study such as climate change, contaminants, renewable energy, geospatial analysis, and ecosystem modeling. Our majors are in demand and are routinely hired into industry, government, and academic positions.

Major requirements

(All colleges, excluding teacher certification programs)

53 credits (74 total credits including MTH and PHY requirements)¹

Core curriculum and electives

Code	Title	Credits
BIO 105	General Biology (prefix change from ESC to GEO)	4
or GEO 101	Earth Environments	
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 312	Atmospheric Chemistry	3
CHM 412	Aquatic and Soil Chemistry	3
CHM 413	Environmental Chemistry Laboratory	2
CHM 441	Instrumental Analysis	4

Electives

Select 10 credits from only one of the following elective groups: 10

Environments group		
BIO 341	Limnology	
BIO 419	Quantitative Methods in Ecology	
BIO 441	Environmental Toxicology	
BIO 447	Standard Methods/Quality Assurance Water Analyses	
MIC 434	Aquatic Microbial Ecology	
CHM 322	Chemistry of Materials	
CHM 479	Field Research Station Experience (Field Research) ²	
CHM 499	Research ²	
Earth science group		
GEO 222	Earth Surface Processes and Landforms	
GEO 305	Geographic Information Systems and Science I	
GEO 405	Geographic Information System and Science II	
GEO 410	Geospatial Field Methods	
GEO 425	Biogeography	
GEO 428	Past Environmental Change	
GEO 430	River Systems	
CHM 479	Field Research Station Experience (Field Research) ²	
CHM 499	Research ²	
Math methods group		
MTH 265	Mathematical Models in Biology	
MTH 309	Linear Algebra	
MTH 353	Differential Equations and Dynamical Systems	
STAT 245	Probability and Statistics	
STAT 405	Statistical Methods	

CHM 499	Research ²	
Total Credits		53

¹ Students in this major are exempt from the College of Science and Health core requirements.

² Repeatable up to two credits.

Required prerequisite courses (21 credits)

Code	Title	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 103	Fundamental Physics I	4
or PHY 203	General Physics I	
PHY 104	Fundamental Physics II	4
or PHY 204	General Physics II	
Total Credits		21

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
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. 70)
- 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)

8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

This major is exempt from the CSH College Core requirement.

Year 1		
Fall	Credits Spring	Credits
CHM 103 (Gen Ed Natural Lab Science)	5 CHM 104	5
ENG 110 or 112 (Gen Ed Literacy-Written)	3 CST 110 (Gen Ed Literacy-Oral)	3
Gen Ed Arts	2-3 MTH 207 (Gen Ed Math)	5
MTH 151 (Gen Ed Math)	4 FYS 100 (Gen Ed First-Year Seminar)	3
14		16

Year 2		
Fall	Credits Spring	Credits
CHM 303	3 CHM 304	3
CHM 271	1 CHM 305	2
MTH 208 (Gen Ed Math)	4 Gen Ed Global Studies	3
PHY 103 or 203	4 MTH 310	4
BIO 105 or GEO 101 (Gen Ed Nat Lab Science)	4 PHY 104 or 204	4
16		16

Year 3		
Fall	Credits Spring	Credits
CHM 309	3 CHMENV Elective Group - see list	3-4
CHM 301	5 CHM 412	3
CHM 312	3 Gen Ed Humanistic Studies	3
Gen Ed World History	3 Gen Ed Health & Well-Being	3
	University Elective	3
	14	15

Year 4		
Fall	Credits Spring	Credits
CHM 413	2 CHMENV Elective Group - see list	3-4
CHM 441	4 University Elective	3
University Elective	3 University Elective	2
CHMENV Elective Group - see list	3-4 Gen Ed Self & Society	3
Gen Ed Arts	2-3 Gen Ed Minority Cultures	3
		Exam and Survey Requirement ¹
14		15

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
2. a standardized exam covering the major subject areas.

Chemistry Major: Science Education (Grades 4-12) Concentration - Bachelor of Science (BS)

The Chemistry Education Program at UW-La Crosse is part of the Secondary Teacher Education Preparation (STEP) program and approved by the state Department of Public Instruction (DPI). This program includes the course work and classroom experiences

necessary to satisfy the requirements for a Science, grades 4-12 (2600) teaching license in the state of Wisconsin.

Major requirements

Completion of the Chemistry: Science Education Concentration Program and associated benchmark assessments will lead to endorsement for the following Wisconsin teaching license:

- Middle and High School Science, grades 4-12 (2600).

Students in all teacher education programs must satisfy the School of Education (SOE) core requirements (p. 589).

Students in all teacher education programs must be admitted to the School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) in order to complete their program requirements and be eligible for endorsement for the appropriate teaching license(s). Students majoring in chemistry: science education (grades 4-12) must meet specific program admission criteria (p. 585).

Retention and advancement

Teacher candidates may be retained in their teacher education program provided they fulfill the conditions described in the SOE Retention Policy (<http://catalog.uwlax.edu/undergraduate/education/#retention>). Students must complete all course requirements and other benchmarks prior to student teaching as described in the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>). Additional SOE program requirements, including the culminating assessment of pedagogical knowledge, are described on the SOE catalog page (<http://catalog.uwlax.edu/undergraduate/education/>).

Curriculum

The Chemistry: Science Education Concentration Program is aligned with INTASC Teacher Standards and the National Science Teaching Association (NSTA) Standards.

Required general education courses (22-23 credits)

Besides the courses specified below, chemistry: science education concentration majors must satisfy additional general education requirements (<http://catalog.uwlax.edu/undergraduate/generaleducation/#generaleducationrequirements>). The General Education Program requires a total of 42 credits.

Code	Title	Credits
EDS 203	School, Society, and Teachers ^{1, 7}	3
EDS 206	Multicultural Education ^{2, 7}	3
Select two of the following: ³		8-9
MTH 150	College Algebra	
MTH 151	Precalculus	
MTH 175	Applied Calculus	
MTH 207	Calculus I ⁴	
MTH 208	Calculus II ⁴	
GEO 200	Conservation of Global Environments ⁵	3
CHM 103	General Chemistry I ⁶	5
Total Credits		22-23

¹ Counts toward General Education Program requirement: Self and Society (GE Category 6).

- ² Counts toward General Education Program requirement: Minority Cultures or Multiracial Women's Studies (GE Category 3).
- ³ Counts toward the General Education Program requirement: Mathematical/Logical Systems and Modern Languages (GE Category 2).
- ⁴ MTH 207 and MTH 208 may count toward both the General Education Program requirement: Mathematical/Logical Systems and Modern Languages (GE Category 2) and the chemistry major content requirements.
- ⁵ Counts toward General Education Program requirement: International and Multicultural Studies, Global and Multicultural Studies (GE Category 4-2). Also satisfies both a science education core requirement and a WI statutory requirement for a teaching license in Science (2600).
- ⁶ Counts toward General Education Program requirement: Natural Laboratory Science (GE Category 5). Also satisfies a science education core requirement.

Science education core requirements (54 credits)

Code	Title	Credits
Allied courses not requiring admission to the School of Education		
EDS 309	Teaching Global Perspectives Across the Curriculum	3
PSY 212	Lifespan Development ⁷	3
SPE 200	Foundations of Special Education ⁷	3
Content courses not requiring admission to the School of Education		
BIO 105	General Biology	4
BIO 203	Organismal Biology	4
CHM 104	General Chemistry II ⁸	5
Select one of the following: ⁸		4
PHY 103	Fundamental Physics I	
PHY 203	General Physics I	
Select one of the following: ⁸		4
PHY 104	Fundamental Physics II	
PHY 204	General Physics II	
GEO 101	Earth Environments	4
Courses requiring admission to the School of Education		
CHM 451	Curriculum and Content in Science and Mathematics ⁷	2
CHM 452	The Learner and Learning in Science ⁷	2
CHM 454	Field Experience I in Science Education ⁷	2
CHM 455	Field Experience II in Science Education ⁷	2
Student teaching semester ⁹		
EDS 492	Student Teaching Seminar ⁷	1
One of the following: ⁷		11
EDS 496	Student Teaching: Middle/High School Education (4-12)	
EDS 495	Teaching Internship	
Total Credits		54

Chemistry major content requirements (18-30 credits)

Besides the below, additional courses count toward this requirement. However, they also satisfy other requirements in the program. The relevant courses are marked in those sections.

Code	Title	Credits
CHM 271	The Chemical Community	1
CHM 301	Analytical Chemistry	5
CHM 309	Physical Chemistry Theory I	3
Organic chemistry		5-8
Select one of the following options:		
Option A (8 credits)		
CHM 303 & CHM 304 & CHM 305	Organic Chemistry Theory I and Organic Chemistry Theory II and Organic Chemistry Laboratory	
Option B (7 credits)		
CHM 303 & CHM 304 & CHM 302	Organic Chemistry Theory I and Organic Chemistry Theory II and Fundamental Organic Chemistry Laboratory	
Option C (5 credits)		
CHM 300 & CHM 302	Fundamental Organic Chemistry and Fundamental Organic Chemistry Laboratory	
Math requirements		13
MTH 207	Calculus I ⁴	
MTH 208	Calculus II ⁴	
MTH 310	Calculus III: Multivariable Calculus	
Total Credits		18-30

⁷ Also satisfies an SOE core requirement.

⁸ Also satisfies a chemistry major content requirement.

⁹ Must complete all course requirements and other benchmarks prior to student teaching. For more information, please see the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>).

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

Additional teacher education requirements are listed on the School of Education (p. 582) catalog page.

Degree requirements

All teacher education students must complete the general education, School of Education, 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. 70)
- School of Education requirements (p. 582)
- Baccalaureate degree requirements (p. 423)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1

Fall	Credits Spring	Credits
EDS 203 (Gen Ed Self & Society)	3 EDS 206 (Gen Ed Minority Cultures)	3
CHM 103 (Gen Ed Natural Lab Science)	5 MTH 208 (Gen Ed Math)	4
MTH 207 (Gen Ed Math)	5 ENG 110 or 112 (Gen Ed Literacy-Written)	3
FYS 100 (Gen Ed First-Year Seminar)	3 Gen Ed Arts	2-3
	CHM 104	5
	16	17

Year 2

Fall	Credits Spring	Credits
CST 110 (Gen Ed Literacy-Oral)	3 PSY 212	3
CHM 302	1 PHY 104 or 204	4
CHM 300	4 CHM 301	5
GEO 200 (Gen Ed Global Studies)	3 BIO 105	4
PHY 103 or 203	4	
	15	16

Year 3

Fall	Credits Spring	Credits
SPE 200	3 CHM 454	2
BIO 203	4 CHM 451	2
GEO 101	4 EDS 309	3
MTH 310	4 University Elective	3
CHM 271	1 Gen Ed World History	3
Apply for admission to SOE ¹	Gen Ed Arts	2-3
Apply for Field Experience I ²	Apply for Field Experience II ²	
	Apply for Student Teaching ³	
	16	15

Year 4

Fall	Credits Spring	Credits
CHM 455	2 All course requirements and other benchmarks must be completed prior to student teaching. ⁴	
CHM 452	2 EDS 492	1
CHM 309	3 EDS 496	11
Gen Ed Health & Well-Being	3 Exam and Survey Requirement ⁵	
Gen Ed Humanistic Studies	3	
	13	12

Total Credits: 120

¹ See the SOE admissions website (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) for complete admission and application details. Students will be required to complete a criminal background check (p. 588) at the time of application for admission.

² Students applying for field and student teaching placements will be asked to disclose any criminal charges (p. 592).

³ Students must apply for student teaching (<https://www.uwlax.edu/soe/field-and-student-teaching-experience/for-teacher-candidates/>) through the Office of Field Experience one year prior to the student teaching semester.

⁴ For more information, please see the Student Teaching and Internship Policy (p. 592).

⁵ **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.

Dual Degree Program in Chemistry and Engineering

Major requirements

Students with a chemistry major who also are interested in engineering may be 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. 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:

Code	Title	Credits
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	2
ECO 110	Microeconomics and Public Policy	3
ECO 120	Global Macroeconomics	3
ECO 336	Women in the U.S. Economy	3
MTH 207	Calculus I	5
MTH 208	Calculus II	4
MTH 309	Linear Algebra	4
MTH 310	Calculus III: Multivariable Calculus	4
PHY 203	General Physics I	4
PHY 204	General Physics II	4
STAT 245	Probability and Statistics	4

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 may be selected for entrance into the UW-Madison portion of the program for chemical engineering studies. Selection for entrance into the engineering program will be 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). The dual degree engineering agreement with UW-Madison has additional requirements for eligibility, including Wisconsin resident status and that students must have enrolled in UW-La Crosse from high school (rather than transferring to UWL).

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 UW-Madison 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. 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. 70)
- College core (p. 425)
- Baccalaureate degree requirements (p. 425)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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)

23 credits

Code	Title	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 (8 credits)		
CHM 303 & CHM 304 & CHM 305	Organic Chemistry Theory I and Organic Chemistry Theory II and Organic Chemistry Laboratory	
Option B (7 credits)		
CHM 303 & CHM 304 & CHM 302	Organic Chemistry Theory I and Organic Chemistry Theory II and Fundamental Organic Chemistry Laboratory	
Option C (5 credits)		
CHM 300 & CHM 302	Fundamental Organic Chemistry and Fundamental Organic Chemistry Laboratory	
Select three additional credits in chemistry at the 300-level or above.		3
CHM 489 and CHM 499 may not count toward this requirement.		
Total Credits		23-26

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@uwlax.edu

www.uwlax.edu/microbiology/clinical-laboratory-science/what-is-a-clinical-laboratory-scientist/ (<https://www.uwlax.edu/microbiology/clinical-laboratory-science/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 these 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. 70).

Majors

- Clinical laboratory science - BS (p. 426)

Dual degree program

- Dual degree program in clinical laboratory science and clinical microbiology (p. 429)

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 Healthcare, Minneapolis, Minn.
- Marshfield Laboratories, Marshfield, Wis.
- Aspirus Wausau Hospital, Wausau, Wis.
- Ascension St. Elizabeth Hospital, Appleton, Wis.
- Mayo Clinic, College of Medicine and Science, School of Health Sciences, Rochester, Minn.¹

UWL is affiliated with the University of North Dakota, an accredited program, which provides access to many other hospital affiliates throughout the upper Midwest.

¹ 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.

Code	Title	Credits
Biology core:		
BIO 105	General Biology	4
BIO 306	Genetics	4
BIO 312	Human Anatomy and Physiology I	4
BIO 313	Human Anatomy and Physiology II	4
Chemistry core:		
CHM 103	General Chemistry I	5
CHM 104	General Chemistry II	5
Select one of the following:		5-8
CHM 300 & CHM 302	Fundamental Organic Chemistry and Fundamental Organic Chemistry Laboratory	
CHM 303 & CHM 304 & CHM 302	Organic Chemistry Theory I and Organic Chemistry Theory II and Fundamental Organic Chemistry Laboratory	
CHM 303 & CHM 304 & CHM 305	Organic Chemistry Theory I and Organic Chemistry Theory II and Organic Chemistry Laboratory	
Microbiology core:		
MIC 230	Fundamentals of Microbiology	4
Math core:		4-8
MTH 150	College Algebra (or placement above MTH 150)	
STAT 145	Elementary Statistics	
Total Credits		39-46

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)

Code	Title	Credits
Preclinical phase (on campus):		
CLI 395	Urinalysis and Body Fluids	2
CLI 410	Clinical Hematology	3
CLI 420	Immunohematology	3
CLI 440	Clinical Parasitology	1-4

or BIO 406	Parasitology	
CLI 461	Capstone in Clinical Laboratory Science	1
MIC 310	Immunology	3
MIC 407	Pathogenic Bacteriology	4
MIC 410	Immunology Laboratory	2
Select one of the following:		4-6
CHM 325	Fundamental Biochemistry	
CHM 417 & CHM 418	Biochemistry I: Macromolecules and Biochemistry II: Metabolism and Genetic Information	
Clinical phase (at an accredited hospital):		
CLI 450	Clinical Chemistry	6
CLI 455	Clinical Hematology/Hemostasis	6
CLI 460	Clinical Immunohematology	6
CLI 465	Clinical Immunology	2
CLI 470	Diagnostic Microbiology	8
CLI 480	Laboratory Management and Education	3
Total Credits		54-59

The following courses are recommended to complement the clinical laboratory science major:

Code	Title	Credits
CLI 484	Laboratory Management	2
MIC 420	Introductory Virology	3
MIC 421	Virology Laboratory	2
BIO 413	Medical Mycology	3
BIO 435	Molecular Biology	3
BIO 436	Molecular Biology Laboratory	1
BIO 466	Human Molecular Genetics	3
BIO 424	Human Endocrinology	3
CLI 495	Independent Study in Medical Laboratory Science	1-3
CLI 496	Special Topics in Clinical Laboratory Science	1-3
MIC 416	Prokaryotic Molecular Genetics	4
MIC 454	Mechanisms of Microbial Pathogenicity	2
ECO 110	Microeconomics and Public Policy	3
PHL 201	Ethical Theory and Practice	3

Degree requirements

All students must complete the general education, college core (waived for clinical laboratory science 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. 70)
- 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.

- Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
- At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
- Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
- A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
- 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning 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 or higher, 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 or higher

Year 1

Fall	Credits Spring	Credits
CHM 103 (if math placement>MTH 150; Gen Ed Natural Lab Science)	5 CHM 104	5
STAT 145 (Gen Ed Math)	4 BIO 105 (Gen Ed Natural Lab Science)	4
CST 110 (Gen Ed Literacy-Oral)	3 CLI 120	1
FYS 100 (Gen Ed First-Year Seminar)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
	Gen Ed Arts	2-3
	15	15

Year 2

Fall	Credits Spring	Credits
BIO 312	4 Apply for admission to Clinical Lab Science Program	
MIC 230	4 MIC 310	3
Gen Ed Arts	2-3 BIO 313	4
MTH 151 (Gen Ed Math)	4 CHM 300	4
Gen Ed World History	3 CHM 302	1
	Gen Ed Minority Cultures	3
	17	15

Year 3

Fall	Credits Spring	Credits Summer	Credits
MIC 410	2 MIC 407	4 CLI 461	1
CLI 410	3 CLI 395	2 CLI 420	3
CHM 325	4 BIO 306	4	
Gen Ed Humanistic Studies	3 CLI 440	1	
Gen Ed Health & Well Being	3 Gen Ed Self & Society	3	
	Gen Ed Global Studies	3	
	15	17	4

Year 4			
Fall	Credits	Spring	Credits
Clinical Education at Hospital Site		Clinical Education at Hospital Site	
CLI 450	6	CLI 460	6
CLI 455	6	CLI 470	8
CLI 465	2		
CLI 480	3		
	17		14

Total Credits: 129

Sample Plan 2 - students taking MTH 150 in first semester

Year 1			
Fall	Credits	Spring	Credits
BIO 105 (Gen Ed Natural Lab Science)	4	CHM 103 (Gen Ed Natural Lab Science)	5
MTH 150 (Gen Ed Math)	4	STAT 145 (Gen Ed Math)	4
CST 110 (Gen Ed Literacy-Oral)	3	CLI 120	1
FYS 100 (Gen Ed First-Year Seminar)	3	ENG 110 or 112 (Gen Ed Literacy-Written)	3
Gen Ed Arts	2-3	Gen Ed Arts	2-3
	16		15

Year 2			
Fall	Credits	Spring	Credits
CHM 104	5	Apply for admission to Clinical Lab Science Program	
BIO 312	4	MIC 310	3
MIC 230	4	BIO 313	4
Gen Ed World History	3	CHM 300	4
		CHM 302	1
		Gen Ed Minority Cultures	3
	16		15

Year 3				
Fall	Credits	Spring	Credits	Summer
MIC 410	2	MIC 407	4	CLI 461
CLI 410	3	CLI 395	2	CLI 420
CHM 325	4	BIO 306	4	
Gen Ed Humanistic Studies	3	CLI 440	1	
Gen Ed Health & Well Being	3	Gen Ed Self & Society	3	
		Gen Ed Global Studies	3	
	15		17	4

Year 4			
Fall	Credits	Spring	Credits
Clinical Education at Hospital Site		Clinical Education at Hospital Site	
CLI 450	6	CLI 460	6
CLI 455	6	CLI 470	8
CLI 465	2		

CLI 480	3
	17
	14

Total Credits: 129

Dual Degree Program in Clinical Laboratory Science and Clinical Microbiology

Major requirements

The Dual Degree Program in Clinical Laboratory Science and Clinical Microbiology enables a UWL student to earn both a Bachelor of Science degree in clinical laboratory science (CLS) and a Master of Science degree in microbiology with emphasis in clinical microbiology in six years.

After students have been accepted into the CLS Program and completed 90 undergraduate credit hours, they may be accepted into the dual degree program. Students must maintain a 3.00 GPA to remain in the program. The Bachelor of Science degree will be awarded after completion of 120 undergraduate credits, the CLS major requirements, and the general university requirements. Students must have graduate student status before registering for their third graduate course (normally in the second semester of their senior year). The Master of Science degree will be awarded after completion of the B.S. and M.S. requirements.

Contact the Department of Microbiology (<http://www.uwlax.edu/microbiology/>) for application information. See the online graduate catalog (<http://catalog.uwlax.edu/graduate/programrequirements/microbiology/>) for more information about the program.

Dual degree timeline:

- Sophomore (spring semester): apply to the CLS Program
- Junior (fall semester): apply to the hospital-sponsored program for clinical year
- Junior (summer after): apply to the dual degree program. Applications due July 1.
- Senior: admitted students apply for graduate special status in order to register for CLI 570 and CLI 580
- Senior (May): students have completed the undergraduate portion of the program upon completion of the clinical internship. After the clinical internship, students register for graduate classes.

Curriculum

Required courses for the Bachelor of Science

Students in this dual degree program should complete the following by the end of their junior year:

Foundational science courses

Code	Title	Credits
Biology core:		
BIO 105	General Biology	4
BIO 306	Genetics	4
BIO 312	Human Anatomy and Physiology I	4
BIO 313	Human Anatomy and Physiology II	4
Microbiology core:		

MIC 230	Fundamentals of Microbiology	4
MIC 310	Immunology	3
MIC 407	Pathogenic Bacteriology	4
MIC 410	Immunology Laboratory	2

Chemistry core:

CHM 103	General Chemistry I	5
CHM 104	General Chemistry II	5

Select one of the following: 5-8

CHM 300 & CHM 302	Fundamental Organic Chemistry and Fundamental Organic Chemistry Laboratory	
CHM 303 & CHM 304 & CHM 302	Organic Chemistry Theory I and Organic Chemistry Theory II and Fundamental Organic Chemistry Laboratory	
CHM 303 & CHM 304 & CHM 305	Organic Chemistry Theory I and Organic Chemistry Theory II and Organic Chemistry Laboratory	

Select CHM 325 OR CHM 417 and 418: 4-7

CHM 325	Fundamental Biochemistry	
CHM 417 & CHM 418	Biochemistry I: Macromolecules and Biochemistry II: Metabolism and Genetic Information	

Math core:

MTH 150	College Algebra	4
STAT 145	Elementary Statistics	4

Total Credits 56-62

Junior & senior year courses

Code	Title	Credits
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Clinical laboratory science core:

CLI 395	Urinalysis and Body Fluids	2
CLI 410	Clinical Hematology	3
CLI 420	Immunohematology	3
CLI 461	Capstone in Clinical Laboratory Science	1
CLI 440	Clinical Parasitology	1

At clinical internship site (senior year), including graduate credits:

CLI 450	Clinical Chemistry	6
CLI 455	Clinical Hematology/Hemostasis	6
CLI 460	Clinical Immunohematology	6
CLI 465	Clinical Immunology	2

Graduate credits:¹ 11

CLI 570	Diagnostic Microbiology	
CLI 580	Laboratory Management and Education	

Total Credits 41

¹ Graduate level credit credits do not count toward the 120 credits needed for an undergraduate degree, but do satisfy major requirements. Undergraduates will be taking 11 graduate credits total while still undergraduate students.

After completing the coursework listed above, all general education requirements, and all other college and university degree requirements, students in the dual degree program will be awarded the Bachelor of Science with a major in clinical laboratory science. At the start of their final semester of undergraduate work, dual degree students must apply for admission to graduate school at UWL in order to register for the graduate courses required for the Master of Science degree.

Required courses for the Master of Science

Students must complete the following in order to earn the Master of Science in microbiology with emphasis in clinical microbiology:

Code	Title	Credits
CLI 570	Diagnostic Microbiology (applies to both BS and MS)	8
CLI 580	Laboratory Management and Education (applies to both BS and MS)	3
MIC 554	Mechanisms of Microbial Pathogenicity	2
MIC 753	Epidemiology of Infectious Disease	2
MIC 755	Advanced Immunology	2
MIC 751	Graduate Seminar	1
MIC 751	Graduate Seminar	1
MIC 780	Clinical Microbiology Practicum II	2
MIC 790	Clinical Microbiology Practicum III	2
MIC 799	Research: Master's Thesis	6
Electives		4
Total Credits		33

Degree requirements

All students must complete the general education, college core (waived for clinical laboratory science 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. 70)
- Baccalaureate degree requirements (p. 430)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their 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.

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

Year 1

Fall	Credits Spring	Credits
CHM 103 (if math placement>MTH 150; Gen Ed Natural Lab Science)	5 CHM 104	5
STAT 145 (Gen Ed Math)	4 BIO 105 (Gen Ed Natural Lab Science)	4
CST 110 (Gen Ed Literacy-Oral)	3 CLI 120	1
FYS 100 (Gen Ed First-Year Seminar)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
	Gen Ed Arts	2-3
	15	15

Year 2

Fall	Credits Spring	Credits
BIO 312	4 Apply for admission to Clinical Lab Science Program	
MIC 230	4 MIC 310	3
Gen Ed Arts	2-3 BIO 313	4
MTH 151 (Gen Ed Math)	4 CHM 300	4
Gen Ed World History	3 CHM 302	1
	Gen Ed Minority Cultures	3
	17	15

Year 3

Fall	Credits Spring	Credits Summer	Credits
MIC 410	2 MIC 407	4 CLI 461	1
CLI 410	3 CLI 395	2 CLI 420	3
CHM 325	4 BIO 306	4	
Gen Ed Humanistic Studies	3 CLI 440	1	
Gen Ed Health & Well Being	3 Gen Ed Self & Society	3	
	Gen Ed Global Studies	3	
	15	17	4

Year 4

Fall	Credits Spring	Credits
Clinical Education at Hospital Site	Clinical Education at Hospital Site	
Admitted students apply for graduate special status at UWL in order to register for CLI 570 and CLI 580	CLI 460	6
CLI 450	6 CLI 570 ¹	8

CLI 455	6	Upon completion of the clinical internship, students have completed the undergraduate portion of the program. Student registers for graduate classes.
CLI 465	2	
CLI 580 ¹	3	
	17	14

Additional year

Fall	Credits Spring	Credits
MIC 554	2 MIC 751	1
MIC 753	2 MIC 780	2-4
MIC 755	2 MIC 790	2
MIC 751	1 MIC 799	6
Electives	4	
	11	11

Total Credits: 151

¹ At the start of the final semester of the undergraduate work, students must file an application for admission to graduate school at UWL in order to register for the graduate level courses required for completion of the Master of Science degree.

Sample Plan 2 - students taking MTH 150 in first semester

Year 1

Fall	Credits Spring	Credits
BIO 105 (Gen Ed Natural Lab Science)	4 CHM 103 (Gen Ed Natural Lab Science)	5
MTH 150 (Gen Ed Math)	4 STAT 145 (Gen Ed Math)	4
CST 110 (Gen Ed Literacy-Oral)	3 CLI 120	1
FYS 100 (Gen Ed First-Year Seminar)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
Gen Ed Arts	2-3 Gen Ed Arts	2-3
	16	15

Year 2

Fall	Credits Spring	Credits
CHM 104	5 Apply for admission to Clinical Lab Science Program	
BIO 312	4 MIC 310	3
MIC 230	4 BIO 313	4
Gen Ed World History	3 CHM 300	4
	CHM 302	1
	Gen Ed Minority Cultures	3
	16	15

Year 3

Fall	Credits Spring	Credits Summer	Credits
MIC 410	2 MIC 407	4 CLI 461	1

CLI 410	3 CLI 395	2 CLI 420	3
CHM 325	4 BIO 306	4	
Gen Ed Humanistic Studies	3 CLI 440	1	
Gen Ed Health & Well Being	3 Gen Ed Self & Society	3	
	Gen Ed Global Studies	3	
	15	17	4

Year 4

Fall	Credits Spring	Credits
Clinical Education at Hospital Site	Clinical Education at Hospital Site	
Admitted students apply for graduate special status at UWL in order to register for CLI 570 and CLI 580	CLI 460	6
CLI 450	6 CLI 570 ¹	8
CLI 455	6 Upon completion of the clinical internship, students have completed the undergraduate portion of the program. Student registers for graduate classes.	
CLI 465	2	
CLI 580 ¹	3	
	17	14

Additional year

Fall	Credits Spring	Credits
MIC 554	2 MIC 751	1
MIC 753	2 MIC 780	2-4
MIC 755	2 MIC 790	2
MIC 751	1 MIC 799	6
Electives	4	
	11	11

Total Credits: 151

¹ At the start of the final semester of the undergraduate work, students must file an application for admission to graduate school at UWL in order to register for the graduate level courses required for completion of the Master of Science degree.

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. 433)

Computational Science Minor

Minor requirements

(All colleges)

34-39 credits

Code	Title	Credits
CS 120	Software Design I	4
CS 220	Software Design II	4
CMP 390	Survey of Computational Science	3
CMP 490	Senior Computational Science Project	2-3
MTH 207	Calculus I	5
MTH 208	Calculus II	4
or STAT 405	Statistical Methods	
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 & Computer Engineering Department (CS/CPE/CT)

College of Science and Health

Department Chair: Kenny Hunt

221 Wing Technology Center; 608.785.6805

Email: khunt@uwlax.edu

Department Email: compsci@uwlax.edu

www.cs.uwlax.edu (http://www.cs.uwlax.edu/)

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: cell phones, video games, medical imaging systems, and engines. The way we interact with information through software leaves very little that computer science does not touch. In computer science, students will learn the foundational material for software development, computer systems, and theory of computation so they, too, can harness the power of computers to solve the world's problems. This creative discipline

is for anyone who wishes to work hard and use logic, software, and hardware to solve problems.

We think there is no better place to pursue your degree than UWL. 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 is the second oldest in Wisconsin, only behind Madison, and has a fine reputation within the computing industry for over 50 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.

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. 70).

2023-24 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 July.

Professor

Kenny Hunt

Mao Zheng

Associate Professor

Samantha Foley

Allison Sauppe

Assistant Professor

Elliott Forbes

Dipankar Mitra

W. Michael Petullo

Jason Sauppe

Lei Wang

Administrative Support

Tonya Peterson

Majors

- Computer engineering major - BS (p. 434)
- Computer science major - BS (p. 436)
- Computer science major: computer engineering technology emphasis - BS (p. 439)
- Computer science major: cybersecurity emphasis - BS (p. 440)

Dual degree programs

- Dual degree program in computer science and master of software engineering (p. 445)
- Dual degree program in computer science: cybersecurity emphasis and master of software engineering (p. 447)
- Dual degree program in computer science and engineering (p. 443)

Minors

- Computer science minor (p. 450)

Computer Engineering Major - Bachelor of Science (BS)

Have you ever seen pictures of computer chips, circuit boards, wires, and wondered how these machines work? For students that enjoy math and physics, have a keen attention to detail, think logically, and enjoy a challenge, the **computer engineering major** at UWL might be a perfect fit.

Computer engineers develop new computer hardware systems and write the software to support these systems. Students will take classes in software development, digital and analog circuit design, hardware/software integration, and will complete a year-long senior project within a team of other well-trained computer engineering students.

Graduates will be experts in writing low-level systems software and experts in digital circuit design - subfields of computer science and electrical engineering, respectively. This new program at UWL leverages existing expertise and courses within the computer science department, as well as in the physics department. Additionally, several new courses specific to engineers will round out the curriculum.

The computer science department at UWL has an over 50 year history of delivering innovative curriculum, and their computer engineering program continues that tradition. The program includes a course sequence culminating in a senior level virtual machines offering. A virtual machine uses one computer to pose as another. Virtual machines are important because they are the backbone of the cloud, they help in making secure systems, and they make computers compatible with other systems and software. For efficient virtual machines, both hardware and software need to be finely-tuned - making this a perfect topic for computer engineers. While a few other universities have virtual machines as an elective topic, UWL is the only known undergraduate program to require topics in virtual machines - making graduates highly desirable to employers.

Nationwide, computer engineering graduates are employed in a wide variety of industries, not just at companies that research and develop computers. Automotive, aerospace, medical equipment, agriculture equipment, defense, renewable energy, home and office

appliance, manufacturing automation, and many other industries employ computer engineers. Anywhere you find a computer integrated into a product, you'll find computer engineers. Computer engineers find careers in most regions of the United States, and across the world. Upon entering the field, computer engineers also enjoy salaries that are at the upper end of starting salaries for 4-year graduates in any discipline.

Major requirements

(All colleges, excluding teacher certification programs)

63 credits (96 total credits including MTH, STAT, PHY requirements)

Code	Title	Credits
Core		
CPE 105	Introduction to the Computing Environment	1
CPE 212	Digital Logic	3
CPE 301	Introduction to Transient Analysis	3
CPE 309	Systems Development	3
CPE 321	Introduction to Digital Signal Processing	3
CPE 478	Virtual Machines	3
CPE 481	Professionalism in Engineering	1
CPE 483	Engineering Project Management	1
CS 225	Discrete Computational Structures ¹	3
CS 270	Introduction to Assembler Programming, C Programming and Computer Organization	3
CS 340	Software Design III: Abstract Data Types	4
CS 351	Simulation	3
CS 370	Computer Architecture	3
CS 372	Hardware/Software Integration	3
CS 441	Operating System Concepts	3
PHY 334	Electrical Circuits	3
PHY 335	Electronics	4
Capstone		
CPE 498	Senior Capstone ²	4
Electives		
Six credits from Group A		6
Six additional credits from Group A or Group B		6
Group A electives		
MTH 371	Numerical Methods	
PHY 332	Electrodynamics	
CS 431	Introduction to Robotics	
CS 443	Topics in Operating Systems	
CS 455	Fundamentals of Information Security	
CS 470	Parallel and Distributed Computing	
CS 471	Computer Networks	
CS 472	Internet of Things	
CPE 302	Introduction to Control Systems	
CPE 395	Independent Study	
CPE 406	Architecture of Parallel Systems	
CPE 419	Topics in Computer Engineering	
CPE 420	Digital Design	
CPE 446	ASIC Design	
CPE 463	Advanced Computer Architecture	
CPE 466	Code Generation and Optimization	
CPE 499	Research in Computer Engineering	
Group B electives		

MTH 317	Graph Theory
CS 115	Introduction to Python Programming
CS 202	Introduction to Web Design
CS 224	Introduction to Programming Language
CS 227	Competitive Programming
CS 341	Software Design IV: Software Engineering
CS 342	Software Testing Techniques
CS 353	Analysis of Algorithm Complexity
CS 356	Software Exploitation
CS 364	Introduction to Database Management Systems
CS 395	Independent Study
CS 402	Web Application Development
CS 410	Free and Open Source Software Development
CS 418	Mobile Application Development
CS 419	Topics in Computer Science
CS 421	Programming Language Concepts
CS 442	Structures of Compilers
CS 449	Advances in Software Engineering
CS 451	User Interface Design
CS 452	Artificial Intelligence
CS 453	Introduction to Theory of Computation
CS 454	Digital Image Processing
CS 456	Secure Software Development
CS 464	Advanced Database Management Systems
CS 475	Computer Graphics and Modeling
CS 476	Data Visualization
CS 499	Research in Computer Science

Total Credits 63

In addition to the 63 credits, the below prerequisite courses must be taken:

Code	Title	Credits
Prerequisite courses		
CS 120	Software Design I	4
CS 220	Software Design II	4
MTH 207	Calculus I	5
MTH 208	Calculus II	4
MTH 308	Linear Algebra with Differential Equations	4
PHY 203	General Physics I	4
PHY 204	General Physics II	4
STAT 245	Probability and Statistics	4
Total Credits		33

¹ May substitute MTH 225 for CS 225.

² CPE 498 Senior Capstone (2 cr.) must be taken in sequential semesters, starting in the fall.

Students in this major are exempt from the College of Science and Health core requirements.

Degree requirements

All students must complete the general education, college core (waived for computer engineering 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. 70)
- Baccalaureate degree requirements (p. 435)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

This major is exempt from the CSH College Core requirement.

Year 1		
Fall	Credits Spring	Credits
MTH 207 (Gen Ed Math)	5 MTH 208 (Gen Ed Math)	4
PHY 203 (Gen Ed Natural Lab Science) ¹	4 CS 120 (Gen Ed Lang/Logical Systems)	4
CPE 105	1 PHY 204 ²	4
FYS 100 (Gen Ed First-Year Seminar)	3 CST 110 (Gen Ed Literacy-Oral)	3
ENG 110 or 112 (Gen Ed Literacy-Written)	3	
	16	15
Year 2		
Fall	Credits Spring	Credits
CS 220	4 CPE 212	3
CS 225 ³	3 CS 270	3
STAT 245	4 CS 340	4
MTH 308	4 PHY 334	3
Gen Ed Arts	2-3 Gen Ed Minority Cultures	3
	17	16
Year 3		
Fall	Credits Spring	Credits
CPE 301	3 CPE 321	3
CPE 309	3 CS 351	3
CS 370	3 CS 372	3
PHY 335	4 CS 441	3
Gen Ed Self & Society	3 Gen Ed Health & Well-Being	3
	CPE 483	1
	16	16
Year 4		
Fall	Credits Spring	Credits
CPE Elective (Group A)	3 CPE 478	3
CPE Elective (Group A)	3 CPE Elective (Group A or B)	3
Gen Ed Arts	2-3 CPE Elective (Group A or B)	3
CPE 481	1 Gen Ed World History	3
Gen Ed Global Studies	3 Gen Ed Humanistic Studies	3

CPE 498 ⁴	2 CPE 498 ⁴	2
	14	17
Total Credits: 127		

¹ PHY 203 is only offered in the fall.

² PHY 204 is only offered in the spring.

³ May substitute MTH 225 for CS 225.

⁴ CPE 498 must be taken in sequential semesters, starting in the fall.

Computer Science Major - Bachelor of Science (BS)

Computer science is a broad and very useful discipline that many other fields of study depend on. Computer science is the study of computing systems and the software processes that control them. Computer scientists have developed powerful algorithms in the areas of artificial intelligence, data mining, machine learning, computer vision, security, and a host of other areas. These algorithms are then used for medical imaging, stock market analysis, computer graphics, video processing, and many other fields. The emphasis within the computer science program is on software development and includes a strong variety of electives to allow students to study specific areas of personal interest.

Major requirements

(All colleges, excluding teacher certification programs)

51 credits (68 total credits including MTH and natural lab science requirements)

Code	Title	Credits
CS 120	Software Design I	4
CS 220	Software Design II	4
CS 225	Discrete Computational Structures ¹	3
CS 270	Introduction to Assembler Programming, C Programming and Computer Organization	3
CS 340	Software Design III: Abstract Data Types	4
CS 341	Software Design IV: Software Engineering	3
CS 353	Analysis of Algorithm Complexity	3
or CS 453	Introduction to Theory of Computation	
CS 364	Introduction to Database Management Systems	3
CS 370	Computer Architecture	3
CS 421	Programming Language Concepts	3
CS 441	Operating System Concepts	3
CS 442	Structures of Compilers	3
Electives ²		12
Total Credits		51

¹ May substitute MTH 225 for CS 225.

² The following courses may be used as alternatives to computer science electives: CPE 105, CPE 212, CPE 309, CPE 321, CPE 406, CPE 419, CPE 420, CPE 446, CPE 463, CPE 466, CPE 478, CPE 499, PHY 335, MTH 317, MTH 371.

The 51 credits must include no less than 31 credits of 300/400 level courses.

In addition to the 51 credits, the following courses must be taken: MTH 207; MTH 208; and two natural lab science courses chosen from the general education laboratory science category (GE 05)

and/or from the courses listed in the College of Science and Health core requirements (<http://catalog.uwlax.edu/undergraduate/scienceandhealth/#Core>).

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. 70)
- College core (p. 437)
- Baccalaureate degree requirements (p. 437)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.
- ² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning 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

Year 1		
Fall	Credits Spring	Credits
CS 120 (Gen Ed Lang/Logical Systems)	4 CS 220	4
MTH 151 (Gen Ed Math)	4 CS 225	3
ENG 110 or 112 (Gen Ed Literacy-Written)	3 CST 110 (Gen Ed Literacy-Oral)	3
FYS 100 (Gen Ed First-Year Seminar)	3 MTH 207 (Gen Ed Math)	5
Gen Ed Arts	2-3	
	16	15
Year 2		
Fall	Credits Spring	Credits
CS 270	3 CS 364	3
CS 340	4 CS 370	3
MTH 208	4 Gen Ed Health & Well-Being	3
Gen Ed Minority Cultures	3 Gen Ed World History	3
	Gen Ed Natural Lab Science	4
	14	16
Year 3		
Fall	Credits Spring	Credits
CS 353 or 441 ¹	3 CS 441 or 453	3
CS 300/400 Elective	3 CS 300/400 Elective ¹	3
2nd Lab Science (CSH Core)	4 Gen Ed Humanistic Studies	3
Gen Ed Global Studies	3 CSH Core (300/400 not CS) or Minor ²	3
CSH Core (300/400 not CS) or Minor ²	3 Gen Ed Self & Society	3
	16	15
Year 4		
Fall	Credits Spring	Credits
CS 421	3 CS 341	3
CS 300/400 Elective	3 CS 442	3
CSH Core (300/400 not CS) or Minor ²	3 CS 300/400 Elective	3
CSH Core or Minor ²	3 CSH Core (300/400 not CS) or Minor ²	3

Gen Ed Arts	2-3 University Elective	2
Complete CS major field test ³		
14		14

Total Credits: 120

¹ Students must complete either CS 353 or CS 453 but not both.

² See CSH 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.

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.

Sample Plan 2 - students taking MTH 207 first semester

Year 1		
Fall	Credits Spring	Credits
CS 120 (Gen Ed Lang/Logical Systems)	4 CS 220	4
MTH 207 (Gen Ed Math)	5 CS 225	3
ENG 110 or 112 (Gen Ed Literacy-Written)	3 MTH 208 (Gen Ed Math)	4
FYS 100 (Gen Ed First-Year Seminar)	3 CST 110 (Gen Ed Literacy-Oral)	3
	15	14
Year 2		
Fall	Credits Spring	Credits
CS 270	3 CS 364	3
CS 340	4 CS 370	3
Gen Ed Global Studies	3 Gen Ed Health & Well-Being	3
Gen Ed Natural Lab Science	4 Gen Ed World History	3
Gen Ed Arts	2-3 Gen Ed Minority Cultures	3
	16	15
Year 3		
Fall	Credits Spring	Credits
CS 370	3 CS 441 or 453 ¹	3
CS 353 or 441 ¹	3 CS 300/400 Elective	3
2nd Lab Science (CSH Core)	4 Gen Ed Humanistic Studies	3
CSH Core (300/400 not CS) or Minor ²	3 CSH Core (300/400 not CS) or Minor ²	3
University Elective	2 Gen Ed Self & Society	3
	15	15
Year 4		
Fall	Credits Spring	Credits
CS 421	3 CS 341	3
CS Elective	3 CS 442	3
CS Elective	3 CSH Core (300/400 not CS) or Minor ²	3
CSH Core (300/400 not CS) or Minor ²	3 University Elective	3
University 300/400-level Elective	3 University Elective	1
	Gen Ed Arts	2-3
	Complete CS major field test ³	
15		15

Total Credits: 120

¹ Students must complete either CS 353 or CS 453 but not both.

² See CSH 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.

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.

Computer Science Major - Computer Engineering Technology Emphasis - Bachelor of Science (BS)

Major requirements

(All colleges, excluding teacher certification programs)

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)

Code	Title	Credits
Select one of the following:		4
CS 120	Software Design I	
or both CS1-Java I (Western-152 153) & Java 2 (Western-152 155)		
CS 220	Software Design II	4
CS 225	Discrete Computational Structures ¹	3
CS 270	Introduction to Assembler Programming, C Programming and Computer Organization	3
CS 340	Software Design III: Abstract Data Types	4
CS 341	Software Design IV: Software Engineering	3
CS 370	Computer Architecture	3
CS 441	Operating System Concepts	3
Select two of the following:		6
CS 421	Programming Language Concepts	
CS 442	Structures of Compilers	
CS 455	Fundamentals of Information Security	
CS 471	Computer Networks	
Computer science electives ²		9
Total Credits		42

¹ may substitute MTH 225 for CS 225.

² The following courses may be used as alternatives to computer science electives: CPE 105, CPE 212, CPE 309, CPE 406, CPE 419, CPE 420, CPE 463, CPE 466, CPE 478, CPE 499, PHY 335, MTH 317, MTH 371.

The 42 credits must include no less than 25 credits of 300/400 level courses or CS 202 and no less than 22 credits of 300/400 level courses. The combination of Digital Electronic Concepts (Western-662 137), Electronic Devices (Western-662 125) and Embedded Systems (Western-662 134) may be completed at Western in place of CS 272.

In addition, MTH 207 and MTH 208 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. 70)
- Baccalaureate degree requirements (p. 439)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. ^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA ¹, ² in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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 70 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&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. 70) 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.

This major is exempt from the CSH College Core requirement.

Year 1				
Fall	Credits	Spring Credits		
Courses at WTC	15	Courses at WTC	15	
15		15		
Year 2				
Fall	Credits	Spring Credits		
Courses at WTC	15	Courses at WTC	15	
15		15		
Year 3				
Fall	Credits	Spring Credits	Summer Credits	
CS 220	4	CS 340	4	CST 110 (Gen Ed Literacy - Oral) 3
CS 225	3	CS 370	3	
CS 270	3	CS 300/400 Elective	3	
ECO 120 (Gen Ed Global Studies)	3	ECO 336 (Gen Ed Minority Cultures)	3	
Gen Ed Humanistic Studies	3	300/400 Elective	3	
16		16		3

Year 4			
Fall	Credits	Winter	Credits Spring Credits
CS 441	3	Gen Ed World Hist	3 CS 300/400 Elective
CS 341	3		CS 421, 442, 455, or 471 3
CS 421, 442, 455, or 471	3		CS 300/400 Elective 3
HPR 105 (Gen Ed Health & Well Being)	3		300/400 Elective 3
Gen Ed Arts	2-3		300/400 Elective 1
300/400 Elective	3		Gen Ed Arts 2-3
			Complete CS major field test ¹
	17		3 15

Total Credits: 130

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 Major: Cybersecurity Emphasis - Bachelor of Science (BS)

The **cybersecurity emphasis** adds to the computer science degree the study of how to craft software systems that remain robust in the presence of intelligent attackers. Students learn cutting-edge techniques to identify and exploit vulnerabilities in software, and then they learn how to remove these vulnerabilities, leaving the software more resilient. This emphasis helps form the knowledge necessary to attack software but more importantly to craft the next generation of software with the level of trustworthiness required by modern society. Potential work after graduation includes opportunities in industry, academia, and government service in fields such as programming, security engineering, penetration testing, and software quality assurance.

Major requirements

(All colleges, excluding teacher certification programs)

51 credits (68 total credits including MTH and natural lab science requirements)

Code	Title	Credits
Core		
CS 120	Software Design I	4
CS 220	Software Design II	4
CS 225	Discrete Computational Structures ¹	3
CS 270	Introduction to Assembler Programming, C Programming and Computer Organization	3
CS 340	Software Design III: Abstract Data Types	4
CS 353	Analysis of Algorithm Complexity	3

or CS 453	Introduction to Theory of Computation	
CS 356	Software Exploitation	3
CS 364	Introduction to Database Management Systems	3
CS 370	Computer Architecture	3
CS 421	Programming Language Concepts	3
CS 441	Operating System Concepts	3
CS 442	Structures of Compilers	3
CS 455	Fundamentals of Information Security	3
CS 456	Secure Software Development	3
Electives ²		6
Total Credits		51

¹ May substitute MTH 225 for CS 225.

² The following courses may be used as alternatives to computer science electives: CPE 105, CPE 212, CPE 309, CPE 321, CPE 406, CPE 419, CPE 420, CPE 446, CPE 463, CPE 466, CPE 478, CPE 499, PHY 335, MTH 317, MTH 371.

The 51 credits must include no less than 31 credits of 300/400 level courses.

In addition to the 51 credits, the following courses must be taken: MTH 207; MTH 208; and two natural lab science courses chosen from the general education laboratory science category (GE 05) and/or from the courses listed in the College of Science and Health core requirements (<http://catalog.uwlax.edu/undergraduate/scienceandhealth/#Core>).

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. 70)
- College core (p. 441)
- Baccalaureate degree requirements (p. 441)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Sample Plan 1 - students taking MTH 151 in first semester

Year 1		
Fall	Credits Spring	Credits
CS 120 (Gen Ed Lang/Logical Systems)	4 CS 220	4
MTH 151 (Gen Ed Math)	4 CS 225 (may substitute MTH 225)	3
ENG 110 or 112 (Gen Ed Literacy-Written)	3 CST 110 (Gen Ed Literacy-Oral)	3
FYS 100 (Gen Ed First-Year Seminar)	3 MTH 207 (Gen Ed Math)	5
Gen Ed Arts	2-3	
16		15
Year 2		
Fall	Credits Spring	Credits
CS 270	3 CS 364	3
CS 340	4 CS 370	3
MTH 208	4 Gen Ed Health & Well-Being	3
Gen Ed Natural Lab Science	4 Gen Ed Arts	2-3

Gen Ed World History		
15		14
Year 3		
Fall	Credits Spring	Credits
CS 353 or 441 ¹	3 CS 441 or 453 ¹	3
CS 356	3 CS 455	3
2nd Lab Science (CSH Core)	4 CS Elective	3
CSH Core (300/400 not CS) or Minor ²	3 Gen Ed Humanistic Studies	3
Gen Ed Global Studies	3 CSH Core (300/400 not CS) or Minor ²	3
16		15
Year 4		
Fall	Credits Spring	Credits
CS 421	3 CS 442	3
CS 456	3 CS 300/400 Elective	3
CSH Core (300/400 not CS) or Minor ²	3 CSH Core (300/400 not CS) or Minor ²	3
University Elective	2 University Elective	3
Gen Ed Minority Cultures	3 Gen Ed Self & Society	3
Complete CS major field test ³		
14		15

Total Credits: 120

- ¹ Students must complete either CS 353 or CS 453 but not both.
- ² See CSH BS Core Requirements (p. 368) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.
- 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.

Sample Plan 2 - students taking MTH 207 first semester

Year 1		
Fall	Credits Spring	Credits
CS 120 (Gen Ed Lang/Logical Systems)	4 CS 220	4
MTH 207 (Gen Ed Math)	5 CS 225 (may substitute MTH 225)	3
FYS 100 (Gen Ed First-Year Seminar)	3 CST 110 (Gen Ed Literacy-Oral)	3
ENG 110 or 112 (Gen Ed Literacy - Written)	3 MTH 208 (Gen Ed Math)	4
15		14
Year 2		
Fall	Credits Spring	Credits
CS 270	3 CS 364	3
CS 340	4 CS 370	3
Gen Ed Natural Lab Science	4 Gen Ed Health & Well-Being	3
Gen Ed Arts	2-3 Gen Ed World History	3
Gen Ed Global Studies	3 Gen Ed Arts	2-3
16		14
Year 3		
Fall	Credits Spring	Credits
CS 353 or 441 ¹	3 CS 441 or 453 ¹	3
CS 356	3 CS 455	3
2nd Lab Science (CSH Core)	4 Gen Ed Humanistic Studies	3

CSH Core (300/400 not CS) or Minor ²	3 CSH Core (300/400 not CS) or Minor ²	3
University Elective	3 Gen Ed Minority Cultures	3
16		15
Year 4		
Fall	Credits Spring	Credits
CS 421	3 CS 442	3
CS 456	3 CS 300/400 Elective	3
CS 300/400 Elective	3 CSH Core (300/400 not CS) or Minor ²	3
CSH Core (300/400 not CS) or Minor ²	3 University Elective	3
University Elective	3 Gen Ed Self & Society	3
Complete CS major field test³		
15		15
Total Credits: 120		

¹ Students must complete either CS 353 or CS 453 but not both.

² See CSH BS Core Requirements (p. 368) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

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.

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:

Code	Title	Credits
CHM 103	General Chemistry I	5
CS 120	Software Design I	4
CS 220	Software Design II	4
CS 224	Introduction to Programming Language	1-3
CS 225	Discrete Computational Structures ¹	3
CS 270	Introduction to Assembler Programming, C Programming and Computer Organization	3
CS 340	Software Design III: Abstract Data Types	4
CS 341	Software Design IV: Software Engineering	3
CS 370	Computer Architecture	3
CS 421	Programming Language Concepts	3
CS 441	Operating System Concepts	3
CS 442	Structures of Compilers	3
ECO 110	Microeconomics and Public Policy	3
ECO 120	Global Macroeconomics	3
ECO 336	Women in the U.S. Economy	3
MTH 207	Calculus I	5

MTH 208	Calculus II	4
MTH 309	Linear Algebra	4
MTH 371	Numerical Methods	3
PHY 203	General Physics I	4
PHY 204	General Physics II	4
PHY 306	Modern Physics	3
STAT 245	Probability and Statistics	4

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 (or designee). The dual degree engineering agreement with UW-Madison has additional requirements for eligibility, including Wisconsin resident status and that students must have enrolled in UW-La Crosse from high school (rather than transferring to UWL). 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 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. 70)
- College core (p. 443)
- Baccalaureate degree requirements (p. 444)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1			
Fall	Credits	Spring	Credits
CS 120 (Gen Ed Lang/Logical Systems)	4	CS 220	4
MTH 207 (Gen Ed Math)	5	CS 225	3
ENG 110 or 112 (Gen Ed Literacy-Written)	3	CST 110 (Gen Ed Literacy-Oral)	3
FYS 100 (Gen Ed First-Year Seminar)	3	MTH 208 (Gen Ed Math)	4
Gen Ed Arts	2-3	ECO 110 (Gen Ed Self & Society)	3
17			17
Year 2			
Fall	Credits	Spring	Credits
CS 270	3	CS 370	3
CS 340	4	PHY 204	4
MTH 309	4	CS 224	3
PHY 203	4	STAT 245	4
HPR 105 (Gen Ed Health & Well-Being)	3	Gen Ed Arts	2-3
18			16

Year 3		
Fall	Credits Spring	Credits
CS 341	3 CS 442	3
CS 441	3 CS 421	3
ECO 336 (Gen Ed Minority Cultures)	3 MTH 371 (or CS elective)	3
CHM 103 (Gen Ed Natural Lab Science)	5 ECO 120 (Gen Ed Global Studies)	3
Gen Ed Humanistic Studies	3 PHY 306	3
Gen Ed World History	3 Complete CS major field test ¹	
	20	15
Year 4		
Fall	Credits	
Transfer to Engineering Program to complete requirements.		
	0	
Total Credits: 103		

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

The dual degree program in Computer Science and Master of Software Engineering is a great opportunity to those highly motivated students who would like to further their knowledge in software engineering. This program enables students to complete both degrees, a Bachelor of Science (BS) in Computer Science and a Master of Software Engineering (MSE) from UW-La Crosse, with less time in school, less tuition, and enter the workforce earlier than those receiving traditional degrees. This program can be completed in five years compared to what typically would take six years when completing both degrees separately.

Students may be accepted into the dual degree program anytime before they have completed seventy-five undergraduate credits 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 CSH 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.

Refer to the sample degree plan (p. 446) for course sequencing. Students should consult with the Department Chair or their CS faculty advisor for specific course advising for this agreement.

Major requirements

The Dual Degree Program in Computer Science and Master of Software Engineering enables a UWL student to earn both a Bachelor of Science (B.S.) 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.

Code	Title	Credits
Core		
CS 120	Software Design I	4
CS 220	Software Design II	4
CS 225	Discrete Computational Structures ¹	3
CS 270	Introduction to Assembler Programming, C Programming and Computer Organization	3
CS 340	Software Design III: Abstract Data Types	4
CS 353	Analysis of Algorithm Complexity	3
or CS 453	Introduction to Theory of Computation	
CS 364	Introduction to Database Management Systems	3
CS 370	Computer Architecture	3
CS 421	Programming Language Concepts	3
CS 441	Operating System Concepts	3
CS 442	Structures of Compilers	3
MTH 207	Calculus I	5
MTH 208	Calculus II	4
Electives		
Select nine credits of CS electives. At least three of the credits must be at the 300/400 level. ^{2,3}		9

¹ May substitute MTH 225 for CS 225.

² Excluding CS 341.

³ CPE courses may be used as alternatives to computer science electives, excluding CPE 321, CPE 395, CPE 446, CPE 481, CPE 483, and CPE 498.

During the senior year, students should complete:

Code	Title	Credits
CS 555	Fundamentals of Information Security	3
CS 741	Software Engineering Principles	3
CS 743	Software Verification and Validation	3
CS 746	Software Modeling and Analysis	3
Select three or six graduate level MSE electives		3-6

In the fifth year, students should complete:

Code	Title	Credits
CS 744	Software Project Management	3
Graduate level MSE electives		3-6
CS 798	Software Development Project (two semesters of six credits)	12

CS 555 and CS 741 will count toward the 51 credit hours of computer science courses required for the B.S. degree. In addition to the 51 credit hours of computer science courses required for the B.S. degree, two natural lab science courses must be taken from the general education laboratory science category (GE 05) and/or from the courses listed in the College of Science and Health core requirements (<http://catalog.uwlax.edu/undergraduate/scienceandhealth/#Core>). CS 746, 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 B.S. degree will occur upon completion of 120 credits, the CS major requirements, the CSH 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 B.S. 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 & Computer Engineering (<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. 70)
- College core (p. 446)
- Baccalaureate degree requirements (p. 446)
- Master of Software Engineering requirements (<http://catalog.uwlax.edu/graduate/programrequirements/softwareengineering/mse/>)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Bachelor of Science in Computer Science/Master of Software Engineering Dual Degree sample plan:

Year 1			
Fall	Credits	Spring	Credits
CS 120 (Gen Ed Lang/Logical Systems)	4	CS 220	4
MTH 207 (Gen Ed Math)	5	CS 225	3
ENG 110 or 112 (Gen Ed Literacy-Written)	3	MTH 208	4
FYS 100 (Gen Ed First-Year Seminar)	3	CST 110 (Gen Ed Literacy-Oral)	3
Gen Ed Arts	2-3	Gen Ed Health & Well Being	3
	17		17
Year 2			
Fall	Credits	Spring	Credits
CS 270	3	CS 364	3
CS 340	4	CS 370	3
Gen Ed Natural Lab Science	4	CS Elective	3
Gen Ed Minority Cultures	3	Gen Ed Humanistic Studies	3
CSH Core or Minor	3	Gen Ed World History	3
		Gen Ed Self & Society	3
	17		18
Year 3			
Fall	Credits	Spring	Credits
CS 353 or 441 ¹	3	CS 442	3
CS 421	3	CS 453 or 441 ¹	3
CS 300/400 Level Elective ³	3	CS 555	3
Gen Ed Natural Lab Science	4	University Elective	3
Gen Ed Arts	2	CSH Core (300/400 not CS) or Minor ²	3
CSH Core (300/400 not CS) or Minor ²	3	Apply for "graduate special status" for Fall semester	
	18		15

Year 4			
Fall	Credits	Spring	Credits
CS 743	3	CS 741	3
CS 746	3	MSE Elective	3
CS 300/400 Elective ³	3	MSE Elective	3
CSH Core (300/400 not CS) or Minor ²	3	University Elective	3
Gen Ed Global Studies	3	CSH Core (300/400 not CS) Or Minor ²	3
Apply for "full graduate status" for Spring semester		Complete CS major field test ⁴	
	15		15
Additional year			
Fall	Credits	Spring	Credits
CS 798	6	CS 798	6
MSE Elective	3	CS 744	3
	9		9
Total Credits: 150			

¹ Students must complete either CS 353 or CS 453 but not both.

² See CSH 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.

³ CS 364 should be one of your "CS Elective" courses taken prior to taking CS 741. It is offered in both Fall and Spring semesters.

⁴ 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.

Dual Degree Program in Computer Science: Cybersecurity and Master of Software Engineering

The dual degree program in Computer Science: Cybersecurity Emphasis and Master of Software Engineering is a great opportunity to those highly motivated students who would like to further their knowledge in software engineering. This program enables students to complete both degrees, a Bachelor of Science (BS) in computer science and a Master of Software Engineering (MSE) from UW-La Crosse, with less time in school, less tuition, and enter the workforce earlier than those receiving traditional degrees. This program can be completed in five years compared to what typically would take six years when completing both degrees separately.

Students may be accepted into the dual degree program anytime before they have completed seventy-five undergraduate credits 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 CSH 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.

Refer to the sample degree plan (p. 449) for course sequencing. Students should consult with the CS Department Chair or their CS faculty advisor for specific course advising for this agreement.

Major requirements

The Dual Degree Program in Computer Science: Cybersecurity Emphasis and Master of Software Engineering enables a UWL student to earn both a Bachelor of Science (B.S.) 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:

Code	Title	Credits
Core		
CS 120	Software Design I	4
CS 220	Software Design II	4
CS 225	Discrete Computational Structures ¹	3
CS 270	Introduction to Assembler Programming, C Programming and Computer Organization	3
CS 340	Software Design III: Abstract Data Types	4
CS 353	Analysis of Algorithm Complexity	3
or CS 453	Introduction to Theory of Computation	
CS 356	Software Exploitation	3
CS 364	Introduction to Database Management Systems	3
CS 370	Computer Architecture	3
CS 421	Programming Language Concepts	3
CS 441	Operating System Concepts	3
CS 442	Structures of Compilers	3
MTH 207	Calculus I	5
MTH 208	Calculus II	4
Electives		
Select three credits of CS electives. ^{2, 3}		3

¹ May substitute MTH 225 for CS 225.

² Excluding CS 341.

³ CPE courses may be used as alternatives to computer science electives, excluding CPE 321, CPE 395, CPE 446, CPE 481, CPE 483, and CPE 498.

During the senior year, students should complete:

Code	Title	Credits
CS 555	Fundamentals of Information Security	3
CS 556	Secure Software Development	3
CS 741	Software Engineering Principles	3
CS 743	Software Verification and Validation	3
CS 746	Software Modeling and Analysis	3
Select three or six graduate level MSE electives		3-6

In the fifth year, students should complete:

Code	Title	Credits
CS 744	Software Project Management	3
Graduate level MSE electives		3-6

CS 798 Software Development Project (two semesters of six credits) 12

CS 555, CS 556, and CS 741 will count toward the 51 credit hours of computer science courses required for the B.S. degree. In addition to the 51 credit hours of computer science courses required for the B.S. degree, two natural lab science courses must be taken from the general education laboratory science category (GE 05) and/or from the courses listed in the College of Science and Health core requirements (<http://catalog.uwlax.edu/undergraduate/scienceandhealth/#Core>). CS 743, CS 744, CS 746, 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 B.S. degree will occur upon completion of 120 credits, the CS major requirements, the CSH 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 B.S. 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 & Computer Engineering (<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. 70)
- College core (p. 448)
- Baccalaureate degree requirements (p. 449)
- Master of Software Engineering requirements (<http://catalog.uwlax.edu/graduate/programrequirements/softwareengineering/mse/>)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
CS 120 (Gen Ed Lang/Logical Systems)	4 CS 220	4
MTH 207 (Gen Ed Math)	5 CS 225	3
ENG 110 or 112 (Gen Ed Literacy-Written)	3 MTH 208 (Gen Ed Math)	4
FYS 100 (Gen Ed First-Year Seminar)	3 CST 110 (Gen Ed Literacy-Oral)	3
Gen Ed Arts	2-3 Gen Ed Health & Well Being	3
	17	17
Year 2		
Fall	Credits Spring	Credits
CS 270	3 CS 364	3
CS 340	4 CS 370	3
Gen Ed Natural Lab Science	4 CS Elective	3

Gen Ed Minority Cultures	3 Gen Ed World History	3
CSH Core (300/400 not CS) or Minor ¹	3 Gen Ed Self & Society	3
	University Elective	3
17		18

Year 3

Fall	Credits Spring	Credits
CS 353 or 441 ²	3 CS 442	3
CS 356	3 CS 453 or 441 ²	3
CS 421	3 CSH Core (300/400 not CS) or Minor ¹	3
Gen Ed Arts	2-3 CSH Core (300/400 not CS) or Minor ¹	3
Gen Ed Natural Lab Science	4 University Elective	3
	Gen Ed Minority Cultures	3
	Apply for "graduate special status" for Fall semester	
15		18

Year 4

Fall	Credits Spring	Credits
CS 743	3 CS 555	3
CS 746	3 CS 741	3
CS 556	3 MSE Elective	3
University Elective	3 MSE Elective	3
CSH Core (300/400 not CS) or Minor ¹	3 Gen Ed Humanistic Studies	3
Apply for "full graduate status" for Spring semester	Complete CS major field test ³	
15		15

Additional year

Fall	Credits Spring	Credits
CS 798	6 CS 744	3
MSE Elective	3 CS 798	6
9		9

Total Credits: 150

¹ See CSH 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 Students must complete either CS 353 or CS 453 but not both.

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.

Students also have the option of taking Gen Ed courses during Winter Intercession (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; not open to computer engineering majors)

24 credits

Code	Title	Credits
CS 120	Software Design I	4
CS 220	Software Design II	4

CS 225	Discrete Computational Structures ¹	3
CS 340	Software Design III: Abstract Data Types	4
Electives (at least six of the elective credits must be 300/400 level computer science courses) ²		9
Total Credits		24

¹ May substitute MTH 225 for CS 225.

² The following courses may be used as alternatives to computer science electives: CPE 105, CPE 212, CPE 309, CPE 406, CPE 419, CPE 420, CPE 463, CPE 466, CPE 478, CPE 499, PHY 335, MTH 317, MTH 371.

Exercise and Sport Science Department (ESS)

College of Science and Health
 Department Chair: Chia-Chen Yu
 124 Mitchell Hall; 608.785.6549
 Email: cyu@uwlax.edu

www.uwlax.edu/exercise-sport-science (<http://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 life styles.

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 throughout 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 change of major policy

Students must have a cumulative UWL GPA of 2.50 or higher to declare the exercise and sport science major. This includes all emphases.

Exercise and Sport Science credit for prior learning policy

The Department of Exercise and Sport Science awards credit for prior learning in ESS 201 Safety, First Aid and CPR (1 cr.) to any currently enrolled student at UWL who presents a valid and current certification in one of programs listed below. This credit is awarded with a grade of Satisfactory ("S") and is not included in a student's grade point average.

Contact the College of Science and Health Academic Services Director (csh@uwlax.edu) to begin the process. There is no fee for this evaluation.

Qualifications

Student must have a valid, **current** certification in one of the following:

- American Red Cross (ARC) or American Heart Association (AHA) Adult and Pediatric First Aid/CPR/AED
- ARC Basic Life Support (BLS) or CPR for the Professional Rescuer with First Aid
- AHA Basic Life Support (BLS) with First Aid
- ARC Lifeguard
- Emergency Medical Technician (EMT)

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. 70).

2023-24 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 July.

Professor

Teresa Hepler

Richard Mikat

Brian Udermann

Glenn Wright

Chia-Chen Yu

Associate Professor

Naoko Giblin

Cordial Gillette

Eileen Narcotta-Welp

Assistant Professor

Jacob Caldwell

Ward Dobbs

Kari Emineth

Daniel Freidenreich

Salvador Jaime

Gi-cheol Kim

Brock McMullen

Christina Mehrtens

Samuel Schmidt

Jenna Starck

Rachyl Stephenson

Teaching Professor

Scott Doberstein

Associate Teaching Professor

Susan Bramwell

Melanie Healy

Andrew McGlenn

Thomas Mickschl

Sarah Mosley

Abigail Wagner

Kathryn Wagner

Sheldon Wagner

Assistant Teaching Professor

Kathryn Johnson

Rafael Ramirez

Nicole Ross

Sarah Tackett

Bebeto Yewah

Laboratory Supervisor

Christopher Dodge

Administrative Support

Jeanne Voss

Majors

- Exercise and sport science major: exercise science fitness track - BS (p. 452)
- Exercise and sport science major: exercise science pre-professional track - BS (p. 454)
- Exercise and sport science major: physical, adapted, and school health education (grades K-12) - BS
- Exercise and sport science major: sport management emphasis - BS (p. 459)

Dual degree program

- Dual degree program in exercise and sport science: exercise science pre-professional track and athletic training (p. 461)

Concentration

- Coaching competitive athletics concentration (p. 464)

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 ESS-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; 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 for admission are accepted in the fall semester (deadline of October 1) and the spring semester (deadline of February 1). All candidates must meet academic requirements, physical fitness standards and professional and personal qualifications and be approved by the Exercise Science Advisory

Committee. Consideration for selection is based on the following criteria:

- a. Cumulative UWL GPA of 2.75 or higher;
- b. Grade of "C" or better in BIO 100 or BIO 105 or MIC 100;
- c. Grade of "C" or better in HPR 105;
- d. Fitness evaluation;
- e. Two professional job shadows (pre-approved by the student's ESS Academic Advisor);
- f. Extra-curricular experiences related to the emphasis; and
- g. Narrative statement content and technical writing quality.

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

73 credits

Core courses:

(required for all ESS-exercise science emphasis students)

Code	Title	Credits
ESS 100	Physical Activities (6 credits, may include ESS 116)	6
ESS 201	Safety, First Aid and CPR	1
ESS 207	Human Motor Behavior	3
ESS 281	Prevention and Care of Athletic Injuries	2
ESS 302	Physiology of Exercise	3
ESS 303	Biomechanics	3
ESS 323	Nutrition and Sport	3
ESS 328	Field Experience in Exercise Science	3
ESS 446	Current Research and Trends in Exercise Science	3
Total Credits		27

Fitness track courses (46 credits):

Code	Title	Credits
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	
ESS 309	Strength & Conditioning Methods	2
ESS 344	Introduction to Fitness Assessment	3
ESS 355	Methods of Exercise Leadership	3

ESS 368	Strength Training Techniques and Programs	3
ESS 403	Advanced Strength Training Applications and Techniques	2
ESS 411	Strength and Conditioning Educator Training	2
ESS 443	Fitness Across the Lifespan	3
ESS 447	Administration in Fitness and Sport	3
ESS 449	Seminar in Fitness/Sports Management	1
ESS 450	Exercise and Sport Science Internship	12
CST 260	Professional Communication	3
or ENG 307	Writing for Management, Public Relations and the Professions	
MKT 309	Principles of Marketing	3
Total Credits		46

General education requirements

Students who select the exercise and sport science: exercise science fitness track major are required to take HPR 105; BIO 100 or BIO 105 or MIC 100 (BIO 100 recommended). Additional general education courses must also be selected to complete all category requirements and to meet the university minimum requirement of 42 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. 70)
- 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

- ² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

This major is exempt from the CSH College Core requirement.

Year 1		
Fall	Credits Spring	Credits
BIO 100, 105, or MIC 100 (Gen Ed Natural Lab Science) ¹	4 ESS 100	1
HPR 105 (Gen Ed Health & Well-Being)	3 ESS 201 ²	1
ESS 100 (Select a topic of interest)	1 ESS 205 ³	3
ENG 110 or 112 (Gen Ed Literacy-Written)	3 CST 110 (Gen Ed Literacy-Oral)	3

Gen Ed Arts	2-3 FYS 100 (Gen Ed First-Year Seminar)	3
Gen Ed Minority Cultures	3 Gen Ed Math	4
Meet with your faculty advisor to discuss the requirements for admission to the ESS-Exercise Science program.		
16		15
Year 2		
Fall	Credits Spring	Credits
ESS 100	1 ESS 100	1
ESS 206 ³	3 ESS 302	3
ESS 207	3 ESS 368	3
ESS 281	2 CST 260 or ENG 307	3
Gen Ed Global Studies	3 ECO 110 (Gen Ed Self & Soc)	3
Gen Ed Humanistic Studies	3 Gen Ed World History	3
Gen Ed Arts	2-3	
Apply for admission to the ESS-Exercise Science program—see WINGS advisement report and Exercise Science website for details.		
17		16
Year 3		
Fall	Credits Spring	Credits
ESS 100	1 ESS 100	1
ESS 303	3 ESS 328	3
ESS 309	2 ESS 355	3
ESS 323	3 ESS 403	2
ESS 344	3 ESS 443	3
MKT 309	3 Gen Ed Lang/Logical Systems	3-4
15		15
Year 4		
Fall	Credits Spring	Credits
ESS 100	1 ESS 450	12
ESS 411	2	
ESS 447	3	
ESS 446	3	
ESS 449	1	
University Elective	4	
14		12
Total Credits: 120		

¹ BIO 100 or MIC 100 recommended.² Students may earn credit by examination for ESS 201. Interested students should check with the ESS department and the CSH Dean's Office to make arrangements for taking the test.³ BIO 312 and BIO 313 may be used as substitutes for ESS 205 and ESS 206.

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 ESS-exercise science pre-professional track is competitive and not all who apply may be accommodated.

- To be considered for admission to the exercise and sport science major: exercise science pre-professional track, 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 3.00.
- Applications for admission are accepted in the fall semester (deadline of October 1) and the spring semester (deadline of February 1). All candidates must meet academic requirements, physical fitness standards and professional and personal qualifications and be approved by the Exercise Science Advisory Committee. Consideration for selection is based on the following criteria:
 - A cumulative UWL GPA of 3.00 or higher;
 - Grade of "C" or better in BIO 105 or MIC 100;
 - Grade of "C" or better in HPR 105;
 - Fitness evaluation;
 - Two professional job shadows (pre-approved by the student's ESS Academic Advisor);
 - Extra-curricular experiences related to the emphasis; and
 - Narrative statement content and technical writing quality.

Retention and advancement

Once admitted, a 3.00 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 3.00 will be placed on probation for one semester. Failure to achieve a 3.00 GPA (cumulative and major) by the end of the probation semester will result in ineligibility to continue in the program.

For complete details regarding application procedures, contact the Exercise Science Program Director in the Department of Exercise and Sport Science.

Curriculum

(57-60 credits for the pre-professional track)

Pre-professional track courses:

Core courses:

(required for all ESS-exercise science emphasis students)

Code	Title	Credits
ESS 100	Physical Activities (6 credits, may include ESS 116)	6
ESS 201	Safety, First Aid and CPR	1

ESS 207	Human Motor Behavior	3
ESS 281	Prevention and Care of Athletic Injuries	2
ESS 302	Physiology of Exercise	3
ESS 303	Biomechanics	3
ESS 323	Nutrition and Sport	3
ESS 328	Field Experience in Exercise Science	3
ESS 446	Current Research and Trends in Exercise Science	3
Total Credits		27

Code	Title	Credits
Required courses (12-14 credits)		
ESS 383	Clinical Pathology for Exercise Science	3
BIO 312	Human Anatomy and Physiology I	4
BIO 313	Human Anatomy and Physiology II	4
CHE 220	Medical Terminology for Health Education	1-3
or RTH 355	Medical Language and Digital Competencies for Allied Health Professionals	
CSH college curriculum (12-13 credits)		
CHM 104	General Chemistry II	5
PHY 104	Fundamental Physics II	4
Select a BIO or MIC course ¹		3-4
Psychology (3 credits)		
Select one of the following:		3
PSY 100	General Psychology	
PSY 212	Lifespan Development	
Any 3 credits of PSY course work transferred from another institution		
Select any 3 credit sociology course		3
Total Credits		30-33

¹ Not including BIO 105, BIO 312, or BIO 313

Students must complete at least 40 credits in the 300/400-level range. It is recommended that students who need additional 300/400-level credits take the following:

Code	Title	Credits
ESS 368	Strength Training Techniques and Programs	3

General education requirements

Students who select the exercise and sport science-exercise science pre-professional track major are required to take HPR 105, BIO 105, CHM 103, STAT 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 42 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. 70)
- College core (p. 455)
- Baccalaureate degree requirements (p. 455)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.

6. Complete major and minor requirements with at least a 2.00 GPA¹,² in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1

Fall	Credits Spring	Credits
BIO 105 (Gen Ed Natural Lab Science)	4 CHM 103 (Gen Ed Natural Lab Science)	5
ENG 110 or 112 (Gen Ed Literacy-Written)	3 CST 110 (Gen Ed Literacy-Oral)	3
HPR 105 (Gen Ed Health & Well-Being)	3 ESS 100 (Select a topic of interest)	1
MTH 150 (Gen Ed Math)	4 ESS 201 ¹	1
Gen Ed Arts	2-3 STAT 145 (Gen Ed Math)	4
Meet with faculty advisor to discuss requirements for admission to the ESS-Exercise Science program.	FYS 100 (Gen Ed First-Year Seminar)	3
16		17

Year 2

Fall	Credits Spring	Credits
BIO 312	4 ESS 100	1
CHM 104	5 BIO 313	4
Gen Ed Humanistic Studies	3 ESS 100	1
Gen Ed World History	3 ESS 281	2
Apply for admission to ESS-Exercise Science program—see WINGS advisement report and ESS-Exercise Science website for details.	Any BIO or MIC Course ^{2,3}	3
ESS 207		3
15		14

Year 3

Fall	Credits Spring	Credits
ESS 100	1 CHE 220 or RTH 355	1-3
ESS 303	3 ESS 323	3
PHY 103 (Gen Ed Natural Lab Science)	4 ESS 328	3
PSY 100 (Gen Ed Self & Society) ⁴	3 PHY 104	4
ESS 302	3 Gen Ed Minority Cultures	3
University Elective 300/400 level ⁵	3 University Elective 300/400 level ⁵	3
17		17

Year 4

Fall	Credits Spring	Credits
ESS 100	1 ESS 100	1
Gen Ed Arts	2-3 ESS 446	3
Gen Ed Global Studies	3 ESS 383	3
University Elective 300/400 level ⁵	3 University Elective ⁵	3
University Elective 300/400 level ⁵	3 University Elective ⁵	2
12		12

Total Credits: 120

¹ Students may earn credit by examination for ESS 201. Interested students should check with the ESS department and the CSH Dean's Office to make arrangements for taking the test.

² Excluding BIO 105, BIO 312, and BIO 313.

³ Many pre-health graduate programs require an additional life science with a lab course beyond BIO 105, BIO 312, and BIO 313. It is recommended that students research the prerequisites for admission

to the pre-health programs of interest to them. Regardless, any BIO/MIC course (three credits minimum) satisfies this requirement.

⁴ PSY 100 is recommended and satisfies the Gen Ed Self & Society requirement. Any three credit PSY course satisfies the PSY requirement in the ESS-exercise science pre-professional major.

⁵ The most efficient way to satisfy the CSH college core upper level course requirement is to choose the individualized program option. With that option, BIO 312, BIO 313, and RTH 355 apply, along with 1 additional credit of 300/400-level coursework from any department. Students who select CHE 220 instead of RTH 355 need 4 additional credits of 300/400-level coursework. It is recommended that students who need additional 300/400 level credits consider taking ESS 368 Strength Training Techniques and Programs (3 cr.). See CSH 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.

ESS Major: Physical, Adapted, and School Health Education (Grades K-12) - Bachelor of Science (BS)

Program requirements

Completion of the Physical, Adapted, and School Health Education (PASHE) Program and associated benchmark assessments (<http://catalog.uwlax.edu/undergraduate/education/#SOE-program-requirements>) will lead to endorsement for the following Wisconsin teaching licenses:

- Physical Education, grades K-12 (1530),
- Adapted Physical Education, grades K-12 (1860), and
- Health, grades K-12 (1910).

Students in all teacher education programs must satisfy the School of Education (SOE) core requirements (p. 589).

Students in all teacher education programs must be admitted to the School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) in order to complete their program requirements and be eligible for endorsement for the appropriate teaching license(s). Students majoring in physical, adapted, and school health education (PASHE, grades K-12) must meet specific program admission criteria (p. 587).

Retention and advancement

Teacher candidates may be retained in their teacher education program provided they fulfill the conditions described in the SOE retention policy (<http://catalog.uwlax.edu/undergraduate/education/#retention>). Students must complete all course requirements and other benchmarks prior to student teaching as described in the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>). Additional SOE program requirements, including the culminating assessment of pedagogical knowledge, are described on the SOE catalog page (<http://catalog.uwlax.edu/undergraduate/education/>).

First aid certification

Physical, adapted, and school health education majors must possess an American Red Cross First Aid or equivalent agency certification prior to student teaching.

Curriculum

Required general education courses (9 credits)

Code	Title	Credits
EDS 203	School, Society, and Teachers ^{1, 4}	3
EDS 206	Multicultural Education ^{2, 4}	3
HED 207	Youth Health Issues ³	3
Total Credits		9

¹ Counts toward General Education Program requirement: Self and Society (GE Category 6). Must be completed or concurrently enrolled to apply to the PASHE program. Must earn a grade of "C" or better to satisfy the PASHE program requirement.

² Counts toward General Education Program requirement: Minority Cultures or Multiracial Women's Studies (GE Category 3). Must be completed or concurrently enrolled to apply to the PASHE program. Must earn a grade of "C" or better to satisfy the PASHE program requirement.

³ Counts toward General Education Program requirement: Health and Physical Well-Being (GE Category 9).

Major requirements (89 credits)

Code	Title	Credits
Courses not requiring admission to PASHE		
ESS 118	Foundations of Physical and School Health Education ⁵	2
ESS 121	Teaching Adventure Education in Physical Education ⁵	2
ESS 200	Introduction to Teaching Methods in Physical and School Health Education ⁵	2
ESS 205	Human Anatomy and Physiology for Exercise Science I	3
ESS 206	Human Anatomy and Physiology for Exercise Science II	3
ESS 207	Human Motor Behavior ⁴	3
ESS 212	Teaching Fundamental Movement Skills in Physical Education ⁵	3
ESS 230	Functional Health Knowledge for School Health Education	3
ESS 231	Introduction to Teaching Adapted Physical Education ^{4, 5}	3
ESS 232	Adapted Lifetime Recreation and Sport	2
ESS 302	Physiology of Exercise	3
ESS 304	Biomechanical Principles of Human Movement Assessment and Analysis for Educators	2
ESS 331	Disability and Physical Activity Implications	2
Courses requiring admission to PASHE		
ESS 300	Assessment in Physical and School Health Education	2
ESS 310	Teaching Outdoor Pursuits in Physical Education	2
ESS 330	Skill Development in School Health Education	2
ESS 361	Physical Education, School Health Education, and Physical Activity Lab I	1

ESS 362	Physical Education, School Health Education, and Physical Activity Lab II	1
ESS 363	Teaching Dance in Physical Education	2
ESS 364	Teaching Fitness and Wellness in Physical Education	2
ESS 366	Teaching Target, Net and Wall Activities in Physical Education	2
ESS 367	Teaching Invasion and Striking and Fielding Activities in Physical Education	2
ESS 368	Strength Training Techniques and Programs	3
ESS 418	Teaching Methods in School Health Education	4
ESS 419	Elementary Methods and Field Experience I in Physical Education ⁴	4
ESS 420	Secondary Methods and Field Experience II in Physical Education ⁴	4
ESS 423	Sociocultural Factors in Physical Education and School Health Education	2
ESS 424	Curriculum Development and Administration in Physical Education and School Health Education	3
ESS 436	Assessment in Adapted Physical Education	2
ESS 437	Teaching and Service Delivery Models in Adapted Physical Education	3
ESS 439	Teaching and Leadership in Adapted Physical Education	3
Student teaching semester ⁶		
EDS 492	Student Teaching Seminar ⁴	1
One of the following: ⁴		11
EDS 497	Student Teaching: Kindergarten through Grade 12 (K-12)	
EDS 495	Teaching Internship	
Total Credits		89

⁴ Also satisfies an SOE core requirement.

⁵ Must be completed or concurrently enrolled to apply to the PASHE program. Must earn a grade of "C" or better to satisfy the PASHE program requirement.

⁶ Must complete all course requirements and other benchmarks prior to student teaching, including possessing an American Red Cross First Aid or equivalent agency certification. For more information, please see the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>).

Additional teacher education requirements are listed on the School of Education (p. 582) catalog page.

Degree requirements

All teacher education students must complete the general education, School of Education, 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. 70)
- School of Education requirements (p. 582)
- Baccalaureate degree requirements (p. 458)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
ESS 118	2 ESS 212	3
ESS 121	2 ESS 231	3
EDS 203 (Gen Ed Self & Society)	3 EDS 206 (Gen Ed Minority Cultures)	3
BIO 100, 105, or MIC 100 (Gen Ed Natural Lab Science)	4 Gen Ed Math	4
FYS 100 (Gen Ed First-Year Seminar)	3 CST 110 (Gen Ed Literacy-Oral)	3
Meet with faculty advisor to discuss requirements for admission to Physical, Adapted, and School Health Education program. ¹		
	14	16
Year 2		
Fall	Credits Spring	Credits
ESS 200	2 ESS 206	3
ESS 205	3 ESS 207	3
ESS 232	2 ESS 230	3
ENG 110 or 112 (Gen Ed Literacy-Written)	3 ESS 304	2
HED 207 (Gen Ed Health & Well-Being)	3 Gen Ed Lang/Logical Systems	3-4
Gen Ed Arts	2-3	
Satisfy First Aid/CPR certification requirement.		
Apply for admission to SOE ²		
	15	14
Year 3		
Fall	Credits Spring	Credits
ESS 300	2 ESS 330	2
ESS 302	3 ESS 362	1
ESS 331	2 ESS 363	2
ESS 361	1 ESS 367	2
ESS 364	2 ESS 368	3
ESS 366	2 ESS 436	2
Gen Ed World History	3 Gen Ed Global Studies	3
	Gen Ed Arts	2-3
	Apply for Field Experience I ³	
	15	17
Year 4		
Fall	Credits Spring	Credits
ESS 310	2 ESS 418	4
ESS 419	4 ESS 420	4

ESS 423	2 ESS 424	3
ESS 437	3 ESS 439	3
Gen Ed Humanistic Studies	3	
Apply for Field Experience II ³		
Apply for Student Teaching ⁴		
	14	14

Additional year	
Fall	Credits
All course requirements and other benchmarks must be completed prior to student teaching. ⁵	
EDS 492	1
EDS 497	11
	12

Total Credits: 131

- ¹ See the PASHE admission policy (p. 587) on the SOE catalog page for more details.
- ² See the SOE admissions website (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) for complete admission and application details. Students majoring in physical, adapted, and school health education (PASHE, grades K-12) must meet specific program admission criteria (p. 587). Students will be required to complete a criminal background check (p. 588) at the time of application for admission.
- ³ Students applying for field and student teaching placements will be asked to disclose any criminal charges (p. 592).
- ⁴ Students must apply for student teaching (<https://www.uwlax.edu/soe/field-and-student-teaching-experience/for-teacher-candidates/>) through the Office of Field Experience one year prior to the student teaching semester.
- ⁵ For more information, please see the Student Teaching and Internship Policy (p. 592).

Exercise and Sport Science Major: Sport Management Emphasis - Bachelor of Science (BS)

Major requirements

(College of Science and Health)

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 UWL GPA of 2.75 or higher.
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:

- Cumulative UWL GPA;
- Professional involvement;
- Professional site visitations/observations/work experiences;
- Writing skills; and
- Interview.

Retention and advancement

- 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.
- 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

Code	Title	Credits
Core courses		
ESS 110	Introduction to Sport Management	2
ESS 145	Sport Management and Communication	2
ESS 205	Human Anatomy and Physiology for Exercise Science I	3
ESS 206	Human Anatomy and Physiology for Exercise Science II	3
ESS 320	Field Experience in Sport Management	3
ESS 373	Media and Public Relations in Sport Management	3
ESS 407	Sport Management and Society	3
ESS 410	Legal Implications of Sport and Activity	2
ESS 421	Sport Operations Management/Event and Venue Management	3
ESS 432	Financial Aspects of Sport	3
ESS 445	Planning Facilities for Physical Activity and Sport	3
ESS 447	Administration in Fitness and Sport	3
ESS 448	Promotion and Development of Fitness and Sport Programs	3
ESS 449	Seminar in Fitness/Sports Management	1
ESS 450	Exercise and Sport Science Internship	12
ACC 221	Accounting Principles I	3
MGT 308	Organizational Behavior	3
MKT 309	Principles of Marketing	3
CST 260	Professional Communication	3
or ENG 307	Writing for Management, Public Relations and the Professions	
ECO 320	Economics of Sports	3
or MKT 370	Professional Selling and Sales Management	
Elective courses		
Select three credits of the following:		3

ESS 201	Safety, First Aid and CPR
ESS 281	Prevention and Care of Athletic Injuries
ESS 302	Physiology of Exercise
ESS 303	Biomechanics
ESS 323	Nutrition and Sport
ESS 349	Psychology of Coaching Competitive Athletics
ESS 368	Strength Training Techniques and Programs
IS 220	Information Systems for Business Management
FIN 355	Principles of Financial Management
BLAW 205	The Legal and Ethical Environment of Business
BLAW 305	Business Law
MGT 385	Human Resource Management
MKT 365	Integrated Marketing Communications
MKT 444	Sports and Recreation Marketing
REC 305	Operation and Management of Swimming Pools and Spas

Total Credits

67

General education requirements

Exercise and sport science majors with sport management emphasis are required to take BIO 100 or BIO 105 or MIC 100, ECO 110 and HPR 105 to meet prerequisites for advanced courses and/or for admission to the emphasis. These courses will also fulfill general education requirements.

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. 70)
- Baccalaureate degree requirements (p. 460)

Baccalaureate degree requirements

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

- Fulfill the general education requirements.
- Complete at least one ethnic studies (diversity) course.
- Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
- Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
- At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
- Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
- A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
- 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.
- ² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

This major is exempt from the CSH College Core requirement.

Year 1		
Fall	Credits Spring	Credits
ESS 110	2 ECO 110 (Gen Ed Self & Society)	3
BIO 100, 105, or MIC 100 (Gen Ed Natural Lab Science) ¹	4 ESS 145	2

HPR 105 (Gen Ed Health & Well-Being)	3 CST 110 (Gen Ed Literacy-Oral)	3
ENG 110 or 112 (Gen Ed Literacy - Written)	3 Gen Ed Math	4
FYS 100 (Gen Ed First-Year Seminar)	3 Gen Ed World History	3
Meet with faculty advisor to discuss admission requirements for the ESS-Sport Management program.	Gen Ed Arts	2-3
15		17

Year 2

Fall	Credits Spring	Credits
ESS 205	3 ESS 206	3
Gen Ed Humanistic Studies	3 ACC 221	3
Gen Ed Minority Cultures	3 CST 260 or ENG 307	3
University Elective	3 Gen Ed Global Studies	3
Gen Ed Arts	2-3 University Elective	3

Apply for admission to ESS-Sport Management program—see WINGS advisement report and ESS-Sport Management website for details.

15 15

Year 3

Fall	Credits Spring	Credits
ESS 407	3 ESS 432	3
ESS 320	3 ESS 421	3
ESS 410	2 MGT 308	3
MKT 309	3 ECO 320 or MKT 370	3
ESS 373	3 Sport Management Elective	3
University Elective	2-3	

17 15

Year 4

Fall	Credits Spring	Credits
ESS 447	3 ESS 450	12
ESS 449	1	
ESS 445	3	
ESS 448	3	
Gen Ed Math Logical Systems/Modern Languages	3-4	

14 12

Total Credits: 120

¹ MIC 100 or BIO 100 recommended.

Dual Degree Program in ESS: Pre-Professional Track and Athletic Training

The ES/AT Dual Degree Program enables a student to receive both a Bachelor of Science degree in the ESS: exercise science pre-professional major and a Master of Science degree in athletic training. Students apply for admission to the ESS: exercise science pre-professional major first, and then later, to the Athletic Training Graduate Program. Students typically complete the undergraduate requirements in three years followed by 23 months in the Athletic Training Graduate Program.

Major requirements

Admission to the program

Students are selected into the Athletic Training Graduate Program through a competitive application process. Participation in the undergraduate ES/AT Dual Degree Program does not guarantee admission to the Athletic Training Graduate Program.

To be considered for admission to the ES/AT Dual Degree Program, the student must:

1. Be a current student accepted into the ESS: Exercise Science Pre-Professional Track Program and who has completed at least 60 undergraduate credits.
2. Have a minimum cumulative UWL GPA of 3.0.

Priority application deadline for enrollment in the graduate program is December 1. After December 1, rolling admissions will follow. Application is through Athletic Training Central Application System (ATCAS). (<https://atcas.liaisoncas.com/applicant-ux/#/login>)

Students admitted into the Athletic Training Graduate Program must maintain a minimum 3.0 cumulative GPA in all course work (4.0 scale) and have a clinical evaluation score of 3.0 or above (5.0 scale). Failure to meet any one of these retention criteria requires the student to be on probationary status. If the student does not meet all criteria in two consecutive terms, the student will be removed from the program.

If a student is accepted into the Athletic Training Graduate Program and chooses not to continue, a maximum of nine credit hours can be utilized to complete the ESS: Exercise Science Pre-Professional Track Program. Additional courses to complete the ESS: Exercise Science Pre-Professional Track Program include CHM 104, ESS 383, and a BIO or MIC course (excluding BIO 105, BIO 312, and BIO 313).

If a student chooses to leave the program and wants to re-enter later, they must seek the approval from the Athletic Training Program Committee. Courses are taught once per academic year and therefore, the student should resume when the next needed course is offered.

Graduation requirements

Bachelor of Science

- All courses required in the undergraduate ESS: exercise science pre-professional track portion of the ES/AT Dual Degree Program must be passed with a minimum grade of "C" or better with a cumulative GPA of 3.0 or better (4.0 scale).
- All program and university requirements must be met (120 credits total).

Master of Science

- All graduate-level courses must be completed with a "C" or better in each course. This includes the graduate courses used to fulfill the undergraduate degree: ATS 700, ATS 702, ATS 710, ATS 712, ATS 731, ATS 741, ATS 740, ATS 745. Credits in these courses count towards both undergraduate and graduate degrees.
- A cumulative GPA of 3.0 (4.0 scale) in all graduate courses is required for graduation from graduate school.

Curriculum

(College of Science and Health)

111-113 credits, excluding general education credits

Code	Title	Credits
General education courses		
BIO 105	General Biology	4
CHM 103	General Chemistry I	5
HPR 105	Creating A Healthy, Active Lifestyle	3
PHY 103	Fundamental Physics I	4
PSY 100	General Psychology	3
STAT 145	Elementary Statistics	4
Total Credits		23

Code	Title	Credits
ESS major requirements		
ESS 100	Physical Activities (6 credits, may include ESS 116)	6
ESS 201	Safety, First Aid and CPR	1
ESS 207	Human Motor Behavior	3
ESS 281	Prevention and Care of Athletic Injuries	2
ESS 302	Physiology of Exercise	3
ESS 303	Biomechanics	3
ESS 323	Nutrition and Sport	3
ESS 328	Field Experience in Exercise Science	3
ESS 368	Strength Training Techniques and Programs	3
ESS 446	Current Research and Trends in Exercise Science	3
BIO 312	Human Anatomy and Physiology I	4
BIO 313	Human Anatomy and Physiology II	4
PHY 104	Fundamental Physics II	4
Select one of the following:		1-3
CHE 220	Medical Terminology for Health Education	
RTH 355	Medical Language and Digital Competencies for Allied Health Professionals	

Total Credits 43-45

Code	Title	Credits
Courses taken after admission to ES/AT Dual Degree Program		
ATS 700	Professional Practice and Athletic Training Healthcare ¹	4
ATS 702	Functional Anatomy and Medical Physiology ¹	3
ATS 704	Applied Neuroscience in Athletic Training	3
ATS 710	Emergency Care Principles in Healthcare ¹	4
ATS 712	Diagnosis and Therapeutic Interventions I ¹	5
ATS 714	Diagnosis and Therapeutic Interventions II	5
ATS 716	Pathophysiology of General Medical Conditions	3
ATS 718	Healthcare Administration in Athletic Training	3
ATS 720	Lifespan Wellness and Conditions	5
ATS 722	Rehabilitation Psychology and Healthcare Sociology in Athletic Training	2
ATS 731	Athletic Training Clinical I ¹	4
ATS 732	Athletic Training Clinical II	4
ATS 733	Athletic Training Clinical III	3
ATS 734	Athletic Training Clinical IV	6
ATS 740	Research Methods in Athletic Training ¹	2
ATS 741	Athletic Training Research I ¹	1
ATS 742	Athletic Training Research II	1
ATS 743	Athletic Training Research III	2

ATS 744	Athletic Training Research IV	2
ATS 745	Statistics for Athletic Trainers ¹	2
ATS 750	Athletic Training Readings (two credits, repeated twice)	4
Total Credits		68

¹ Credits in these courses count toward both the undergraduate and graduate degrees. Once these courses are completed, students are eligible to receive their bachelor's degree.

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. 70)
- Baccalaureate degree requirements (p. 463)
- Master of Science in athletic training requirements (<http://catalog.uwlax.edu/graduate/programrequirements/athletictraining/athletic-training-ms/>)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

This major is exempt from the CSH College Core requirement.

Year 1		
Fall	Credits Spring	Credits
BIO 105 (Gen Ed Natural Lab Science)	4 CHM 103 (Gen Ed Natural Lab Science)	5
ENG 110 or 112 (Gen Ed Literacy-Written)	3 STAT 145 (Gen Ed Math/Logical Systems)	4
HPR 105 (Gen Ed Health & Well-Being)	3 ESS 100	1
Gen Ed Math	3-4 CST 110 (Gen Ed Literacy-Oral)	3
FYS 100 (Gen Ed First-Year Seminar)	3 ESS 201 ¹	1

Meet with faculty advisor to discuss requirements for admission to the ESS-Exercise Science program.	CHE 220 or RTH 355 ²	1-3	
	16	15	
Year 2			
Fall	Credits Spring	Credits	
BIO 312	4 BIO 313	4	
PHY 103 (Gen Ed Natural Lab Science)	4 PHY 104	4	
Gen Ed Minority Cultures	3 Gen Ed Arts	2-3	
Gen Ed Arts	2-3 ESS 100	1	
Gen Ed World History	3 ESS 281	2	
ESS 100	1 ESS 303	3	
Apply for admission to ESS-Exercise Science program--see WINGS advisement report and ESS-Exercise Science website for details.			
	17	16	
Year 3			
Fall	Credits Spring	Credits Summer	Credits
Gen Ed Humanistic Studies	3 PSY 100 (Gen Ed Self & Society)	3 ATS 700	4
Gen Ed Global Studies	3 ESS 100	1 ATS 710	4
ESS 100	1 ESS 100	1 ATS 740	2
ESS 207	3 ESS 323	3 ATS 745	2
ESS 302	3 ESS 368	3	
ESS 328	3 ESS 446	3	
Apply for admission to ESS-Exercise Science & AT Dual Degree Program program--see WINGS advisement report and ESS-Exercise Science website for details.	Apply for "full graduate status" for next term		
	16	14	12
Year 4			
Fall	Credits Spring	Credits Summer	Credits
ATS 702	3 ATS 704	3 ATS 716	3
ATS 712	5 ATS 714	5 ATS 720	5
ATS 731	4 ATS 732	4 ATS 722	2
ATS 741	1 ATS 742	1	
	13	13	10
Additional year			
Fall	Credits Spring	Credits	
ATS 718	3 ATS 734	6	
ATS 733	3 ATS 744	2	
ATS 743	2 ATS 750	2	

ATS 750	2
10	10
Total Credits: 162	

¹ Students may earn credit by examination for ESS 201. Interested students should check with the ESS department and the CSH Dean's Office to make arrangements for taking the test.

² The most efficient way to satisfy the CSH college core upper level course requirement is to choose the individualized program option. With that option, BIO 312, BIO 313, and RTH 355 apply, along with 1 additional credit of 300/400-level coursework from any department. Students who select CHE 220 instead of RTH 355 need 4 additional credits of 300/400-level coursework. See CSH 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.

Coaching Competitive Athletics Concentration

(All colleges)

24 credits - Not eligible for Wisconsin Department of Public Instruction certification

Code	Title	Credits
Core courses (16-20 credits)		
ESS 100	Physical Activities (strength conditioning)	1-3
or ESS 368	Strength Training Techniques and Programs	
ESS 201	Safety, First Aid and CPR	1
ESS 205	Human Anatomy and Physiology for Exercise Science I	3-4
or BIO 312	Human Anatomy and Physiology I	
ESS 206	Human Anatomy and Physiology for Exercise Science II	3-4
or BIO 313	Human Anatomy and Physiology II	
ESS 281	Prevention and Care of Athletic Injuries	2
ESS 348	Theory of Coaching	2
ESS 349	Psychology of Coaching Competitive Athletics	2
ESS 451	Practicum in Athletic Coaching	2-3
Elective courses		
Select 6-8 credits from the following:		6-8
ESS 130	Officiating Athletics	
ESS 207	Human Motor Behavior	
ESS 302	Physiology of Exercise	
ESS 303	Biomechanics	
ESS 323	Nutrition and Sport	
ESS 348	Theory of Coaching	
ESS 410	Legal Implications of Sport and Activity	
ESS 451	Practicum in Athletic Coaching	
HED 409	Stress Management and Relaxation Skills	
HED 474	Nutrition Education	
Total Credits		24

Geography and Environmental Science Department (GEO)

College of Science and Health
 Department Chair: Colin Belby
 2021 Cowley Hall; 608.785.8339
 Email: cbelby@uwlax.edu

www.uwlax.edu/geography-and-earth-science (<http://www.uwlax.edu/Geography-and-Earth-Science/>)

Geography is an integrative spatial science that investigates complex interactions between humans and the environment. Students in geography programs develop the analytical and communication skills needed to address pressing local to global-scale environmental and societal issues including land use change, natural resource management, climate change, natural hazards and disaster management, population growth and migration, and globalization. Geographers possess an understanding of spatial connectivity in the natural and built environment and recognize how past and present conditions on earth guide societal decisions that will influence future generations of people and their interaction with natural systems.

Faculty in the Department of Geography and Environmental Science teach courses and conduct research in the discipline's four major subfields: physical geography, human geography, geographic information science (GIS), and environmental science. Experiential learning is valued by the Department of Geography and Environmental Science faculty and is incorporated throughout the curriculum. Students work hands-on with industry-standard GIS software and analytical equipment in modern classrooms and research laboratories in the Prairie Springs Science Center. Faculty incorporate cutting-edge field mapping technology and environmental sampling equipment during outdoor excursions in the bluffland, wetland, and riverine environments near campus. Course-embedded research, undergraduate research, and study abroad experiences further enhance student understanding of earth surface processes, environmental change, water resource management, and cultural diversity. Through partnerships with local employers, students frequently obtain internships in the field prior to graduation – providing them the opportunity to engage with professionals in the field and further refine their skillsets.

The topics studied by geographers are inherently interdisciplinary. The Department of Geography and Environmental Science offers minors in geoarchaeology, GIS, and earth science, and many of its courses are elective options within biology, chemistry, environmental studies, and international and global studies.

For students with interests in the environment, mapping and geospatial technology, planning, or global politics and cultures, the Department of Geography and Environmental Science would be a good fit. The U.S. Bureau of Labor Statistics expects continued growth in geography-related jobs in the next decade. UWL geography majors have been highly successful finding employment upon graduation, holding positions in environmental consulting, urban and regional planning, transportation planning, environmental monitoring and restoration, natural and cultural resource mapping, meteorology, and surveying.

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

(<http://catalog.uwlax.edu/undergraduate/generaleducation/#generaleducationrequirementstext>).

2023-24 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 July.

Professor

Colin Belby, Ph.D., Department Chair

Cynthia Berlin, Ph.D.

Joan Bunbury, Ph.D.

Gargi Chaudhuri, Ph.D.

Associate Professor

John Kelly, Ph.D.

Niti Mishra, Ph.D.

Daniel Sambu, Ph.D.

Associate Teaching Professor

Jeffrey Kueny

Assistant Teaching Professor

Brian Pompeii, Ph.D.

Lecturer

Shrobona Karkun Sen

GIS Lab Manager

Steven Fulton

Administrative Support

Anita Willis-Frels

Majors

- Geography major: environmental science concentration - BA (p. 466)
- Geography major: environmental science concentration - BS (p. 468)
- Geography major: geographic information science concentration - BA (p. 470)
- Geography major: geographic information science concentration - BS (p. 473)
- Geography major: humans and the environment emphasis - BA (p. 475)
- Geography major: humans and the environment emphasis - BS (p. 477)

Minors

- Earth science minor (p. 479)
- Geoarchaeology minor (p. 480)
- Geographic information science minor (p. 480)
- Human and environmental geography minor (p. 480)

Certificate

- Geographic information science certificate (p. 481)

Honors

- Geography and environmental science honors program (p. 481)

Geography Major: Environmental Science Concentration - Bachelor of Arts (BA)

Major requirements

(All colleges)

43 credits (51-52 total credits including BIO/CHM and STAT requirements)

Code	Title	Credits
Core		
GEO 101	Earth Environments	4
GEO 110	World Cultural Regions	3
GEO 200	Conservation of Global Environments	3
GEO 221	Weather and Climate	4
GEO 222	Earth Surface Processes and Landforms	4
GEO 305	Geographic Information Systems and Science I	3
GEO 401	Focus on Geography: A Capstone Course	1
GEO 405	Geographic Information System and Science II	3
Earth's environmental systems		
Select two courses from the following:		6
GEO 211	Global Climate Change ¹	
GEO 422	Meteorology	
GEO 425	Biogeography	
GEO 428	Past Environmental Change	
GEO 430	River Systems	
GEO 460	Environmental Hazards	
Geospatial techniques		
Select two courses from the following:		6
GEO 410	Geospatial Field Methods	
GEO 412	Geospatial Applications of Unmanned Aerial Systems	
GEO 415	Remote Sensing of the Environment I	
GEO 418	Map Design and Geovisualization	
GEO 445	Remote Sensing of the Environment II	
GEO 455	Web Mapping	
GEO 465	Scripting in GIS	
GEO 485	Geographic Information System and Science III	
Humans and the environment		
Select one course from the following:		3

GEO 202	Contemporary Global Issues ¹	
GEO 307	Power, Space, and Global Change	
GEO 309	Cities: Past, Present, and Future	
GEO 310	Transportation Equity and Sustainable Communities	
GEO 318	The Geography of Latin America and the Caribbean	
GEO 321	Sustainable Development and Conservation	
GEO 335	Islamic Asia: Cradle of Civilizations, Geographies of Conflict	
GEO 340	Polar Environments	
GEO 427	Sustainable Water Resource Management	
Select three credits at the 300/400-level from a category above OR three credits from the following:		3
GEO 102	Maps and Society ¹	
GEO 450	Internship in Geography and Earth Science ²	
GEO 470	Special Topics in Geography/Earth Science ³	
GEO 490	Independent Study ⁴	
GEO 495	Seminar in Geography/Earth Science ⁵	
GEO 499	Undergraduate Research ⁶	
Total Credits		43

- ¹ No more than two courses from GEO 102, GEO 202, and GEO 211 can be applied to the major.
- ² A maximum of three credits of GEO 450 may apply to the major.
- ³ A maximum of three credits of GEO 470 may apply to the major.
- ⁴ A maximum of three credits of GEO 490 may apply to the major.
- ⁵ A maximum of three credits of GEO 495 may apply to the major.
- ⁶ A maximum of three credits of GEO 499 may apply to the major.

Required general education courses

Code	Title	Credits
STAT 145	Elementary Statistics	4
Complete one of the following:		4-5
BIO 100	Biology for the Informed Citizen	
BIO 105	General Biology	
CHM 103	General Chemistry I	
Total Credits		8-9

Exit survey requirement

During the student's last semester of enrollment, completion of the Department of Geography and Environmental Science exit survey is required in order to graduate.

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. 70)
- College core (p. 467)
- Baccalaureate degree requirements (p. 467)

College of Science and Health (CSH) 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, GEO 221, GEO 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 world language at the 202 level or demonstrate English language proficiency for non-native speakers of English. Contact the CSH Dean's Office 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 Arts, Social Sciences, and Humanities/School of Visual and Performing Arts; or
2. Complete an individualized option, consisting of 15 credits.
 - a. These courses must be from the College of Arts, Social Sciences, and Humanities/School of Visual and Performing Art.
 - 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.
- ² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
GEO 101 (Gen Ed Natural Lab Science)	4 GEO 200	3
GEO 110 (Gen Ed Global Studies)	3 MTH 150 (Gen Ed Math/Logical Systems)	4
ENG 110 or 112 (Gen Ed Literacy-Written)	3 CST 110 (Gen Ed Literacy-Oral)	3

FYS 100 (Gen Ed First-Year Seminar)	3 Gen Ed Minority Cultures	3
Gen Ed Arts	2-3 Gen Ed Arts	2-3
15		15
Year 2		
Fall	Credits Spring	Credits
GEO 221	4 GEO 222	4
CHM 103, BIO 100, or BIO 105 (Gen Ed Natural Lab Science)	4-5 STAT 145 (Gen Ed Math/Logical Systems)	4
Gen Ed Self & Society	3 202-level Language (CSH BA Core)/Individualized option	4
Gen Ed World History	3 Gen Ed Health & Well-Being	3
14		15
Year 3		
Fall	Credits Spring	Credits
GEO 305	3 GEO 405	3
Earth's Environmental Systems (see list)	3 Earth's Environmental Systems (see list)	3
Humans and the Environment (see list)	3 CSH Core (300/400 CASSH elec) or CASSH Minor	3
University 300/400 Elective	3 Gen Ed Humanistic Studies	3
University Elective	3 University 300/400 Elective	3
15		15
Year 4		
Fall	Credits Spring	Credits
GEO 401	1 Geospatial Techniques 300/400 (see list) (Writing Emphasis)	3
Geospatial Techniques 300/400 (see list) (Writing Emphasis)	3 Geography 300/400 Elective (see list)	3
CSH Core (300/400 CASSH elec) or CASSH Minor ¹	3 CSH Core (300/400 CASSH elec) or CASSH Minor	3
University 300/400 Elective	3 CSH Core or CASSH Minor ¹	3
University 300/400 Elective	3 University 300/400 Elective	3
University Elective	3 Exit Survey Requirement ²	
16		15

Total Credits: 120

¹ See CSH 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.

² During the student's last semester of enrollment, completion of the Department of Geography and Environmental Science exit survey is required in order to graduate.

Geography Major: Environmental Science Concentration - Bachelor of Science (BS)

Major requirements

(All colleges)

43 credits (51-52 total credits including BIO/CHM and STAT requirements)

Code	Title	Credits
Core		
GEO 101	Earth Environments	4
GEO 110	World Cultural Regions	3
GEO 200	Conservation of Global Environments	3
GEO 221	Weather and Climate	4
GEO 222	Earth Surface Processes and Landforms	4
GEO 305	Geographic Information Systems and Science I	3
GEO 401	Focus on Geography: A Capstone Course	1
GEO 405	Geographic Information System and Science II	3
Earth's environmental systems		
Select two courses from the following:		6
GEO 211	Global Climate Change ¹	
GEO 422	Meteorology	
GEO 425	Biogeography	
GEO 428	Past Environmental Change	
GEO 430	River Systems	
GEO 460	Environmental Hazards	
Geospatial techniques		
Select two courses from the following:		6
GEO 410	Geospatial Field Methods	
GEO 412	Geospatial Applications of Unmanned Aerial Systems	
GEO 415	Remote Sensing of the Environment I	
GEO 418	Map Design and Geovisualization	
GEO 445	Remote Sensing of the Environment II	
GEO 455	Web Mapping	
GEO 465	Scripting in GIS	
GEO 485	Geographic Information System and Science III	
Humans and the environment		
Select one course from the following:		3
GEO 202	Contemporary Global Issues ¹	
GEO 307	Power, Space, and Global Change	
GEO 309	Cities: Past, Present, and Future	
GEO 310	Transportation Equity and Sustainable Communities	
GEO 318	The Geography of Latin America and the Caribbean	
GEO 321	Sustainable Development and Conservation	
GEO 335	Islamic Asia: Cradle of Civilizations, Geographies of Conflict	
GEO 340	Polar Environments	
GEO 427	Sustainable Water Resource Management	
Select three credits at the 300/400-level from a category above OR three credits from the following:		3
GEO 102	Maps and Society ¹	
GEO 450	Internship in Geography and Earth Science ²	
GEO 470	Special Topics in Geography/Earth Science ³	
GEO 490	Independent Study ⁴	
GEO 495	Seminar in Geography/Earth Science ⁵	
GEO 499	Undergraduate Research ⁶	
Total Credits		43

¹ No more than two courses from GEO 102, GEO 202, and GEO 211 can be applied to the major.

² A maximum of three credits of GEO 450 may apply to the major.

³ A maximum of three credits of GEO 470 may apply to the major.

⁴ A maximum of three credits of GEO 490 may apply to the major.

⁵ A maximum of three credits of GEO 495 may apply to the major.

⁶ A maximum of three credits of GEO 499 may apply to the major.

Required general education courses

Code	Title	Credits
STAT 145	Elementary Statistics	4
Complete one of the following:		4-5
BIO 100	Biology for the Informed Citizen	
BIO 105	General Biology	
CHM 103	General Chemistry I	
Total Credits		8-9

Exit survey requirement

During the student's last semester of enrollment, completion of the Department of Geography and Environmental Science exit survey is required in order to graduate.

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. 70)
- College core (p. 469)
- Baccalaureate degree requirements (p. 469)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1

Fall	Credits Spring	Credits
GEO 101 (Gen Ed Lab Science)	4 GEO 200	3
GEO 110 (Gen Ed Global Studies)	3 MTH 150 (Gen Ed Math/Logical Systems)	4
ENG 110 or 112 (Gen Ed Literacy-Written)	3 CST 110 (Gen Ed Literacy-Oral)	3
FYS 100 (Gen Ed First-Year Seminar)	3 Gen Ed Arts	2-3
Gen Ed Arts	2-3 Gen Ed Minority Cultures	3
	15	15

Year 2

Fall	Credits Spring	Credits
GEO 221	4 GEO 222	4
STAT 145 (Gen Ed Math/Logical Systems)	4 Humans and the Environment (see list)	3
Gen Ed World History	3 CHM 103, BIO 100, or BIO 105 (Gen Ed Natural Lab Science)	4-5
Gen Ed Self & Society	3 Gen Ed Health & Well-Being	3
	University elective	1
	14	15

Year 3

Fall	Credits Spring	Credits
GEO 305	3 GEO 405	3
Earth's Environmental Systems (see list)	3 Earth's Environmental Systems (see list)	3
CSH Core (300/400 not GEO) or Minor	3 Gen Ed Humanistic Studies	3
University 300/400 Elective	3 CSH Core (300/400 not GEO) or Minor	3
University Elective	3 University 300/400 Elective	3
	15	15

Year 4

Fall	Credits Spring	Credits
GEO 401	1 Geography Elective 300/400 (see list)	3
Geospatial Techniques 300/400 (see list) (Writing Emphasis)	3 Geospatial Techniques 300/400 (see list) (Writing Emphasis)	3
CSH Core (300/400 not GEO) or Minor	3 CSH Core (300/400 not GEO) or Minor	3
CSH Core or Minor ¹	3 CSH Core or Minor ¹	3
University 300/400 Elective	3 University Elective	3
University 300/400 Elective	3 Exit Survey Requirement ²	
	16	15

Total Credits: 120

¹ See CSH 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 During the student's last semester of enrollment, completion of the Department of Geography and Environmental Science exit survey is required in order to graduate.

Geography Major: Geographic Information Science Concentration - Bachelor of Arts (BA)

Major requirements

(All colleges)

42 credits

Code	Title	Credits
GIS core		
GEO 101	Earth Environments	4
GEO 110	World Cultural Regions	3
GEO 200	Conservation of Global Environments	3
GEO 305	Geographic Information Systems and Science I	3
GEO 401	Focus on Geography: A Capstone Course	1
GEO 405	Geographic Information System and Science II	3
GEO 415	Remote Sensing of the Environment I	3
GEO 418	Map Design and Geovisualization	3
GEO 445	Remote Sensing of the Environment II	3
or GEO 455	Web Mapping	
GEO 485	Geographic Information System and Science III	3
STAT 145	Elementary Statistics	4
Earth's environmental systems		
Select one course from the following:		3-4
GEO 211	Global Climate Change ¹	
GEO 221	Weather and Climate ¹	
GEO 222	Earth Surface Processes and Landforms ¹	
GEO 422	Meteorology	
GEO 425	Biogeography	
GEO 428	Past Environmental Change	
GEO 430	River Systems	

GEO 460	Environmental Hazards	
Humans and the environment		
Select one course from the following:		3
GEO 202	Contemporary Global Issues ¹	
GEO 307	Power, Space, and Global Change	
GEO 309	Cities: Past, Present, and Future	
GEO 310	Transportation Equity and Sustainable Communities	
GEO 318	The Geography of Latin America and the Caribbean	
GEO 321	Sustainable Development and Conservation	
GEO 335	Islamic Asia: Cradle of Civilizations, Geographies of Conflict	
GEO 340	Polar Environments	
GEO 427	Sustainable Water Resource Management	
Additional electives		
Select three credits from the following:		3
GEO 102	Maps and Society ¹	
GEO 410	Geospatial Field Methods	
GEO 412	Geospatial Applications of Unmanned Aerial Systems	
GEO 445	Remote Sensing of the Environment II (if not taken for GIS Core)	
GEO 450	Internship in Geography and Earth Science ^{2,3}	
GEO 455	Web Mapping (if not taken for GIS Core)	
GEO 465	Scripting in GIS	
GEO 470	Special Topics in Geography/Earth Science ^{2,4}	
GEO 490	Independent Study ^{2,5}	
GEO 495	Seminar in Geography/Earth Science ^{2,6}	
GEO 499	Undergraduate Research ^{2,7}	
CS 120	Software Design I ¹	
Total Credits		42

¹ No more than two courses from GEO 102, GEO 202, GEO 211, GEO 221, GEO 222, and CS 120 can be applied to the major.

² GEO 450, GEO 470, GEO 490, GEO 495, and GEO 499 must be GIS related.

³ A maximum of three credits of GEO 450 may apply to the major.

⁴ A maximum of three credits of GEO 470 may apply to the major.

⁵ A maximum of three credits of GEO 490 may apply to the major.

⁶ A maximum of three credits of GEO 495 may apply to the major.

⁷ A maximum of three credits of GEO 499 may apply to the major.

Exit survey requirement

During the student's last semester of enrollment, completion of the Department of Geography and Environmental Science exit survey is required in order to graduate.

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. 70)
- College core (p. 471)
- Baccalaureate degree requirements (p. 471)

College of Science and Health (CSH) 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, GEO 221, GEO 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 world language at the 202 level or demonstrate English language proficiency for non-native speakers of English. Contact the CSH Dean's Office 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 Arts, Social Sciences, and Humanities/School of Visual and Performing Arts; or
2. Complete an individualized option, consisting of 15 credits.
 - a. These courses must be from the College of Arts, Social Sciences, and Humanities/School of Visual and Performing Art.
 - 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. ^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA ^{1,2} in each major and minor (and concentration or emphasis, if selected).

7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
GEO 101 (Gen Ed Natural Lab Science)	4 GEO 200	3
GEO 110 (Gen Ed Global Studies)	3 CST 110 (Gen Ed Literacy-Oral)	3
ENG 110 or 112 (Gen Ed Literacy-Written)	3 FYS 100 (Gen Ed First-Year Seminar)	3
Gen Ed Arts	2-3 STAT 145 (Gen Ed Math/Logical Systems)	4
Gen Ed World History	3 Gen Ed Arts	2-3
	15	15

Year 2		
Fall	Credits Spring	Credits
GEO 305	3 GEO 405	3
Earth's Environmental Systems (see list)	3-4 Gen Ed Humanistic Studies	3
Gen Ed Minority Cultures	3 202-level Language (CSH BA Core)	4
Gen Ed Self & Society	3 Gen Ed Natural Lab Science (not GEO/ESC)	4
Gen Ed Health & Well-Being	3 University Elective	1
	15	15

Year 3		
Fall	Credits Spring	Credits
GEO 415	3 GEO 445 or 455	3
GEO 418	3 GEO 485	3
University Elective	3 CSH Core (300/400 CASSH elec) or CASSH Minor	3
Gen Ed Math or CS 120 (CSH Core)	3-4 University 300/400 Elective	3
University Elective	2 University Elective	3
	14	15

Year 4		
Fall	Credits Spring	Credits
GEO 401	1 Humans and the Environment (see list) (Writing Emphasis)	3
CSH Core (300/400 CASSH elec) or CASSH Minor	3 Geography Elective (see list) (Writing Emphasis)	3
CSH Core or CASSH Minor ¹	3 CSH Core (300/400 CASSH elec) or CASSH Minor	3
University 300/400 Elective	3 CSH Core or CASSH Minor ¹	3
University 300/400 Elective	3 University 300/400 Elective	3
University Elective	3 Exit Survey Requirement ²	
	16	15

Total Credits: 120

¹ See CSH 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.

² During the student's last semester of enrollment, completion of the Department of Geography and Environmental Science exit survey is required in order to graduate.

Geography Major: Geographic Information Science Concentration - Bachelor of Science (BS)

Major requirements

(All colleges)

42 credits

Code	Title	Credits
GIS core		
GEO 101	Earth Environments	4
GEO 110	World Cultural Regions	3
GEO 200	Conservation of Global Environments	3
GEO 305	Geographic Information Systems and Science I	3
GEO 401	Focus on Geography: A Capstone Course	1
GEO 405	Geographic Information System and Science II	3
GEO 415	Remote Sensing of the Environment I	3
GEO 418	Map Design and Geovisualization	3
GEO 445	Remote Sensing of the Environment II	3
or GEO 455	Web Mapping	
GEO 485	Geographic Information System and Science III	3
STAT 145	Elementary Statistics	4
Earth's environmental systems		
Select one course from the following:		3-4
GEO 211	Global Climate Change ¹	
GEO 221	Weather and Climate ¹	
GEO 222	Earth Surface Processes and Landforms ¹	
GEO 422	Meteorology	
GEO 425	Biogeography	
GEO 428	Past Environmental Change	
GEO 430	River Systems	
GEO 460	Environmental Hazards	
Humans and the environment		
Select one course from the following:		3
GEO 202	Contemporary Global Issues ¹	
GEO 307	Power, Space, and Global Change	
GEO 309	Cities: Past, Present, and Future	
GEO 310	Transportation Equity and Sustainable Communities	
GEO 318	The Geography of Latin America and the Caribbean	
GEO 321	Sustainable Development and Conservation	
GEO 335	Islamic Asia: Cradle of Civilizations, Geographies of Conflict	
GEO 340	Polar Environments	
GEO 427	Sustainable Water Resource Management	
Additional electives		
Select three credits from the following:		3
GEO 102	Maps and Society ¹	
GEO 410	Geospatial Field Methods	
GEO 412	Geospatial Applications of Unmanned Aerial Systems	

GEO 445	Remote Sensing of the Environment II (if not taken for GIS Core)
GEO 450	Internship in Geography and Earth Science ^{2,3}
GEO 455	Web Mapping (if not taken for GIS Core)
GEO 465	Scripting in GIS
GEO 470	Special Topics in Geography/Earth Science ^{2,4}
GEO 490	Independent Study ^{2,5}
GEO 495	Seminar in Geography/Earth Science ^{2,6}
GEO 499	Undergraduate Research ^{2,7}
CS 120	Software Design I ¹

Total Credits **42**

- ¹ No more than two courses from GEO 102, GEO 202, GEO 211, GEO 221, GEO 222, and CS 120 can be applied to the major.
- ² GEO 450, GEO 470, GEO 490, GEO 495, and GEO 499 must be GIS related.
- ³ A maximum of three credits of GEO 450 may apply to the major.
- ⁴ A maximum of three credits of GEO 470 may apply to the major.
- ⁵ A maximum of three credits of GEO 490 may apply to the major.
- ⁶ A maximum of three credits of GEO 495 may apply to the major.
- ⁷ A maximum of three credits of GEO 499 may apply to the major.

Exit survey requirement

During the student's last semester of enrollment, completion of the Department of Geography and Environmental Science exit survey is required in order to graduate.

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. 70)
- College core (p. 473)
- Baccalaureate degree requirements (p. 474)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1			
Fall	Credits	Spring	Credits
GEO 101 (Gen Ed Natural Lab Science)	4	GEO 200	3
GEO 110 (Gen Ed Global Studies)	3	CST 110 (Gen Ed Literacy-Oral)	3
ENG 110 or 112 (Gen Ed Literacy-Written)	3	FYS 100 (Gen Ed First-Year Seminar)	3
Gen Ed Arts	2-3	STAT 145 (Gen Ed Math)	4
Gen Ed World Hist	3	Gen Ed Arts	2-3
	15		15
Year 2			
Fall	Credits	Spring	Credits
GEO 305	3	GEO 405	3
Earth's Environmental Systems (see list)	3-4	Gen Ed Humanistic Studies	3
Gen Ed Minority Cultures	3	Gen Ed Math or CS 120 (CSH Core)	3-4
Gen Ed Health & Well-Being	3	Gen Ed Natural Lab Science (not GEO/ESC)	4
University Elective	3	University Elective	1
	15		14

Year 3		
Fall	Credits Spring	Credits
GEO 415	3 GEO 445 or 455	3
GEO 418	3 GEO 485	3
Gen Ed Self & Society	3 CSH Core (300/400 not GEO) or Minor	3
University Elective	3 University 300/400 Elective	3
University Elective	3 University Elective	3
	15	15
Year 4		
Fall	Credits Spring	Credits
GEO 401	1 Humans and the Environment (see list) (Writing Emphasis)	3
CSH Core (300/400 not GEO) or Minor	3 Geography Electives (see list) (Writing Emphasis)	3
CSH Core (300/400 not GEO) or Minor	3 CSH Core (300/400 not GEO) or Minor	3
CSH Core or Minor ¹	3 CSH Core or Minor ¹	3
University 300/400 Elective	3 University 300/400 Elective	3
University Elective	3 Exit Survey Requirement ²	3
	16	15

Total Credits: 120

¹ See CSH 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 During the student's last semester of enrollment, completion of the Department of Geography and Environmental Science exit survey is required in order to graduate.

Geography Major: Humans and the Environment Emphasis - Bachelor of Arts (BA)

Major requirements

(All colleges)

38 credits (42 total credits including STAT requirement)

Code	Title	Credits
Core		
GEO 101	Earth Environments	4
GEO 110	World Cultural Regions	3
GEO 200	Conservation of Global Environments	3
GEO 305	Geographic Information Systems and Science I	3
GEO 401	Focus on Geography: A Capstone Course	1
GEO 405	Geographic Information System and Science II	3
Humans and the environment		
Select three courses from the following:		9
GEO 307	Power, Space, and Global Change	
GEO 309	Cities: Past, Present, and Future	
GEO 310	Transportation Equity and Sustainable Communities	
GEO 318	The Geography of Latin America and the Caribbean	
GEO 321	Sustainable Development and Conservation	

GEO 335	Islamic Asia: Cradle of Civilizations, Geographies of Conflict	
GEO 340	Polar Environments	
GEO 427	Sustainable Water Resource Management	
Geospatial techniques		
Select one course from the following:		3
GEO 410	Geospatial Field Methods	
GEO 412	Geospatial Applications of Unmanned Aerial Systems	
GEO 415	Remote Sensing of the Environment I	
GEO 418	Map Design and Geovisualization	
GEO 445	Remote Sensing of the Environment II	
GEO 455	Web Mapping	
GEO 465	Scripting in GIS	
GEO 485	Geographic Information System and Science III	
Earth's environmental systems		
Select one course from the following:		3
GEO 211	Global Climate Change	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
GEO 422	Meteorology	
GEO 425	Biogeography	
GEO 428	Past Environmental Change	
GEO 430	River Systems	
GEO 460	Environmental Hazards	
Elective credits		
Select two additional courses from the categories listed above and/or the following. One of the courses must be at the 300/400-level.		6
GEO 102	Maps and Society	
GEO 202	Contemporary Global Issues	
GEO 450	Internship in Geography and Earth Science ¹	
GEO 470	Special Topics in Geography/Earth Science ²	
GEO 490	Independent Study ³	
GEO 495	Seminar in Geography/Earth Science ⁴	
GEO 499	Undergraduate Research ⁵	
Total Credits		38

- ¹ A maximum of three credits of GEO 450 may apply to the major.
² A maximum of three credits of GEO 470 may apply to the major.
³ A maximum of three credits of GEO 490 may apply to the major.
⁴ A maximum of three credits of GEO 495 may apply to the major.
⁵ A maximum of three credits of GEO 499 may apply to the major.

Required general education course

Code	Title	Credits
STAT 145	Elementary Statistics	4

Exit survey requirement

During the student's last semester of enrollment, completion of the Department of Geography and Environmental Science exit survey is required in order to graduate.

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. 70)
- College core (p. 476)
- Baccalaureate degree requirements (p. 476)

College of Science and Health (CSH) 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, GEO 221, GEO 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 world language at the 202 level or demonstrate English language proficiency for non-native speakers of English. Contact the CSH Dean's Office 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 Arts, Social Sciences, and Humanities/School of Visual and Performing Arts; or
2. Complete an individualized option, consisting of 15 credits.
 - a. These courses must be from the College of Arts, Social Sciences, and Humanities/School of Visual and Performing Art.
 - 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.

6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.
- ² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1			
Fall	Credits	Spring	Credits
GEO 101 (Gen Ed Lab Science)	4	GEO 200	3
GEO 110 (Gen Ed Global Studies)	3	STAT 145 (Gen Ed Math/Logical Systems)	4
ENG 110 or 112 (Gen Ed Literacy-Written)	3	CST 110 (Gen Ed Literacy-Oral)	3
Gen Ed Arts	2-3	Gen Ed Health & Well-Being	3
Gen Ed World History	3	FYS 100 (Gen Ed First-Year Seminar)	3
	15		16
Year 2			
Fall	Credits	Spring	Credits
GEO 305	3	Gen Ed Humanistic Studies	3
GEO 202 (Geography Elective)	3	202-level Language (CSH BA Core)	4
Gen Ed Minority Cultures	3	Gen Ed Natural Lab Science (not GEO/ESC)	4
Gen Ed Self & Society	3	University Elective	3
University Elective	4		
	16		14
Year 3			
Fall	Credits	Spring	Credits
GEO 405	3	Humans and the Environment (see list)	3
Geospatial Techniques (see list)	3	CSH Core (300/400 CASSH elec) or CASSH Minor	3
Humans and the Environment (see list) (Writing Emphasis)	3	CSH Core (300/400 CASSH elec) or CASSH Minor	3
Gen Ed Math or CT 100 (CSH Core)	3-4	300/400 University Elective	3
University Elective	2	Gen Ed Arts	2-3
	14		14
Year 4			
Fall	Credits	Spring	Credits
GEO 401	1	Earth's Environmental Systems (see list) (Writing Emphasis)	3
300/400 Geography Elective (see list)	3	300/400 Humans and the Environment (see list)	3
CSH Core (300/400 CASSH elec) or CASSH Minor	3	CSH Core or CASSH Minor ¹	3
CSH Core or CASSH Minor ¹	3	300/400 University Elective	3
300/400 University Elective	3	300/400 University Elective	3
University Elective	3	Exit Survey Requirement ²	
	16		15
Total Credits: 120			

¹ See CSH 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.

² During the student's last semester of enrollment, completion of the Department of Geography and Environmental Science exit survey is required in order to graduate.

Geography Major: Humans and the Environment Emphasis - Bachelor of Science (BS)

Major requirements

(All colleges)

38 credits (42 total credits including STAT requirement)

Code	Title	Credits
Core		
GEO 101	Earth Environments	4
GEO 110	World Cultural Regions	3
GEO 200	Conservation of Global Environments	3
GEO 305	Geographic Information Systems and Science I	3
GEO 401	Focus on Geography: A Capstone Course	1
GEO 405	Geographic Information System and Science II	3
Humans and the environment		
Select three courses from the following:		9
GEO 307	Power, Space, and Global Change	
GEO 309	Cities: Past, Present, and Future	
GEO 310	Transportation Equity and Sustainable Communities	
GEO 318	The Geography of Latin America and the Caribbean	
GEO 321	Sustainable Development and Conservation	
GEO 335	Islamic Asia: Cradle of Civilizations, Geographies of Conflict	
GEO 340	Polar Environments	
GEO 427	Sustainable Water Resource Management	
Geospatial techniques		
Select one course from the following:		3
GEO 410	Geospatial Field Methods	
GEO 412	Geospatial Applications of Unmanned Aerial Systems	
GEO 415	Remote Sensing of the Environment I	
GEO 418	Map Design and Geovisualization	
GEO 445	Remote Sensing of the Environment II	
GEO 455	Web Mapping	
GEO 465	Scripting in GIS	
GEO 485	Geographic Information System and Science III	
Earth's environmental systems		
Select one course from the following:		3
GEO 211	Global Climate Change	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
GEO 422	Meteorology	
GEO 425	Biogeography	
GEO 428	Past Environmental Change	
GEO 430	River Systems	
GEO 460	Environmental Hazards	
Elective credits		
Select two additional courses from the categories listed above and/or the following. One of the courses must be at the 300/400-level.		6

GEO 102	Maps and Society	
GEO 202	Contemporary Global Issues	
GEO 450	Internship in Geography and Earth Science ¹	
GEO 470	Special Topics in Geography/Earth Science ²	
GEO 490	Independent Study ³	
GEO 495	Seminar in Geography/Earth Science ⁴	
GEO 499	Undergraduate Research ⁵	
Total Credits		38

¹ A maximum of three credits of GEO 450 may apply to the major.

² A maximum of three credits of GEO 470 may apply to the major.

³ A maximum of three credits of GEO 490 may apply to the major.

⁴ A maximum of three credits of GEO 495 may apply to the major.

⁵ A maximum of three credits of GEO 499 may apply to the major.

Required general education course

Code	Title	Credits
STAT 145	Elementary Statistics	4

Exit survey requirement

During the student's last semester of enrollment, completion of the Department of Geography and Environmental Science exit survey is required in order to graduate.

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. 70)
- College core (p. 478)
- Baccalaureate degree requirements (p. 478)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
GEO 101 (Gen Ed Natural Lab Science))	4 GEO 200	3
GEO 110 (Gen Ed Global Studies))	3 CST 110 (Gen Ed Literacy-Oral)	3
ENG 110 or 112 (Gen Ed Literacy-Written)	3 FYS 100 (Gen Ed First-Year Seminar)	3
Gen Ed World History	3 STAT 145 (Gen Ed Math/Logical Systems)	4
Gen Ed Arts	2-3 Gen Ed Health & Well Being	3
	15	16
Year 2		
Fall	Credits Spring	Credits
GEO 202 (Geography Elective)	3 Gen Ed Humanistic Studies	3
GEO 305	3 Gen Ed Math/Logical Systems	3-4
University Elective	3 Gen Ed Natural Lab Science (not GEO/ESC)	4
Gen Ed Minority Cultures	3 University Elective	4
Gen Ed Self & Society	3	
	15	14
Year 3		
Fall	Credits Spring	Credits
GEO 405	3 Humans and the Environment (see list)	3
Geospatial Techniques (see list)	3 CSH Core (300/400 not GEO) or Minor	3

Humans and the Environment (see list) (Writing Emphasis)	3 CSH Core (300/400 not GEO) or Minor	3
Gen Ed Arts	2-3 300/400 University Elective	3
University Elective	3 University Elective	3
	14	15

Year 4		
Fall	Credits Spring	Credits
GEO 401	1 300/400 Humans and the Environment (see list)	3
300/400 Geography Elective (see list)	3 Earth's Environmental Systems (see list) (Writing Emphasis)	3-4
CSH Core (300/400 not GEO) or Minor	3 CSH Core (300/400 not GEO) or Minor	3
300/400 University Elective	3 300/400 University Elective	3
CSH Core or Minor ¹	3 CSH Core or Minor ¹	3
University Elective	3 Exit Survey Requirement ²	
	16	15

Total Credits: 120

¹ See CSH 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 During the student's last semester of enrollment, completion of the Department of Geography and Environmental Science exit survey is required in order to graduate.

Earth Science Minor

(All colleges)

24 credits

Code	Title	Credits
GEO 101	Earth Environments	4
GEO 221	Weather and Climate	4
GEO 222	Earth Surface Processes and Landforms	4
Select two of the following:		6
GEO 340	Polar Environments	
GEO 422	Meteorology	
GEO 425	Biogeography	
GEO 427	Sustainable Water Resource Management	
GEO 428	Past Environmental Change	
GEO 430	River Systems	
GEO 460	Environmental Hazards	
Complete six additional credits, three of which must be at the 300-level or above, from the list above or the following:		6
GEO 211	Global Climate Change	
GEO 305	Geographic Information Systems and Science I	
GEO 321	Sustainable Development and Conservation	
GEO 405	Geographic Information System and Science II	
GEO 410	Geospatial Field Methods	
GEO 412	Geospatial Applications of Unmanned Aerial Systems	
GEO 415	Remote Sensing of the Environment I	
GEO 418	Map Design and Geovisualization	
GEO 445	Remote Sensing of the Environment II	
GEO 450	Internship in Geography and Earth Science ¹	

GEO 455	Web Mapping	
GEO 465	Scripting in GIS	
GEO 470	Special Topics in Geography/Earth Science	
GEO 485	Geographic Information System and Science III	
GEO 490	Independent Study ¹	
GEO 495	Seminar in Geography/Earth Science	
GEO 499	Undergraduate Research ¹	
Total Credits		24

¹ Only three credits from a combination of GEO 450 or GEO 490 or GEO 499 will apply.

All geography majors who select the earth science minor must take 54 GEO unduplicated credits in the courses listed across their major and minor.

A maximum of six credits may be double counted between the General Education Program and the minor.

Geoarchaeology Minor

(All colleges)

21 credits

Code	Title	Credits
ARC 100	Archaeology: Discovering Our Past	3
ARC 196	Archaeology: An Introduction to Lab and Field Methods	1
GEO 101	Earth Environments	4
GEO 222	Earth Surface Processes and Landforms	4
Select three courses from the following list:		9-12
ARC 402	Field Methods in Archaeology	
ARC 404	Environmental Archaeology	
GEO 305	Geographic Information Systems and Science I	
GEO 405	Geographic Information System and Science II	
GEO 410	Geospatial Field Methods	
GEO 412	Geospatial Applications of Unmanned Aerial Systems	
GEO 415	Remote Sensing of the Environment I	
GEO 428	Past Environmental Change	
GEO 430	River Systems	
GEO 445	Remote Sensing of the Environment II	
GEO 485	Geographic Information System and Science III	
Total Credits		21

Archaeological studies majors may only duplicate six credits between the geoarchaeology minor and their major.

Geography majors may only duplicate six credits between the geoarchaeology minor and their major.

Geographic Information Science Minor

(All colleges; not open to geography and earth science majors and minors)

18 credits

Code	Title	Credits
Core		
GEO 305	Geographic Information Systems and Science I	3
GEO 405	Geographic Information System and Science II	3
GEO 485	Geographic Information System and Science III	3
Electives		
Select at least nine credits of the following:		9
GEO 410	Geospatial Field Methods	
GEO 412	Geospatial Applications of Unmanned Aerial Systems	
GEO 415	Remote Sensing of the Environment I	
GEO 418	Map Design and Geovisualization	
GEO 445	Remote Sensing of the Environment II	
GEO 450	Internship in Geography and Earth Science ¹	
or GEO 490 Independent Study		
or GEO 499 Undergraduate Research		
GEO 455	Web Mapping	
GEO 465	Scripting in GIS	
Total Credits		18

¹ Maximum three credits can be applied to the minor from GEO 450, GEO 490, or GEO 499.

Students in this minor are required to take STAT 145.

Human and Environmental Geography Minor

(All colleges)

18 credits

Code	Title	Credits
GEO 110	World Cultural Regions	3
GEO 200	Conservation of Global Environments	3
Electives (at least nine credits must be at the 300/400-level)		12
GEO 102	Maps and Society	
GEO 202	Contemporary Global Issues	
GEO 211	Global Climate Change	
GEO 307	Power, Space, and Global Change	
GEO 309	Cities: Past, Present, and Future	
GEO 310	Transportation Equity and Sustainable Communities	
GEO 318	The Geography of Latin America and the Caribbean	
GEO 321	Sustainable Development and Conservation	
GEO 335	Islamic Asia: Cradle of Civilizations, Geographies of Conflict	
GEO 340	Polar Environments	
GEO 427	Sustainable Water Resource Management	
GEO 470	Special Topics in Geography/Earth Science ¹	
GEO 495	Seminar in Geography/Earth Science ²	
Total Credits		18

¹ A maximum of three credits of GEO 470 may be applied to the minor.

² A maximum of three credits of GEO 495 may be applied to the minor.

A maximum of six credits may be double counted between the General Education Program and the minor.

Geographic Information Science Certificate

Applications of Geographic Information Systems and Science (GIS) range from business planning and public health to ecosystem management. GIS is a tool for studying spatial problems. It links a database with map features in such a way that users can input, store, retrieve, and analyze geographic data. Students choosing this program acquire the skills and knowledge necessary to apply GIS in their chosen field of study. Students should discuss the elective courses with the program advisor to better align them with their interest.

Certificate requirements

Upon completion of the program, students need to have a cumulative GPA of at least 2.5 and submit a professional portfolio to the program advisor.

(All colleges, open only to degree-seeking UWL students)

12 credits

Code	Title	Credits
Core		
GEO 305	Geographic Information Systems and Science I	3
GEO 405	Geographic Information System and Science II	3
Electives		
Select six credits from the following:		6
GEO 410	Geospatial Field Methods	
GEO 412	Geospatial Applications of Unmanned Aerial Systems	
GEO 415	Remote Sensing of the Environment I	
GEO 418	Map Design and Geovisualization	
GEO 445	Remote Sensing of the Environment II	
GEO 455	Web Mapping	
GEO 465	Scripting in GIS	
GEO 485	Geographic Information System and Science III	
Total Credits		12

Not open to geography majors and GIS minors.

Geography and Environmental Science Honors Program

Program

1. Admission
 - a. Junior standing
 - b. 15 completed credits of GEO or ESC courses
 - c. Completion of GEO 101 Earth Environments (4 cr.), GEO 110 World Cultural Regions (3 cr.), GEO 200 Conservation of Global Environments (3 cr.), and GEO 305 Geographic Information Systems and Science I (3 cr.)
 - d. 3.25 grade point average in the major

- e. Recommendation by two faculty members in the Department of Geography and Environmental Science
- f. Completion of Geography and Environmental Science Honors Program admission form

2. Program

- a. Completion of a major program in Geography and Environmental Science
- b. Completion of one credit of GEO 490 Independent Study (1-3 cr.), or GEO 499 Undergraduate Research (1-3 cr.), or McNair project
- c. Write and present research or independent study project authored by student and mentored by Department of Geography and Environmental Science faculty

3. Evaluation

- a. Cumulative 3.50 grade point average in the major and a cumulative grade point of 3.25 at graduation
- b. Completion of a project in GEO 490 Independent Study (1-3 cr.), or GEO 499 Undergraduate Research (1-3 cr.), or McNair project. Presentation of the project to colloquium of faculty and students or at a conference selected in consultation with the department chair (options include UWL Research and Creativity, NCUR, or AAG).

Health Professions Department (HP)

College of Science and Health

Department Chair: Patrick Grabowski

4066 Health Science Center; 608.785.6623

Email: pgrabowski@uwlax.edu (<http://catalog.uwlax.edu/undergraduate/healthprofessions/pgrabowski@uwlax.edu>)

www.uwlax.edu/health-professions (<http://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. 512) (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
- Radiologic Science (p. 545) (RS - 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.

2023-24 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 July.

Department Chair

Patrick Grabowski

Administrative Support

Shauna Salow, Academic Department Associate

Pete Amann, Application Review Specialist

Elizabeth Dickman, Administrative Assistant II

Emilee Mielke, Administrative Assistant II

Angela Wiste, Administrative Assistant II

Mathematics and Statistics Department (MTH/STAT)

College of Science and Health
Department Chair: Jennifer Kosiak
 1004 Cowley Hall; 608.785.8385
 Email: jkosiak@uwlax.edu

www.uwlax.edu/mathematics (<http://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 (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 STAT 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 308 Linear Algebra with Differential Equations, MTH 309 Linear Algebra, or MTH 310 Calculus III: Multivariable Calculus, and earning a grade of "B" or better, will be given retroactive credit for MTH 151 Precalculus provided that the student's transcript shows no record of prior or concurrent enrollment in MTH 151, MTH 207, MTH 208, MTH 225, MTH 308, MTH 309, or MTH 310.

More information about retroactive credit and institutional assessments like the credit by exam can be found in the undergraduate credit for prior learning policy (p. 38).

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. 70).

2023-24 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 July.

Professor

Robert F. Allen

Jeffrey Baggett

Douglas Baumann

Barbara Bennie

Melissa Bingham

Tushar Das

Susan Kelly

Jennifer Kosiak

Jenni McCool

James Peirce

Chad Vidden

Huiya Yan

Associate Professor

Matthew Chedister

Song Chen

Whitney George

Joshua Hertel

Heather Hulett

Karl Kattchee

Edward Kim

Andrew Matchett

Sherwin Toribio

Nathan Warnberg

Todd Will

Assistant Professor

Wako Bungula

Associate Teaching Professor

Benjamin Anderson

Brett Townsend

Assistant Teaching Professor

Irina Andreeva-Cherveny

Phillip Loehmer

Andrew Pingree

William Truttschel

Lecturer

Nathan Crowder

Bryan Eagle

Tom Longwell

Sam Morris

David Reineke

Academic Department Associate

Julie Ahearn

Majors

- Mathematics major - BA (p. 483)
- Mathematics major - BS (p. 485)
- Mathematics major with applied emphasis - BS (p. 487)
- Statistics major - BS (p. 492)
- Statistics major with concentration in actuarial science - BS (p. 494)

Teacher education program

- Mathematics education (grades 4-12) major - BS (p. 489)

Dual degree programs

- Dual degree program in mathematics and engineering (p. 496)
- Dual degree program in statistics and applied statistics (p. 497)

Minors

- Communication, writing, and critical reasoning minor (p. 499)
- Mathematics minor (p. 500)
- Mathematics for teachers minor (p. 500)
- Statistics minor (p. 501)

Honors

- Mathematics honors program (p. 501)

Mathematics Major - Bachelor of Arts (BA)

Major Requirements

(All colleges)

39 credits (43 total credits including CS 120)

Code	Title	Credits
Core courses		
MTH 207	Calculus I	5
MTH 208	Calculus II	4
MTH 225	Foundations of Advanced Mathematics ¹	4

MTH 309	Linear Algebra	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	
Group II		
Select three credits from the following:		3
MTH 353	Differential Equations and Dynamical Systems	
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 ²		
Select six credits not already taken from the following:		6
MTH 311	Number Theory	
MTH 317	Graph Theory	
MTH 320	History of Mathematics	
MTH 331	Modern Geometry	
MTH 353	Differential Equations and Dynamical Systems	
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	
STAT 245	Probability and Statistics	
STAT 441	Mathematical Statistics I	
STAT 442	Mathematical Statistics II	
CHM 310	Physical Chemistry Theory II ²	
CS 453	Introduction to Theory of Computation ²	
PHY 461	Mathematical Physics	
PHY 470	Advanced Quantum Mechanics ²	
Total Credits		39

¹ May substitute CS 225 for MTH 225.² At most, one from CHM 310, CS 453, and PHY 470 can be used as elective credit.

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. 70)
- College core (p. 484)
- Baccalaureate degree requirements (p. 484)

College of Science and Health (CSH) 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, GEO 221, GEO 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 world language at the 202 level or demonstrate English language proficiency for non-native speakers of English. Contact the CSH Dean's Office 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 Arts, Social Sciences, and Humanities/School of Visual and Performing Arts; or
2. Complete an individualized option, consisting of 15 credits.
 - a. These courses must be from the College of Arts, Social Sciences, and Humanities/School of Visual and Performing Art.
 - 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.
- ² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
MTH 207 (Gen Ed Math)	5 MTH 208 (Gen Ed Math)	4
PHY 103 (or other Gen Ed Natural Lab Science)	4 PHY 104 (or other lab science for CSH Core requirement)	4
CST 110 (Gen Ed Literacy-Oral)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3

Gen Ed World History	3 FYS 100 (Gen Ed First-Year Seminar)	3
15		14

Year 2		
Fall	Credits Spring	Credits
MTH 225	4 MTH 309	4
MTH 310	4 CS 120 (Gen Ed Lang/Logical Systems)	4
Gen Ed Arts	2-3 Gen Ed Minority Cultures	3
Gen Ed Global Studies	3 202-level Language (CSH BA Core)	4
Gen Ed Health & Well-Being	3	
16		15

Year 3		
Fall	Credits Spring	Credits
MTH 353, 362, or 371 (Group II)	3 MTH 311 or 317 (Group I)	3
Gen Ed Humanistic Studies	3 MTH Elective	3
Gen Ed Arts	2-3 Gen Ed Self & Society	3
University Elective at 300/400 level	3 CSH Core (300/400 CASSH elec) or CASSH Minor	3
University Elective at 300/400 level	3 CSH Core (300/400 CASSH elec) or CASSH Minor	3
University Elective	1	
15		15

Year 4		
Fall	Credits Spring	Credits
MTH 407, 411, or 415 (Group III)	3 MTH 407, 411, or 415 (Group III)	3
MTH Elective	3 CSH Core (300/400 CASSH elec) or CASSH Minor	3
CSH Core or CASSH Minor ¹	3 CSH Core or CASSH Minor ¹	3
University Elective at 300/400 level	3 University Elective at 300/400 level	3
University Elective at 300/400 level	3 University Elective	3
15		15

Total Credits: 120

- ¹ See CSH 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)

39 credits (43 total credits including CS 120)

Code	Title	Credits
Core courses		
MTH 207	Calculus I	5
MTH 208	Calculus II	4
MTH 225	Foundations of Advanced Mathematics ¹	4
MTH 309	Linear Algebra	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

Group II

Select three credits from the following: 3

MTH 353 Differential Equations and Dynamical Systems

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 ²

Select six credits not already taken from the following: 6

MTH 311 Number Theory

MTH 317 Graph Theory

MTH 320 History of Mathematics

MTH 331 Modern Geometry

MTH 353 Differential Equations and Dynamical Systems

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

STAT 245 Probability and Statistics

STAT 441 Mathematical Statistics I

STAT 442 Mathematical Statistics II

CHM 310 Physical Chemistry Theory II ²CS 453 Introduction to Theory of Computation ²

PHY 461 Mathematical Physics

PHY 470 Advanced Quantum Mechanics ²**Total Credits** 39¹ May substitute CS 225 for MTH 225.² At most, one from CHM 310, CS 453, and PHY 470 can be used as elective credit.

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. 70)
- College core (p. 486)
- Baccalaureate degree requirements (p. 486)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).

7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
MTH 207 (Gen Ed Math)	5 MTH 208 (Gen Ed Math)	4
PHY 103 (or other Gen Ed Lab Science)	4 PHY 104 (or other lab science for CSH Core requirement)	4
CST 110 (Gen Ed Literacy-Oral)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
Gen Ed World History	3 FYS 100 (Gen Ed First-Year Seminar)	3
	15	14

Year 2		
Fall	Credits Spring	Credits
MTH 310	4 MTH 309	4
MTH 225	4 CS 120 (Gen Ed Lang/Logical Systems)	4
Gen Ed Arts	2-3 Gen Ed Self & Society	3
Gen Ed Global Studies	3 Gen Ed Minority Cultures	3
University Elective	3 Gen Ed Arts	2-3
	16	16

Year 3		
Fall	Credits Spring	Credits
MTH 353, 362, or 371 (Group II)	3 MTH 311 or 317 (Group I)	3
CSH Core (300/400 not MTH) or Minor	3 MTH Elective	3
Gen Ed Humanistic Studies	3 CSH Core (300/400 not MTH) or Minor	3
Gen Ed Health & Well-Being	3 CSH Core (300/400 not MTH) or Minor	3
University Elective	3 University Elective	3
	15	15

Year 4		
Fall	Credits Spring	Credits
MTH 407, 411, or 415 (Group III)	3 MTH 407, 411, or 415 (Group III)	3
MTH Elective	3 CSH Core (300/400 not MTH) or Minor	3
CSH Core or Minor ¹	3 CSH Core or Minor ¹	3
University Elective at 300/400 level	3 University Elective at 300/400 level	3
University Elective	2 University Elective	3
	14	15

Total Credits: 120

¹ See CSH 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 Major with Applied Emphasis (BS)

Major requirements

(All colleges)

40 credits (44 total credits including CS 120 Software Design I (4 cr.))

Code	Title	Credits
MTH 207	Calculus I	5
MTH 208	Calculus II	4

MTH 265	Mathematical Models in Biology	4
MTH 308	Linear Algebra with Differential Equations	4
MTH 310	Calculus III: Multivariable Calculus	4
MTH 435	Mathematics for Data Driven Modeling	3
MTH 485	Industrial Mathematics Capstone	3
STAT 245	Probability and Statistics	4
Select three credits of the following:		3
MTH 353	Differential Equations and Dynamical Systems	
MTH 371	Numerical Methods	
Electives		
Select six credits not already taken from the following:		6
Math and statistics		
MTH 353	Differential Equations and Dynamical Systems	
MTH 371	Numerical Methods	
STAT 345	Statistical Computing	
STAT 405	Statistical Methods	
STAT 441	Mathematical Statistics I	
STAT 445	Correlation and Regression Analysis	
STAT 446	Analysis of Variance and Design of Experiments	
STAT 447	Nonparametric Statistics	
STAT 448	Operations Research	
STAT 449	Applied Multivariate Statistics	
Computer science		
CPE 321	Introduction to Digital Signal Processing	
CS 220	Software Design II	
CS 351	Simulation	
CS 364	Introduction to Database Management Systems	
Physics		
PHY 308	Optics	
PHY 320	Statics	
PHY 321	Classical Mechanics	
PHY 332	Electrodynamics	
PHY 343	Thermodynamics	
PHY 374	Computational Physics	
PHY 401	Quantum Mechanics	
PHY 461	Mathematical Physics	
PHY 470	Advanced Quantum Mechanics	
PHY 474	Advanced Computational Physics	
Chemistry		
CHM 309	Physical Chemistry Theory I	
CHM 310	Physical Chemistry Theory II	
Economics		
ECO 230	Data Analysis for Business Applications	
ECO 307	Introduction to Econometrics	
Total Credits		40

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. 70)
- College core (p. 488)
- Baccalaureate degree requirements (p. 488)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.

6. Complete major and minor requirements with at least a 2.00 GPA¹,² in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1			
Fall	Credits	Spring	Credits
MTH 207 (Gen Ed Math)	5	MTH 208 (Gen Ed Math)	4
PHY 203 (or other Gen Ed Lab Science)	4	PHY 204 (or other Lab Science)	4
CST 110 (Gen Ed Literacy-Oral)	3	MTH 265	4
FYS 100 (Gen Ed First-Year Seminar)	3	ENG 110 or 112 (Gen Ed Literacy-Written)	3
	15		15
Year 2			
Fall	Credits	Spring	Credits
MTH 310	4	STAT 245	4
CS 120 (Gen Ed Logical Systems)	4	MTH 308	4
Gen Ed Health & Well-Being	3	Gen Ed Minority Cultures	3
Gen Ed Arts	2-3	Gen Ed Arts	2-3
Gen Ed Global Studies	3	Gen Ed Self & Society	3
	16		16
Year 3			
Fall	Credits	Spring	Credits
MTH 353	3	MTH 435	3
Gen Ed Humanistic Studies	3	CSH Core (300/400 not MTH) or Minor	3
CSH Core (300/400 not MTH) or Minor	3	CSH Core (300/400 not MTH) or Minor	3
Gen Ed World History	3	University Elective	3
MTH Elective	3	University Elective	3
	15		15
Year 4			
Fall	Credits	Spring	Credits
MTH 485	3	MTH Elective	3
University Elective	3	CSH Core (300/400 not MTH) or Minor	3
CSH Core or Minor ¹	3	CSH Core or Minor ¹	3
University Elective at 300/400 level	3	University Elective	3
University Elective	2	University Elective	2
	14		14

Total Credits: 120

¹ See CSH 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 (Grades 4-12) Major - Bachelor of Science (BS)

Major requirements

Completion of the Mathematics Education Program and associated benchmark assessments (<http://catalog.uwlax.edu/undergraduate/education/#SOE-program-requirements>) will lead to endorsement for the following Wisconsin teaching license:

- Middle and High School Mathematics, grades 4-12 (1400).

Students in all education programs must satisfy the School of Education (SOE) core requirements (p. 589).

Students in all teacher education programs must be admitted to the School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) in order to complete their program requirements and be eligible for endorsement for the appropriate teaching license(s). Students majoring in mathematics education (grades 4-12) must meet specific program admission criteria (p. 586).

Retention and advancement

Teacher candidates may be retained in their teacher education program provided they fulfill the conditions described in the SOE Retention Policy (<http://catalog.uwlax.edu/undergraduate/education/#retention>). Students must complete all course requirements and other benchmarks prior to student teaching as described in the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>). Additional SOE program requirements, including the culminating assessment of pedagogical knowledge, are described on the SOE catalog page (<http://catalog.uwlax.edu/undergraduate/education/>).

Curriculum

The Mathematics Education Program is aligned with InTASC Teacher Standards and the National Council of Teachers of Mathematics (NCTM) Standards.

Required general education courses (13 credits)

Besides the courses specified below, mathematics education majors will need to satisfy additional general education requirements (<http://catalog.uwlax.edu/undergraduate/generaleducation/#generaleducationrequirements>). The General Education Program requires a total of 42 credits.

Code	Title	Credits
EDS 203	School, Society, and Teachers ^{1,4}	3
EDS 206	Multicultural Education ^{2,4}	3
MTH 207	Calculus I ³	5
MTH 215	Mathematics for Middle School Teachers I ³	2
Total Credits		13

¹ Counts toward General Education Program requirement: Self and Society (GE Category 6).

² Counts toward General Education Program requirement: Minority Cultures or Multiracial Women's Studies (GE Category 3).

³ Counts toward the General Education Program requirement: Mathematical/Logical Systems and Modern Languages (GE Category 2).

Allied education requirements (21 credits)

Code	Title	Credits
Courses not requiring admission to the School of Education		
EDS 309	Teaching Global Perspectives Across the Curriculum	3
PSY 212	Lifespan Development ⁴	3
SPE 200	Foundations of Special Education ⁴	3
Student teaching semester ⁵		
EDS 492	Student Teaching Seminar ⁴	1

One of the following: ⁴

EDS 496	Student Teaching: Middle/High School Education (4-12)	11
EDS 495	Teaching Internship	
Total Credits		21

Mathematics major content requirements (43 credits)

Code	Title	Credits
Courses not requiring admission to the School of Education		
MTH 208	Calculus II	4
MTH 216	Mathematics for Middle School Teachers II ³	2
MTH 225	Foundations of Advanced Mathematics ⁶	4
STAT 245	Probability and Statistics	4
MTH 309	Linear Algebra	4
MTH 315	Algebraic Structures for Middle and High School Teachers	3
MTH 316	Geometry for Middle and High School Teachers	3
MTH 479	Mathematics/Statistics Teaching Assistant	2
Courses requiring admission to the School of Education		
MTH 321	Teaching Mathematics with Technology	3
MTH 401	Survey of Advanced Mathematics	3
MTH 451	Curriculum and Content in Science and Mathematics ⁴	2
MTH 452	The Learner and Learning in Mathematics ⁴	2
MTH 454	Field Experience I in Mathematics Education ⁴	2
MTH 455	Field Experience II in Mathematics Education ⁴	2
MTH 460	Capstone on Teaching and Learning Mathematics for Secondary Teachers	3
Total Credits		43

⁴ Also satisfies an SOE core requirement.

⁵ Must complete all course requirements and other benchmarks prior to student teaching. For more information, please see the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>).

⁶ May substitute CS 225 for MTH 225.

Additional teacher education requirements are listed on the School of Education (p. 582) catalog page.

Degree requirements

All teacher education students must complete the general education, School of Education, 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. 70)
- School of Education requirements (p. 582)
- Baccalaureate degree requirements (p. 490)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
MTH 207 (Gen Ed Math)	5 MTH 208	4
MTH 215 (Gen Ed Math)	2 ENG 110 or 112 (Gen Ed Literacy-Written)	3
CST 110 (Gen Ed Literacy-Oral)	3 Gen Ed World History	3
EDS 203 (Gen Ed Self & Society)	3 MTH 216	2
FYS 100 (Gen Ed First-Year Seminar)	3 Gen Ed Natural Lab Science	4
	16	16

Year 2		
Fall	Credits Spring	Credits
MTH 225	4 MTH 309	4
MTH 315	3 MTH 316	3
EDS 206 (Gen Ed Minority Cultures)	3 EDS 309	3
Gen Ed Global Studies	3 Gen Ed Humanistic Studies	3
Gen Ed Arts	2-3 PSY 212	3
	Apply for admission to SOE ¹	
	16	16

Year 3		
Fall	Credits Spring	Credits
STAT 245	4 Gen Ed Health & Well-Being	3
MTH 479	2 MTH 401	3
University Elective	3 MTH 321	3
SPE 200	3 MTH 451	2
University Elective	3 MTH 454	2
Apply for Field Experience I ²	University Elective	2
	Apply for Field Experience II ²	
	Apply for Student Teaching ³	
	15	15

Year 4		
Fall	Credits Spring	Credits
MTH 460	3 All course requirements and other benchmarks must be completed prior to student teaching. ⁴	
MTH 452	2 EDS 492	1
MTH 455	2 EDS 496	11
University Elective	3	
Gen Ed Arts	2-3	
University Elective	2	
	14	12

Total Credits: 120

¹ See the SOE admissions website (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) for complete admission and application details. Students will be required to complete a criminal background check (p. 588) at the time of application for admission.

² Students applying for field and student teaching placements will be asked to disclose any criminal charges (p. 592).

³ Students must apply for student teaching (<https://www.uwlax.edu/soe/field-and-student-teaching-experience/for-teacher-candidates/>) through the Office of Field Experience one year prior to the student teaching semester.

⁴ For more information, please see the Student Teaching and Internship Policy (p. 592).

Statistics Major - Bachelor of Science (BS)

Major requirements

(All colleges)

39-40 credits (43-44 total credits including CS 120):

Code	Title	Credits
Core		
MTH 207	Calculus I	5
MTH 208	Calculus II	4
MTH 308 or MTH 309	Linear Algebra with Differential Equations Linear Algebra	4
STAT 245	Probability and Statistics	4
STAT 345	Statistical Computing	3
STAT 440	Statistical Consulting	1
STAT 441	Mathematical Statistics I	3
STAT 442	Mathematical Statistics II	3
STAT 445	Correlation and Regression Analysis	3
STAT 446	Analysis of Variance and Design of Experiments	3
Electives		
Select one course from the following:		3-4
CST 365	Communication in Teams	
ECO 307	Introduction to Econometrics	
ENG 308	Technical Writing	
ENG 309	Writing in the Sciences	
FIN 437	Financial Modeling	
IS 320	Enterprise Systems for Decision Making and Data Analytics	
IS 360	Management of Business Analytics	
MTH 310	Calculus III: Multivariable Calculus	
PSY 420	Advanced Research Methods	
SOC 350	Methods of Social Research II	
Select one course from the following:		3
MTH 371	Numerical Methods	
MTH 407	Real Analysis I	
STAT 443	Categorical Data Analysis ¹	
STAT 447	Nonparametric Statistics ¹	
STAT 449	Applied Multivariate Statistics ¹	
Total Credits		39-40

In addition, CS 120 Software Design I must be taken.

Students may not double major in mathematics and statistics.

¹ Students considering applying to the Dual Degree in Statistics and Applied Statistics Program should consult with their advisor or the

chair of the Mathematics and Statistics Department before enrolling in STAT 443, STAT 447, or STAT 449.

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. 70)
- College core (p. 492)
- Baccalaureate degree requirements (p. 493)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
MTH 207 (Gen Ed Math)	5 MTH 208 (Gen Ed Math)	4
PHY 203 (or other Gen Ed Natural Lab Science)	4 CS 120 (Gen Ed Logical Systems)	4
CST 110 (Gen Ed Literacy-Oral)	3 PHY 204 (or other Natural Lab Science)	4
FYS 100 (Gen Ed First-Year Seminar)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
	15	15

Year 2		
Fall	Credits Spring	Credits
STAT 245	4 STAT 345	3
MTH 308 or 309	4 Gen Ed Arts	2-3
Gen Ed Health & Well-Being	3 Gen Ed Self & Society	3
Gen Ed Arts	2-3 University Elective	3
Gen Ed Global Studies	3 Gen Ed Minority Cultures	3
	16	14

Year 3		
Fall	Credits Spring	Credits
STAT 441	3 STAT 442	3
Gen Ed Humanistic Studies	3 CSH Core (300/400 not MTH) or Minor ¹	3
CSH Core (300/400 not MTH) or Minor ¹	3 CSH Core (300/400 not MTH) or Minor ¹	3
University Elective	3 University Elective	3
Gen Ed World Hist	3 Stats Elective	3-4
	15	16

Year 4		
Fall	Credits Spring	Credits
STAT 440	1 STAT 446	3
STAT 445	3 CSH Core (300/400 not MTH) or Minor ¹	3
University Elective	3 University Elective	3
Stats Elective ²	3 University Elective at 300/400 level	3
University Elective at 300/400 level	3 University Elective	3
University Elective	1	
	14	15

Total Credits: 120

¹ See CSH 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 Students considering applying to the Dual Degree in Statistics and Applied Statistics Program should consult with their advisor or the chair of the Mathematics and Statistics Department before enrolling in STAT 443, STAT 447, or STAT 449.

Statistics Major with Concentration in Actuarial Science - Bachelor of Science (BS)

Major requirements

(All colleges)

54 -55 credits (58 - 59 total credits including CS 120):

Code	Title	Credits
Core		
MTH 207	Calculus I	5
MTH 208	Calculus II	4
MTH 308 or MTH 309	Linear Algebra with Differential Equations Linear Algebra	4
STAT 245	Probability and Statistics	4
STAT 345	Statistical Computing	3
STAT 440	Statistical Consulting	1
STAT 441	Mathematical Statistics I	3
STAT 442	Mathematical Statistics II	3
STAT 445	Correlation and Regression Analysis	3
STAT 446	Analysis of Variance and Design of Experiments	3
ACC 221	Accounting Principles I	3
ACC 222	Accounting Principles II	3
ECO 110	Microeconomics and Public Policy	3
ECO 120	Global Macroeconomics	3
FIN 355	Principles of Financial Management	3
Electives		
Select one course from the following:		3-4
CST 365	Communication in Teams	
ECO 307	Introduction to Econometrics	
ENG 308	Technical Writing	
ENG 309	Writing in the Sciences	
FIN 437	Financial Modeling	
IS 320	Enterprise Systems for Decision Making and Data Analytics	
IS 360	Management of Business Analytics	
MTH 310	Calculus III: Multivariable Calculus	
PSY 420	Advanced Research Methods	
SOC 350	Methods of Social Research II	
Select one course from the following:		3
MTH 371	Numerical Methods	
MTH 407	Real Analysis I	
STAT 443	Categorical Data Analysis ¹	
STAT 447	Nonparametric Statistics ¹	
STAT 448	Operations Research	

STAT 449	Applied Multivariate Statistics ¹
Total Credits	54-55

¹ Students considering applying to the Dual Degree in Statistics and Applied Statistics Program should consult with their advisor or the chair of the Mathematics and Statistics Department before enrolling in STAT 443, STAT 447, or STAT 449.

In addition, CS 120 Software Design I **must be taken**.

Students may not double major in mathematics and statistics with concentration in actuarial science.

The following courses are approved by the Society of Actuaries for Validation by Educational Experience (VEE) credit:

Code	Title	Credits
STAT 442	Mathematical Statistics II	3
STAT 446	Analysis of Variance and Design of Experiments	3
ECO 110	Microeconomics and Public Policy	3
ECO 120	Global Macroeconomics	3
FIN 355	Principles of Financial 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. 70)
- College core (p. 494)
- Baccalaureate degree requirements (p. 495)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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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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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
MTH 207 (Gen Ed Math)	5 MTH 208 (Gen Ed Math)	4
PHY 203 (or other Gen Ed Natural Lab Science)	4 CS 120 (Gen Ed Logical Systems)	4
CST 110 (Gen Ed Literacy-Oral)	3 PHY 204 (or other Natural Lab Science)	4
FYS 100 (Gen Ed First-Year Seminar)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
	15	15

Year 2		
Fall	Credits Spring	Credits
STAT 245	4 STAT 345	3
MTH 308 or 309	4 ECO 110 (Gen Ed Self & Society)	3
ECO 120 (Gen Ed Global Studies)	3 ACC 221	3
Gen Ed Arts	2-3 Gen Ed Arts	2-3
Gen Ed Minority Cultures	3 Gen Ed Health & Well-Being	3
	16	14

Year 3		
Fall	Credits Spring	Credits
STAT 441	3 STAT 442	3
ACC 222	3 CSH Core (300/400 not MTH) or Minor ¹	3
University Elective	3 FIN 355	3
Gen Ed Humanistic Studies	3 Gen Ed World Hist	3

CSH Core (300/400 not MTH) or Minor ¹	3 Stats Elective	3-4
15		15
Year 4		
Fall	Credits Spring	Credits
STAT 440	1 STAT 446	3
STAT 445	3 CSH Core (300/400 not MTH) or Minor ¹	3
Stats Elective ²	3 University Elective ¹	3
University Elective at 300/400 level	3 University Elective at 300/400 level	3
University Elective	3 University Elective	3
University Elective	2	
15		15

Total Credits: 120

¹ See CSH 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 Students considering applying to the Dual Degree in Statistics and Applied Statistics Program should consult with their advisor or the chair of the Mathematics and Statistics Department before enrolling in STAT 443, STAT 447, or STAT 449.

Dual Degree Program in Mathematics and Engineering

Major requirements

Students who express interest in the dual degree program will be selected for entrance into the UW-Madison, UW-Milwaukee, UW-Platteville, UW-Stout, University of Minnesota Duluth, 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 Mathematics and Statistics Department Chair (or designee). The dual degree engineering agreement with UW-Madison has additional requirements for eligibility, including Wisconsin resident status and that students must have enrolled in UW-La Crosse from high school (rather than transferring to UWL).

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.

Students are recommended to include the following courses in their work at UWL:

Code	Title	Credits
CHM 103	General Chemistry I	5
CHM 104	General Chemistry II	5
CS 120	Software Design I	4
ECO 110	Microeconomics and Public Policy	3
ECO 120	Global Macroeconomics	3
ECO 336	Women in the U.S. Economy	3

MTH 207	Calculus I	5
MTH 208	Calculus II	4
MTH 265	Mathematical Models in Biology	4
MTH 308	Linear Algebra with Differential Equations	4
MTH 310	Calculus III: Multivariable Calculus	4
MTH 353	Differential Equations and Dynamical Systems	3
MTH 435	Mathematics for Data Driven Modeling	3
MTH 485	Industrial Mathematics Capstone	3
PHY 203	General Physics I	4
PHY 204	General Physics II	4
PHY 321	Classical Mechanics	3
STAT 245	Probability and Statistics	4

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.

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. 70)
- College core (p. 496)
- Baccalaureate degree requirements (p. 497)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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 Statistics and Applied Statistics

Major requirements

The Dual Degree Program in Statistics (B.S.) and Applied Statistics (M.S.) enables a UWL student to earn both a Bachelor of Science degree with a statistics major and a Master of Science degree in applied statistics in five years. Students in this dual degree program should complete the following by the end of their junior year.

Code	Title	Credits
Core		
MTH 207	Calculus I	5
MTH 208	Calculus II	4
STAT 245	Probability and Statistics	4
MTH 308	Linear Algebra with Differential Equations	4
or MTH 309	Linear Algebra	
STAT 345	Statistical Computing	3
STAT 440	Statistical Consulting	1
STAT 445	Correlation and Regression Analysis	3
STAT 446	Analysis of Variance and Design of Experiments	3
CS 120	Software Design I	4
Electives		
Select one course from the following:		3-4
CST 365	Communication in Teams	
ECO 307	Introduction to Econometrics	
ENG 308	Technical Writing	
ENG 309	Writing in the Sciences	
FIN 437	Financial Modeling	
IS 320	Enterprise Systems for Decision Making and Data Analytics	
IS 360	Management of Business Analytics	
MTH 310	Calculus III: Multivariable Calculus	
PSY 420	Advanced Research Methods	
SOC 350	Methods of Social Research II	
Select one course from the following:		3
MTH 371	Numerical Methods	
MTH 407	Real Analysis I	
STAT 448	Operations Research	
Total Credits		37-38

During the senior year, students will complete the Group I courses and two courses from Group II. In the fifth year, students will complete an additional four courses from Group II. Undergraduates may take up to nine graduate credits total while still undergraduate students.

Code	Title	Credits
Group I		
STAT 541	Mathematical Statistics I	3
STAT 542	Mathematical Statistics II	3
Group II		
STAT 543	Categorical Data Analysis	3
STAT 547	Nonparametric Statistics	3
STAT 549	Applied Multivariate Statistics	3
STAT 762	Bayesian Statistics	3
STAT 763	Survey of Modern Statistical Software	3
STAT 764	Statistical Learning	3
STAT 766	Biostatistics	3

Graduate project portfolio (6 credits):

Students enrolling in STAT 543, STAT 547, STAT 549, STAT 762, STAT 763, STAT 764, or STAT 766 must enroll at the same time in one credit of STAT 796 per accompanying course. In STAT 796, students complete a project related to the content of the accompanying class. STAT 796 can be taken multiple times in the same term. A total of six credits of STAT 796 are required for completion of the program.

Code	Title	Credits
STAT 796	Graduate Project in Applied Statistics (one credit, repeated six times)	6

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 2.75 GPA in all undergraduate major courses and 3.00 GPA in all graduate courses. Award of the Bachelor of Science degree will occur upon completion of 120 credits, the statistics major requirements, the CSH college core requirements, and the general university requirements. Students are allowed to take up to nine graduate credits as undergraduate students but must have degree-seeking graduate student status before registering for additional graduate credits (normally in the second semester of the senior year). Award of the Master of Science degree in applied statistics will occur after the completion of the B.S. and the M.S. in applied statistics requirements.

Contact the M.S. in Applied Statistics Program (<https://www.uwlax.edu/grad/statistics/>) Director for application information. See the online graduate catalog for more information about the Applied Statistics Master of Science 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. 70)
- College core (p. 498)
- Baccalaureate degree requirements (p. 498)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1			
Fall	Credits	Spring	Credits
MTH 207 (Gen Ed Math) ¹	5	MTH 208 (Gen Ed Math) ¹	4
PHY 203 (or other Gen Ed Natural Lab Science)	4	CS 120 (Gen Ed Logical Systems) ¹	4
CST 110 (Gen Ed Literacy-Oral)	3	PHY 204 (or other Natural Lab Science)	4
FYS 100 (Gen Ed First-Year Seminar)	3	ENG 110 or 112 (Gen Ed Literacy-Written)	3
		Gen Ed Arts	2-3
	15		17

Year 2			
Fall	Credits	Spring	Credits
STAT 245 ¹	4	STAT 345 ¹	3
MTH 308 or 309 ¹	4	Stats Elective	3-4
Gen Ed Health & Well-Being	3	Gen Ed Self & Society	3
Gen Ed Global Studies	3	Gen Ed Minority Cultures	3
University Elective	3	University Elective	4
	17		16

Year 3			
Fall	Credits	Spring	Credits
STAT 445	3	STAT 446 ¹	3
Gen Ed World History	3	MTH 371, 407, or STAT 448 ^{1,2}	3
Gen Ed Humanistic Studies	3	CSH Core (300/400 not MTH) or Minor ³	3
CSH Core (300/400 not MTH) or Minor ³	3	CSH Core (300/400 not MTH) or Minor ³	3
University Elective	3	University Elective	4

Apply for "graduate special status" for fall semester			
	15		16
Year 4			
Fall	Credits	Spring	Credits
STAT 440	1	STAT 542 (Group I)	3
STAT 541 (Group I)	3	STAT 796	1
STAT 796	1	Group II non thesis graduate course work (see catalog for course listing)	3
Group II non thesis graduate course work (see catalog for course listing)	3	CSH Core (300/400 not MTH) or Minor ³	3
Gen Ed Arts	2-3	University Elective	3
University Elective	3	University Elective	3
University Elective at 300/400 level	3		
Apply for "full graduate status" for spring semester			
	16		16
Additional year			
Fall	Credits	Spring	Credits
Group II non thesis graduate course work (see catalog for course listing)	6	Group II non thesis graduate course work (see catalog for course listing)	6
STAT 796	2	STAT 796	2
	8		8

Total Credits: 144

- ¹ Should be completed by the end of the junior year.
- ² MTH 407 is offered in the **fall** whereas MTH 371 is offered in the **spring**. STAT 448 is offered spring odd numbered years. Plan your schedule accordingly.
- ³ See CSH 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.

Communication, Writing, and Critical Reasoning Minor

Minor requirements

(All colleges; not open to English majors, minors, or certificates or communication studies majors or minors)

Courses listed in more than one category may be counted only once.

18-20 credits

Code	Title	Credits
Communication foundation		6
Select two of the following:		
CST 230	Interpersonal Communication	
or CST 260	Professional Communication	
CST 353	Workplace Relationships	
CST 354	Health Communication	
CST 355	Diversity and Organizational Communication	
CST 365	Communication in Teams	
Writing foundation		6

Select two of the following:

ENG 307	Writing for Management, Public Relations and the Professions
ENG 308	Technical Writing
ENG 309	Writing in the Sciences
ENG 310	Digital Content Writing, Strategy, and Experience Design
ENG 314	Grant Writing
Critical reasoning foundation	
3-5	
Select one of the following:	
CS 115	Introduction to Python Programming
or CS 120	Software Design I
CT 100	Introduction to Computational Thinking
MTH 123	Mathematics for Decision Making
MTH 150	College Algebra
MTH 151	Precalculus
MTH 160	Mathematics for Business
MTH 175	Applied Calculus
MTH 207	Calculus I
PHL 101	Introduction to Logic
STAT 145	Elementary Statistics
or STAT 245	Probability and Statistics
Elective ¹	
3	
Select one of the following:	
CST 353	Workplace Relationships
CST 354	Health Communication
CST 355	Diversity and Organizational Communication
CST 365	Communication in Teams
CST 380	Communicating Leadership
CST 410	Argumentation
CST 412	Community Advocacy and Social Change
ENG 307	Writing for Management, Public Relations and the Professions
ENG 308	Technical Writing
ENG 309	Writing in the Sciences
ENG 310	Digital Content Writing, Strategy, and Experience Design
ENG 313	Writing, Genre, and Style
ENG 314	Grant Writing
Total Credits	
18-20	

¹ Up to three credits of internship may be applied as elective credit to the minor, with permission of program director.

Mathematics Minor

(All colleges)

22 credits

Code	Title	Credits
MTH 207	Calculus I	5
MTH 208	Calculus II	4
MTH 308	Linear Algebra with Differential Equations	4
or MTH 309	Linear Algebra	
Select nine credits of the following: ¹		9
MTH 225	Foundations of Advanced Mathematics ²	

MTH 265	Mathematical Models in Biology
STAT 245	Probability and Statistics
PHY 461	Mathematical Physics
MTH courses numbered 300 and above	

Total Credits **22**

¹ Credit for MTH 151 Precalculus (4 cr.) may be used to fulfill three of the nine additional credits.
² 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 PHY 461 Mathematical Physics (3 cr.) and PHY 470 Advanced Quantum Mechanics (3 cr.) for credit in both the physics major and the mathematics minor.

Students with a major in statistics, statistics with a concentration in actuarial science, or the dual degree program in statistics and MS applied statistics cannot declare the mathematics minor.

Mathematics for Teachers Minor

Minor requirements

(Open to students in the following majors: Early Childhood Education (birth-grade 3), Elementary/Middle Education (grades K-9), Elementary/Middle Education (grades K-9) & French Education (grades K-12), Elementary/Middle Education (grades K-9) & Spanish Education (grades K-12), Elementary/Middle Education (grades K-9) & Special Education (grades K-12), Elementary/Middle Education (grades K-9) & TESOL (grades K-12))

Completion of the mathematics for teachers minor does not lead to endorsement for a Wisconsin teaching license. Rather, the minor is intended to expand content knowledge and skills in elementary and middle grade math.

19-20 credits (total credits may increase based on math placement scores)

Code	Title	Credits
MTH 116	Mathematics for Early Childhood and Elementary Teachers II	2
MTH 175	Applied Calculus	4-5
or MTH 207	Calculus I	
MTH 215	Mathematics for Middle School Teachers I ¹	2
MTH 216	Mathematics for Middle School Teachers II	2
MTH 315	Algebraic Structures for Middle and High School Teachers	3
MTH 316	Geometry for Middle and High School Teachers	3
MTH 321	Teaching Mathematics with Technology	3
Total Credits		19-20

¹ Prerequisite: grade of "C" or better in MTH 115.

Statistics Minor

(All colleges)

20 credits

Code	Title	Credits
Core		
MTH 175 or MTH 207	Applied Calculus Calculus I	4-5
STAT 145 or STAT 245	Elementary Statistics Probability and Statistics	4
STAT 405	Statistical Methods	3
Electives		
Select nine credits of the following:		9
STAT 345	Statistical Computing	
STAT 443	Categorical Data Analysis	
STAT 445	Correlation and Regression Analysis	
STAT 446	Analysis of Variance and Design of Experiments	
STAT 447	Nonparametric Statistics	
STAT 448	Operations Research	
STAT 449	Applied Multivariate Statistics	
Total Credits		20

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.

Mathematics Honors Program

The honors program is designed to give qualified students the opportunity to develop their understanding of and skills in research. The honors project is an extensive piece of research designed and conducted by the student under the supervision of a faculty mentor.

Program

Minimum requirements for admission to the Mathematics Honors Program

1. Junior standing with a declared major of mathematics, applied mathematics, statistics, actuarial science, or secondary mathematics education.
2. Completion of MTH 207, MTH 208, MTH 308 or MTH 309, and MTH 310.
3. A resident cumulative mathematics grade point average of 3.25.
4. A resident cumulative overall grade point average of 3.00.
5. Approval of a completed application by a faculty committee.

Requirements for degree with Mathematics Honors

1. Admission into Mathematics Honors Program.
2. Completion of degree in mathematics, applied mathematics, statistics, actuarial science, or secondary mathematics education.
3. A resident cumulative mathematics grade point average of 3.50.¹
4. A resident cumulative overall grade point average of 3.25.¹
5. Completion of honors project
 - a. Completion of 3 credits chosen from MTH 495, STAT 496, MTH 498, MTH 499, or other approved course.

- b. Completion of a written document of the project authored by the student and approved by the faculty mentor.
- c. Presentation of project at a seminar, colloquium, or conference (local, regional, national, or international), pre-approved by the faculty mentor and the chair of the math honors program committee.

¹ Grade point average calculations are based on the last term prior to the term of graduation.

Microbiology Department (MIC)

College of Science and Health
Department Chair: Michael Hoffman
 3023 Cowley Hall; 608.785.6984
 Email: mhoffman@uwlax.edu

www.uwlax.edu/microbiology/ (<http://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 rigors 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. 70).

2023-24 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 July.

Professor

Michael Hoffman

William Schwan

Associate Professor

Bonita Bratina

Xinhui Li

Paul Schweiger

Peter Wilker

Assistant Professor

Daniel Bretl

Teaching Professor

Suzanne Anglehart

Marisa Barbknecht

Clinical Associate Professor

Kari Johnson

Michael Lazzari (Director Clinical Lab Science)

Prep Room Supervisor

Laboratory Supervisor

Rebecca Polanowski

Jessica Osborn

Administrative Support

Susan Hall

Majors

- Microbiology - BS (p. 502)
- Microbiology major: biomedical concentration - BS (p. 505)
- Microbiology major: business concentration - BS (p. 507)
- Microbiology major: environmental science concentration - BS (p. 509)

Minor

- Microbiology minor (p. 512)

Honors

- Microbiology honors program (p. 512)

Microbiology Major - Bachelor of Science (BS)

Major requirements

(All colleges)

38 microbiology/biology credits (61 total credits including requirements outside BIO/MIC)

Code	Title	Credits
Biology core		
BIO 105	General Biology	4
Select one of the following: ¹		3-4
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
BIO 306	Genetics	
BIO 312	Human Anatomy and Physiology I	

BIO 315	Cell Biology	
Microbiology core		
MIC 230	Fundamentals of Microbiology	4
MIC 310	Immunology	3
MIC 350	Bacterial Diversity	3
MIC 410	Immunology Laboratory	2
MIC 416	Prokaryotic Molecular Genetics	4
MIC 425	Bacterial Physiology	4
MIC 461	Capstone in Microbiology	1
Microbiology/biology electives (see elective lists below)		9-10
Select at least six credits from List I.		
One course from List II strongly recommended.		
A maximum of two credits from List III.		
Additional requirements		
Select one course in math, STAT 145 or above		4-5
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 & CHM 302	Fundamental Organic Chemistry and Fundamental Organic Chemistry Laboratory	
CHM 303 & CHM 304 & CHM 302	Organic Chemistry Theory I and Organic Chemistry Theory II and Fundamental Organic Chemistry Laboratory	
CHM 303 & CHM 304 & CHM 305	Organic Chemistry Theory I and Organic Chemistry Theory II 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		60-61

¹ If three credits are chosen from this list, 10 elective credits are required below to reach a total of 38 credits for the major.

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

Code	Title	Credits
List I		
MIC 380	Food Microbiology	4
MIC 407	Pathogenic Bacteriology	4
MIC 420	Introductory Virology	3
MIC 421	Virology Laboratory	2
MIC 427	Industrial and Fermentation Microbiology	3
MIC 428	Fermentation Microbiology Laboratory	2
MIC 434	Aquatic Microbial Ecology	3
MIC 454	Mechanisms of Microbial Pathogenicity	2
MIC 460	Symposium in Microbiology	1-3
List II		
BIO 406	Parasitology	4

BIO 412	Mycology	4
BIO 413	Medical Mycology	3
BIO 449	Advanced Microscopy and Biological Imaging	3
CLI 484	Laboratory Management	2
MIC 440	Bioinformatics	2
MIC 442	Plant Microbe Interactions	3

List III

BIO 202	Introduction to Biological Data Analysis and Interpretation	2
MIC 479	Microbiology Laboratory Assistant (only one credit applies to List III)	1-2
MIC 489	Independent Study in Microbiology	1-2
MIC 499	Independent Research in Microbiology	1-2

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. 70)
- College core (p. 503)
- Baccalaureate degree requirements (p. 504)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1

Fall	Credits Spring	Credits
BIO 105 (Gen Ed Natural Lab Science)	4 BIO 203 ¹	4
MTH 150 (Gen Ed Math)	4 CHM 103 (Gen Ed Natural Lab Science)	5
Gen Ed Arts	2-3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
CST 110 (Gen Ed Literacy-Written)	3 FYS 100 (Gen Ed First-Year Seminar)	3
Gen Ed World History	3	
	16	15

Year 2

Fall	Credits Spring	Credits
MIC 230	4 MIC 350	3
CHM 104	5 CHM 301 (or 300/400 not MIC/BIO for CSH Core)	5
2nd MTH or CT 100	3-4 Gen Ed Health & Well-Being	3
Gen Ed Minority Cultures	3 Gen Ed Global Studies	3
	15	14

Year 3

Fall	Credits Spring	Credits
MIC 310	3 MIC Elective (see list)	4
MIC 410	2 MIC Elective (List I)	4
CHM 300 ²	4 CHM 325 ³	4
CHM 302 ²	1 University Elective	3
Gen Ed Humanistic Studies	3	
University Elective	3	
	16	15

Year 4

Fall	Credits Spring	Credits
MIC 416	4 MIC 425	4
MIC Elective (List 1)	2 MIC 461	1
CSH Core or Minor ⁴	3 CSH Core or Minor ⁴	3
Gen Ed Self & Society	3 Gen Ed Arts	2-3

University Elective	3 University Elective	3
	15	14

Total Credits: 120

¹ Or BIO 306, BIO 312, or BIO 315 in appropriate semester. Please consult with advisor.

² Or CHM 303, CHM 304, and CHM 302; or CHM 303, CHM 304, and CHM 305.

³ Or CHM 417 and CHM 418.

⁴ See CSH 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 Major: Biomedical Concentration - Bachelor of Science (BS)

Major requirements

(All colleges)

38 microbiology/biology credits (61 total credits including requirements outside BIO/MIC)

Code	Title	Credits
Biology core		
BIO 105	General Biology	4
Select one of the following:		4
BIO 203	Organismal Biology	
BIO 306	Genetics	
BIO 312	Human Anatomy and Physiology I	
BIO 315	Cell Biology	
Microbiology core		
MIC 230	Fundamentals of Microbiology	4
MIC 310	Immunology	3
MIC 407	Pathogenic Bacteriology	4
MIC 410	Immunology Laboratory	2
MIC 416	Prokaryotic Molecular Genetics	4
MIC 425	Bacterial Physiology	4
MIC 461	Capstone in Microbiology	1
Microbiology/biology electives		
Select at least three credits from List I, a maximum of two credits from List III: (see Electives list below)		8
Additional requirements		
Select one course in math, STAT 145 or above		4-5
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 & CHM 302	Fundamental Organic Chemistry and Fundamental Organic Chemistry Laboratory	
CHM 303 & CHM 304 & CHM 302	Organic Chemistry Theory I and Organic Chemistry Theory II and Fundamental Organic Chemistry Laboratory	

CHM 303 & CHM 304 & CHM 305	Organic Chemistry Theory I and Organic Chemistry Theory II and Organic Chemistry Laboratory
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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 61

The physics series PHY 103/PHY 104 or PHY 203/PHY 204 may be required for students pursuing graduate or professional degrees.

Electives

Code	Title	Credits
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
BIO 449	Advanced Microscopy and Biological Imaging	3
CLI 440	Clinical Parasitology	1
CLI 484	Laboratory Management	2
MIC 427	Industrial and Fermentation Microbiology	3
MIC 428	Fermentation Microbiology Laboratory	2
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

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. 70)
- College core (p. 505)
- Baccalaureate degree requirements (p. 506)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
- 4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
- 5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
- 6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
- 7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
- 8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
BIO 105 (Gen Ed Natural Lab Science)	4 CHM 103 (Gen Ed Natural Lab Science)	5
MTH 150 (Gen Ed Math)	4 ENG 110 or 112 (Gen Ed Literacy-Written)	3
Gen Ed Arts	2-3 FYS 100 (Gen Ed First-Year Seminar)	3
CST 110 (Gen Ed Literacy-Oral)	3 Gen Ed Health & Well-Being	3
Gen Ed World History	3	
16		14

Year 2		
Fall	Credits Spring	Credits
MIC 230	4 MIC 310	3
CHM 104	5 MIC 410	2
Gen Ed Global Studies	3 CHM 301 (or 300/400 not MIC/ BIO for CSH Core)	5
2nd MTH or CT 100	3-4 Gen Ed Minority Cultures	3
	Gen Ed Arts	2-3
	15	16
Year 3		
Fall	Credits Spring	Credits
MIC 407	4 MIC Elective (see list)	3
CHM 300 ¹	4 CHM 325 ³	4
CHM 302 ¹	1 To provide more options for 2nd BIO course elective (i.e. BIO 313)	3-4
BIO 203 ²	4 Gen Ed Humanistic Studies	3
University Elective	3	
	16	14
Year 4		
Fall	Credits Spring	Credits
MIC 416	4 MIC 425	4
MIC Elective (List I)	3 MIC 461	1
CSH Core or Minor ⁴	3 CSH Core or Minor ⁴	3
Gen Ed Self & Society	3 MIC Elective (see list)	2
University Elective	2 University Elective	4
	15	14
Total Credits: 120		

¹ Or CHM 303, CHM 304, and CHM 302; or CHM 303, CHM 304, and CHM 305.

² Or BIO 306, BIO 312, or BIO 315 in appropriate semester. Please consult with advisor.

³ Or CHM 417 and CHM 418.

⁴ See CSH 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 Major: Business Concentration - Bachelor of Science (BS)

Major requirements

(All colleges)

59 credits (35 credits for biology/microbiology, 24 credits for the business core; 82 total credits including requirements outside of BIO/ MIC)

Code	Title	Credits
Biology core ¹		
BIO 105	General Biology	4
Select one of the following:		3-4
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
BIO 306	Genetics	

BIO 312	Human Anatomy and Physiology I	
BIO 315	Cell Biology	
Microbiology core ¹		
MIC 230	Fundamentals of Microbiology	4
MIC 310	Immunology	3
MIC 350	Bacterial Diversity	3-4
or MIC 407	Pathogenic Bacteriology	
MIC 410	Immunology Laboratory	2
MIC 416	Prokaryotic Molecular Genetics	4
MIC 425	Bacterial Physiology	4
MIC 461	Capstone in Microbiology	1
Business core (24 credits)		
ACC 221	Accounting Principles I	3
ACC 222	Accounting Principles II	3
BLAW 205	The Legal and Ethical Environment of Business	3
ECO 110	Microeconomics and Public Policy	3
ECO 120	Global Macroeconomics	3
FIN 355	Principles of Financial Management	3
MGT 308	Organizational Behavior	3
MKT 309	Principles of Marketing	3
Microbiology/biology electives (see elective lists below) ¹		5-7
Select at least three credits from List I.		
One course from List II strongly recommended.		
A maximum of two credits from List III.		
Additional requirements		
Select one course in math, STAT 145 or above		4-5
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 & CHM 302	Fundamental Organic Chemistry and Fundamental Organic Chemistry Laboratory	
CHM 303 & CHM 304 & CHM 302	Organic Chemistry Theory I and Organic Chemistry Theory II and Fundamental Organic Chemistry Laboratory	
CHM 303 & CHM 304 & CHM 305	Organic Chemistry Theory I and Organic Chemistry Theory II 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		82

¹ The combination of biology core, microbiology core, and elective credits must total 35.

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

Code	Title	Credits
List I		
MIC 350	Bacterial Diversity	3
MIC 380	Food Microbiology	4
MIC 407	Pathogenic Bacteriology	4
MIC 420	Introductory Virology	3
MIC 421	Virology Laboratory	2
MIC 427	Industrial and Fermentation Microbiology	3
MIC 428	Fermentation Microbiology Laboratory	2
MIC 434	Aquatic Microbial Ecology	3
MIC 454	Mechanisms of Microbial Pathogenicity	2
MIC 460	Symposium in Microbiology	1-3
List II		
BIO 406	Parasitology	4
BIO 412	Mycology	4
BIO 413	Medical Mycology	3
BIO 449	Advanced Microscopy and Biological Imaging	3
CLI 484	Laboratory Management	2
MIC 440	Bioinformatics	2
MIC 442	Plant Microbe Interactions	3
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

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. 70)
- College core (p. 508)
- Baccalaureate degree requirements (p. 508)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
BIO 105 (Gen Ed Natural Lab Science)	4 BIO 203 ¹	4
MTH 150 (Gen Ed Math)	4 CHM 103 (Gen Ed Natural Lab Science)	5
Gen Ed Arts	2-3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
CST 110 (Gen Ed Literacy-Oral)	3 ECO 110 (Gen Ed Self & Society)	3
FYS 100 (Gen Ed First-Year Seminar)	3	
	16	15
Year 2		
Fall	Credits Spring	Credits
MIC 230	4 MIC 310	3
CHM 104	5 CHM 300 ²	4
ECO 120 (Gen Ed Global Studies)	3 CHM 302 ²	1
2nd MTH or CT 100	3-4 ACC 221 ³	3
	Gen Ed Health & Well-Being	3
	16	14

Year 3		
Fall	Credits Spring	Credits
MIC 410	2 CHM 325 ⁴	4
MIC 350 or 407	3-4 MIC Elective (List I)	3
ACC 222 ³	3 BLAW 205	3
Gen Ed Minority Cultures	3 Gen Ed Humanistic Studies	3
University Elective	3 Gen Ed Arts	2-3
	14	16
Year 4		
Fall	Credits Spring	Credits
MIC 416	4 MIC 425	4
MIC Elective (see list)	2-3 MIC 461	1
MKT 309	3 CSH Core (300/400 level outside major) or minor	3
Gen Ed World History	3 FIN 355	3
University Elective	3 MGT 308	3
	15	14

Total Credits: 120

- ¹ Or BIO 306, BIO 312, or BIO 315 in appropriate semester. Please consult with advisor.
- ² Or CHM 303, CHM 304, and CHM 302; or CHM 303, CHM 304, and CHM 305.
- ³ ACC 221 and ACC 222 may be used to meet CSH BS Core Requirements (<http://catalog.uwlax.edu/undergraduate/scienceandhealth/#Core>). 300/400 requirements for graduation may be impacted.
- ⁴ Or CHM 417 and CHM 418.

Microbiology Major: Environmental Science Concentration - Bachelor of Science (BS)

Major requirements

(All colleges)

38 credits (69 total credits including requirements outside of BIO/MIC)

Code	Title	Credits
Biology core		
BIO 105	General Biology	4
Select one of the following: ¹		3-4
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
Microbiology core		
MIC 230	Fundamentals of Microbiology	4
MIC 350	Bacterial Diversity	3
MIC 416	Prokaryotic Molecular Genetics	4
MIC 425	Bacterial Physiology	4
MIC 434	Aquatic Microbial Ecology	3
MIC 461	Capstone in Microbiology	1
Microbiology/biology electives (see elective lists below)		11-12
Select at least five credits from List I.		
At least three credits from List II.		

A maximum of two credits from List III.

Additional requirements		
STAT 145	Elementary Statistics	4
or STAT 245	Probability and Statistics	
MTH 175	Applied Calculus	4
or MTH 207	Calculus I	
Select a minimum of 24 credits of chemistry including:		24
CHM 103	General Chemistry I	
CHM 104	General Chemistry II	
CHM 301	Analytical Chemistry	
Select one of the following:		
CHM 300 & CHM 302	Fundamental Organic Chemistry and Fundamental Organic Chemistry Laboratory	
CHM 303 & CHM 304 & CHM 302	Organic Chemistry Theory I and Organic Chemistry Theory II and Fundamental Organic Chemistry Laboratory	
CHM 303 & CHM 304 & CHM 305	Organic Chemistry Theory I and Organic Chemistry Theory II 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		69

¹ If three credits are chosen from this list, 12 elective credits are required below to reach a total of 38 credits for the major.

The physics series PHY 103/PHY 104 or PHY 203/PHY 204 may be required for students pursuing graduate or professional degrees.

Electives

Code	Title	Credits
List I		
MIC 407	Pathogenic Bacteriology	4
MIC 420	Introductory Virology	3
MIC 421	Virology Laboratory	2
MIC 427	Industrial and Fermentation Microbiology	3
MIC 428	Fermentation Microbiology Laboratory	2
BIO 307	Ecology ¹	3
BIO 341	Limnology ¹	3
BIO 441	Environmental Toxicology	3
BIO 447	Standard Methods/Quality Assurance Water Analyses	3
BIO 449	Advanced Microscopy and Biological Imaging	3
BIO 464	Stream and Watershed Ecology ¹	3
List II		
BIO 406	Parasitology	4
BIO 412	Mycology	4
CLI 484	Laboratory Management	2
MIC 440	Bioinformatics	2
MIC 442	Plant Microbe Interactions	3
List III		
BIO 202	Introduction to Biological Data Analysis and Interpretation	2

MIC 479	Microbiology Laboratory Assistant (only one credit applies to List III)	1-2
MIC 489	Independent Study in Microbiology	1-2
MIC 499	Independent Research in Microbiology	1-2

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. 70)
- College core (p. 510)
- Baccalaureate degree requirements (p. 511)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
BIO 105 (Gen Ed Natural Lab Science)	4 BIO 203	4
Gen Ed Arts	2-3 CHM 103 (Gen Ed Natural Lab Science)	5
CST 110 (Gen Ed Literacy-Oral)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
MTH 175 or 207 (Gen Ed Math)	4 STAT 145 or 245	4
FYS 100 (Gen Ed First-Year Seminar)	3	
	16	16
Year 2		
Fall	Credits Spring	Credits
MIC 230	4 MIC 350	3
CHM 104	5 CHM 301 (or 300/400 not MIC/BIO for CSH Core)	5
Gen Ed Arts	2-3 Gen Ed Minority Cultures	3
Gen Ed Global Studies	3 Gen Ed Health & Well-Being	3
	15	14
Year 3		
Fall	Credits Spring	Credits
MIC 434 (offered fall of even-number years) or MIC Elective (see list)	3 MIC Elective (List II)	3
CHM 300 ¹	4 MIC Elective (List I)	3
CHM 302 ¹	1 CHM 325 ²	4
Gen Ed Humanistic Studies	3 Gen Ed Self & Society	3
University Elective	3 University Elective	3
	14	16
Year 4		
Fall	Credits Spring	Credits
MIC 416	4 MIC 461	1
MIC 434 (offered fall of even-number years) or MIC Elective	3 CSH Core or Minor ³	3
MIC elective (List I)	2-3 MIC 425	4
CSH Core or Minor ³	3 Gen Ed World History	3
University Elective	3 University Elective	3
	15	14

Total Credits: 120

¹ Or CHM 303, CHM 304, and CHM 302; or CHM 303, CHM 304, and CHM 305.

² Or CHM 417 and CHM 418.

³ See CSH 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)

18 credits

Code	Title	Credits
MIC 230	Fundamentals of Microbiology	4
Select one of the following courses: ¹		3-4
MIC 350	Bacterial Diversity	
MIC 407	Pathogenic Bacteriology	
Select remaining credits from the following electives; maximum of 10-11 four credits from List II, and maximum of two credits from List III		
List I		
MIC 310	Immunology	
MIC 350	Bacterial Diversity	
MIC 380	Food Microbiology	
MIC 407	Pathogenic Bacteriology	
MIC 410	Immunology Laboratory	
MIC 416	Prokaryotic Molecular Genetics	
MIC 420	Introductory Virology	
MIC 421	Virology Laboratory	
MIC 425	Bacterial Physiology	
MIC 427	Industrial and Fermentation Microbiology	
MIC 428	Fermentation Microbiology Laboratory	
MIC 434	Aquatic Microbial Ecology	
MIC 442	Plant Microbe Interactions	
MIC 454	Mechanisms of Microbial Pathogenicity	
MIC 460	Symposium in Microbiology	
CLI 440	Clinical Parasitology	
List II (not to exceed four credits)		
BIO 406	Parasitology	
BIO 412	Mycology	
BIO 413	Medical Mycology	
BIO 449	Advanced Microscopy and Biological Imaging	
List III (not to exceed two credits)		
MIC 299	Introduction to Microbiology Research	
MIC 499	Independent Research in Microbiology	
Total Credits		18

¹ If three credits are selected, 11 credits are required from the elective lists for a total of 18 credits for the minor. If four credits are selected, 10 credits are required from the elective lists for a total of 18 credits for the minor.

Microbiology Honors Program

The 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: Angela Weiler
4032 Health Science Center, 608.785.8470
Email: nmtprogram@uwlax.edu*

www.uwlax.edu/health-professions/undergraduate-majorsminors/nuclear-medicine-technology/ (<https://www.uwlax.edu/health-professions/undergraduate-majorsminors/nuclear-medicine-technology/>)

Nuclear medicine is a dynamic healthcare field that performs imaging and therapy procedures for a wide variety of diseases. It is a safe procedure that uses a very small amount of radioactive drugs, known as radiopharmaceuticals, to provide a detailed picture of what is happening inside the body. Nuclear medicine provides unique information about both structure and function of nearly every human organ. It can characterize and quantify physiologic function and identify abnormalities very early in the progress of a disease long before many medical problems are apparent with other diagnostic tests. There has been dramatic growth in the field in the last few years, and it is expected to grow exponentially in the next decade as more radiopharmaceuticals are created and technology advances. The possibility for career progression is vast within nuclear medicine, but most involve providing patient-centered care, pharmacology lab work, and operating advanced medical technology. Nuclear medicine is "the future of personalized care and precision medicine."

The nuclear medicine technology curriculum requires six semesters on campus in pre-professional and professional core courses before the clinical internship. The length, start time, and location of the clinical internship varies between all the affiliate clinical internship sites, but all of them are 12-13 months long and are completed at the internship site location, or 3 months on the UWL campus and 9 months at the 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 exam to become a certified nuclear medicine technologist.

UWL, in cooperation with its clinical internship sites, currently provides the only baccalaureate degree program in nuclear medicine technology in the state of Wisconsin and the largest baccalaureate program in the United States. The UWL nuclear medicine technology program is designed to offer a high-quality curriculum rich in academic and clinical experiences that ensures both academic and technical competency while setting a foundation for career success and a desire for lifelong learning in their profession. During the clinical internship, students will work directly with certified nuclear medicine technologists in direct patient care in busy and highly regarded departments as well as nuclear medicine radiologists, physicists, pharmacists, and chemists. This program not only provides the knowledge, skills, and abilities to be successful in nuclear medicine but also information on how to continuously make a future career meaningful and purposeful.

Major

- Nuclear medicine technology - BS (p. 513)

Nuclear Medicine Technology Major - Bachelor of Science (BS)

Major requirements

(College of Science and Health)

Nuclear Medicine Technology admission policy

The university sponsors up to 28 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 fall semester of either their sophomore or junior year (see advisor). Refer to the sample degree plan tab. A Nuclear Medicine Technology Professional Program Selection Committee composed of representatives from the university, healthcare community, 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.

Nuclear Medicine Technology admission to internship and completion of degree 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 (JRCNMT). 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, MN¹
- Froedtert Hospital, Milwaukee, WI
- Marshfield Clinic, Marshfield, WI
- Aurora St. Luke's Hospital, Milwaukee, WI
- Northwestern Memorial Hospital, Chicago, IL
- UW Health Hospitals and Clinics, Madison, WI
- UM Fairview Medical Center, Minneapolis, MN
- Gundersen Health, La Crosse, WI

¹ Nuclear Medicine Technology students who select to complete the required year-long clinical at the Mayo Clinic School of Health Sciences (MCSHS) enroll at MCSHS rather than at UW-La Crosse. The courses taken during the year-long clinical at MCSHS meet UW-La Crosse NMT program requirements. The student must request an official transcript to be sent to UW-La Crosse from MCSHS. 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 Clinic School of Health Sciences (MCSHS) grants a Certificate of Completion in Nuclear Medicine Technology.

Curriculum

102-106 credits, including internship

Code	Title	Credits
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 150	College Algebra (or higher) ¹	4
STAT 145	Elementary Statistics ¹	4
Select one of the following:		4-8
PHY 134	Physics for Nuclear and Radiological Sciences	
PHY 103 & PHY 104	Fundamental Physics I and Fundamental Physics II	
Select one of the following:		3
PSY 100	General Psychology ¹	
SOC 110	Introduction to Sociology ¹	
SOC 120	Social Problems ¹	
Professional core requirements		
BIO 333	Radiation Biology	3
CHM 300	Fundamental Organic Chemistry	4
CHM 302	Fundamental Organic Chemistry Laboratory	1
CHM 325	Fundamental Biochemistry	4
CHM 461	Nuclear Chemistry	4
HP 250	Medical Terminology for Health Professions	1
HP 310	Pathophysiology	4
NMT 201	Introduction to Nuclear Medicine Technology	1
NMT 314	Cross-Sectional Anatomy	1

NMT 344	Medical Ethics and Health Administration	2
NMT 398	Research Writing in Nuclear Medicine Technology	2
NMT 399	Applied Research Writing in Nuclear Medicine Technology	1
PHY 376	Introduction to Nuclear Science	3
Recommended electives		
BIO 306	Genetics	
BIO 432	Biology of Cancer	
CST 354	Health Communication	
SOC 420	Health Care and Illness	
SOC 422	Death, Dying, and Bereavement	
ECO 350	Health Economics	
ESS 201	Safety, First Aid and CPR	
MIC 230	Fundamentals of Microbiology	
NMT 499	Independent Study	
Total Credits		68-72

¹ This course can also fulfill general education requirements.

It is required that students have at least 8 hours of observation in a nuclear medicine department before they apply to the professional program. Students must have completed all courses taught at UWL prior to their clinical internship experience. All courses must be completed with a grade of "C" or above. A cumulative grade point average of 2.50 on a 4.00 scale is required for acceptance into the professional program, maintenance of accepted status, and for graduation with a major in nuclear medicine technology.

Clinical Internship Requirements (34 credits)

Each NMT intern will enroll in clinical courses for a minimum of 34 credits from the following selection.

Code	Title	Credits
NMT 401	Management and Methods of Patient Care I	2
NMT 403	Anatomy, Physiology and Pathology	2-4
NMT 404	Management and Methods of Patient Care II	3
NMT 405	Radiation Protection	1-5
NMT 407	Clinical Instrumentation and Techniques	2-5
NMT 412	Clinical Nuclear Practicum I	3-9
NMT 413	Clinical Nuclear Practicum II	3-9
NMT 416	Nuclear Medicine Quality Control Practicum	1-3
NMT 417	Nuclear Radiation Physics and Instrumentation	2-5
NMT 418	Clinical Procedures Review I	1-3
NMT 419	Clinical Radiation Biology	1-3
NMT 422	Clinical Procedures Review II	1-4
NMT 423	Radiopharmacy and Pharmacology	1-5
NMT 427	Clinical Evaluation of Mathematical Data in Nuclear Medicine	1-5
NMT 429	Multimodality Imaging	1-5
NMT 499	Independent Study	3

All of the above courses are not required but a minimum of 34 credits must be earned in the array required by the clinical internship site.

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. 70)
- Baccalaureate degree requirements (p. 514)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

This major is exempt from the CSH College Core requirement.

Nuclear medicine technology sample plan

Year 1		
Fall	Credits Spring	Credits
NMT 201	1 BIO 105 (Gen Ed Natural Lab Science)	4
CHM 103 (Gen Ed Natural Lab Science) ¹	5 PSY 100, SOC 110, or SOC 120 (Gen Ed Self & Society)	3
ENG 110 or 112 (Gen Ed Literacy-Written)	3 CHM 104	5
FYS 100 (Gen Ed First-Year Seminar)	3 CST 110 (Gen Ed Literacy-Oral)	3
MTH 150, MTH 151, or higher ²	3-4 Gen Ed Arts	2-3
	16	17
Year 2		
Fall	Credits Spring	Credits
BIO 312	4 BIO 313	4
CHM 300	4 STAT 145 (Gen Ed Math/Logical Systems)	4
CHM 302	1 PHY 134 ³	4
Gen Ed Minority Cultures	3 Gen Ed Health & Well-Being	3
Gen Ed World History	3 Gen Ed Arts	2-3
	December: apply for admission to NMT Program	
	15	17
Year 3		
Fall	Credits Spring	Credits
NMT 314	1 BIO 333	3
PHY 376	3 CHM 461	4
HP 310	4 NMT 344	2
HP 250	1 NMT 398	2
CHM 325	4 NMT 399	1
Gen Ed Global Studies	3 Gen Ed Humanistic Studies	3
	16	15

Year 4		
Fall	Credits Spring	Credits
Clinical Internship	17 Clinical Internship	17
	17	17

Total Credits: 130

- ¹ CHM 103 requires completion of MTH 150 or math placement into MTH 151 or higher.
- ² MTH 150 or higher required for NMT major requirements.
- ³ Or PHY 103 and PHY 104.

Nutrition Program (NUT)

College of Science and Health
 Program Coordinator: Lisa Kobs
 0021 Health Science Center, 608.785.6457
 Email: lkobs@uwlax.edu

The **nutrition minor** serves a variety of College of Science and Health (CSH) students, including those in pre-allied health, pre-medicine, exercise and sport science, and health education. Non-CSH 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@uwlax.edu), Kris Greany (kgreany@uwlax.edu) or Peg Maher (mmaher@uwlax.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. 515)

Nutrition Minor

Minor requirements

18 credits (26 total credits including prerequisites)

Code	Title	Credits
Core		
NUT 200	Human Nutrition	3
NUT 300	Lifecycle Nutrition	3
NUT 400	Food Science and Safety	3
Electives		
Select at least nine credits from the following:		9
ANT 366	Anthropology of Food	
or ANT 370	Medical Anthropology	
BIO 330	Economic Botany	
BIO 428	Advanced Nutrition for the Health Professions	

CHM 250	Introduction to Organic and Biochemistry
CHM 325	Fundamental Biochemistry
or CHM 418	Biochemistry II: Metabolism and Genetic Information
ESS 323	Nutrition and Sport
ESS 440	Advanced Sport Nutrition
HED 474	Nutrition Education
MIC 380	Food Microbiology
NUT 350	Functional Foods, Herbs, and Supplements
NUT 450	Field Experience in Nutrition
NUT 479	Nutrition Teaching Assistantship ¹
NUT 499	Nutrition Research ¹
PHL 330	Philosophy of Food: The Dining Experience
SOC 380	Fat Studies and Body Politics

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: Shelly Leshner
 2010 Cowley Hall; 608.785.8401
 Email: slesher@uwla.edu

www.uwla.edu/physics (<http://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.

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. 70).

2023-24 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 July.

Professor

Eric Barnes, Ph.D.

Jennifer Docktor, Ph.D.

Eric Gansen, Ph.D.

Ju Kim, Ph.D. (Dean, CSH)

Seth King, Ph.D.

Shelly Leshner, Ph.D. (Department Chair)

Robert Ragan, Ph.D.

Shauna Sallmen, Ph.D.

Associate Teaching Professor

Steven Verrall, Ph.D.

Administrative and Lab/Technical Support

Ri Allenby

Krista Anderson

Sarah Lantvit, Ph.D.

Majors

- Physics major - BA (p. 517)
- Physics major - BS (p. 518)
- Physics major with applied physics emphasis - BS (p. 520)
- Physics major with astronomy emphasis - BA (p. 522)
- Physics major with astronomy emphasis - BS (p. 524)
- Physics major with biomedical concentration - BS (p. 526)
- Physics major with business concentration - BS (p. 528)
- Physics major with computational physics emphasis - BS (p. 530)
- Physics major with optics emphasis - BS (p. 532)

Teacher education program

- Physics major: science education (grades 4-12) concentration -BS (p. 533)

Dual degree programs

- Dual degree program in physics and engineering (p. 536)
- Dual degree program in physics and physical therapy (p. 538)

Minors

- General science for teachers minor (p. 540)
- Physics minor (p. 541)
- Physics minor with astronomy emphasis (p. 541)

Honors

- Physics and astronomy honors program (p. 541)

Physics Major - Bachelor of Arts (BA)

Major requirements

(All colleges, excluding teacher certification programs)

38 credits (55 total credits including MTH)

Code	Title	Credits
Core		
PHY 203 or PHY 103	General Physics I ¹ Fundamental Physics I	4
PHY 204 or PHY 104	General Physics II ¹ Fundamental Physics II	4
PHY 305	General Physics III	3
PHY 306	Modern Physics	3
PHY 308 or PHY 334	Optics Electrical Circuits	3
PHY 311	Experimental Physics	2
PHY 321	Classical Mechanics	3
PHY 332	Electrodynamics	3
PHY 343	Thermodynamics	3
PHY 401	Quantum Mechanics	3
PHY 491	Capstone in Physics	1

Electives

Select six credits of electives from PHY courses at the 300/400-level or from the astronomy courses PHY 155, PHY 160. 6

Total Credits 38

Code	Title	Credits
Prerequisite coursework		
MTH 207	Calculus I	5
MTH 208	Calculus II	4
MTH 308 or MTH 309	Linear Algebra with Differential Equations Linear Algebra	4
MTH 310	Calculus III: Multivariable Calculus	4
Total Credits		17

¹ PHY 203 and PHY 204 preferred.

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. 70)
- College core (p. 517)
- Baccalaureate degree requirements (p. 517)

College of Science and Health (CSH) 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, GEO 221, GEO 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 world language at the 202 level or demonstrate English language proficiency for non-native speakers of English. Contact the CSH Dean's Office 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 Arts, Social Sciences, and Humanities/School of Visual and Performing Arts; or
2. Complete an individualized option, consisting of 15 credits.
 - a. These courses must be from the College of Arts, Social Sciences, and Humanities/School of Visual and Performing Art.
 - 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.
- ² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
PHY 203 or 103 (Gen Ed Natural Lab Science)	4 PHY 204 or 104	4
PHY 497	1 PHY 497	1
MTH 207 (Gen Ed Math)	5 MTH 208 (Gen Ed Math)	4

ENG 110 or 112 (Gen Ed Literacy-Written)	3 CST 110 (Gen Ed Literacy-Oral)	3
Gen Ed Arts	2-3 FYS 100 (Gen Ed First-Year Seminar)	3
15		15

Year 2		
Fall	Credits Spring	Credits
PHY 305	3 MTH 308 or 309	4
MTH 310	4 PHY 306	3
Gen Ed Minority Cultures	3 PHY 308 or 334	3
Gen Ed Self & Society	3 Gen Ed Arts	2-3
Gen Ed World History	3 202-Level Language (CSH BA Core)	4
16		16

Year 3		
Fall	Credits Spring	Credits
PHY 311	2 PHY 332	3
PHY 321	3 PHY 343	3
CSH Core (300/400 CASSH elec) or CASSH Minor	3 Gen Ed Global Studies	3
Gen Ed Health & Well-Being	3 CSH Core (300/400 CASSH elec) or CASSH Minor	3
Gen Ed Natural Lab Science (not PHY)	4 Gen Ed Humanistic Studies	3
15		15

Year 4		
Fall	Credits Spring	Credits
PHY 401	3 PHY 491	1
PHY 498 (PHY Elective)	1-3 PHY 498 (PHY Elective)	1-3
CSH Core (300/400 CASSH elec) or CASSH Minor	3 PHY Elective	3
CSH Core or CASSH Minor ¹	3 CSH Core or CASSH Minor ¹	3
University Elective	1 University Elective	3
University Elective	3 University Elective	3
14		14

Total Credits: 120

- ¹ See CSH BA Core Requirements (p. 368) 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)

Code	Title	Credits
Core		
PHY 203	General Physics I ¹	4
or PHY 103	Fundamental Physics I	
PHY 204	General Physics II ¹	4
or PHY 104	Fundamental Physics II	
PHY 305	General Physics III	3
PHY 306	Modern Physics	3
PHY 308	Optics	3

or PHY 334	Electrical Circuits	
PHY 311	Experimental Physics	2
PHY 321	Classical Mechanics	3
PHY 332	Electrodynamics	3
PHY 343	Thermodynamics	3
PHY 401	Quantum Mechanics	3
PHY 491	Capstone in Physics	1

Electives

Select six credits of electives from PHY courses at the 300/400-level or from the astronomy courses PHY 155, PHY 160.

Total Credits **38**

Code	Title	Credits
Prerequisite coursework		
MTH 207	Calculus I	5
MTH 208	Calculus II	4
MTH 308	Linear Algebra with Differential Equations	4
or MTH 309	Linear Algebra	
MTH 310	Calculus III: Multivariable Calculus	4

Total Credits **17**

¹ PHY 203 and PHY 204 preferred.

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. 70)
- College core (p. 519)
- Baccalaureate degree requirements (p. 519)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
PHY 203 or 103 (Gen Ed Natural Lab Science)	4 PHY 204 or 104	4
PHY 497	1 PHY 497	1
MTH 207 (Gen Ed Math)	5 MTH 208 (Gen Ed Math)	4
CST 110 (Gen Ed Literacy-Oral)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
Gen Ed Arts	2-3 FYS 100 (Gen Ed First-Year Seminar)	3
	15	15
Year 2		
Fall	Credits Spring	Credits
PHY 305	3 MTH 308 or 309	4
MTH 310	4 PHY 306	3
Gen Ed Global Studies	3 PHY 308 or 334	3
Gen Ed Minority Cultures	3 Gen Ed Arts	2-3
Gen Ed Humanistic Studies	3 Gen Ed Self & Society	3
	16	15
Year 3		
Fall	Credits Spring	Credits
PHY 311	2 PHY 332	3
PHY 321	3 PHY 343	3
CSH Core (300/400 not PHY) or Minor	3 Gen Ed Lab Science (not PHY)	4
Gen Ed Health & Well-Being	3 University Elective	3

University Elective	3 University Elective	3
	14	16
Year 4		
Fall	Credits Spring	Credits
PHY 401	3 PHY 491	1
PHY 498 (PHY Elective)	1-3 PHY 498 (PHY Elective)	1-3
CSH Core or Minor ¹	3 PHY Elective	3
Gen Ed World History	3 CSH Core or Minor ¹	3
University Elective	3 University Elective	3
CSH Core (300/400 not PHY) or Minor	3 University Elective	2
	16	13

Total Credits: 120

¹ See CSH BS Core Requirements (p. 368) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

Physics Major with Applied Emphasis - Bachelor of Science (BS)

Major requirements

(All colleges, excluding teacher certification programs)

38 credits (51 total credits including MTH)

Code	Title	Credits
Core		
PHY 203 or PHY 103	General Physics I ¹ Fundamental Physics I	4
PHY 204 or PHY 104	General Physics II ¹ Fundamental Physics II	4
PHY 305	General Physics III	3
PHY 306	Modern Physics	3
PHY 311	Experimental Physics	2
PHY 320	Statics	3
PHY 334	Electrical Circuits	3
PHY 343	Thermodynamics	3
PHY 491	Capstone in Physics	1
Electives		
Select 12 additional credits from the following:		12
PHY 308	Optics	
PHY 321	Classical Mechanics	
PHY 335	Electronics	
PHY 374	Computational Physics	
PHY 411	Advanced Experimental Physics	
PHY 460	Condensed Matter Physics	
PHY 497	Physics and Astronomy Seminar ²	
PHY 498	Physics and Astronomy Research ³	
CHM 104	General Chemistry II	
Any 300/400-level chemistry course		
Total Credits		38

Code	Title	Credits
Prerequisite coursework		
MTH 207	Calculus I	5
MTH 208	Calculus II	4
MTH 310	Calculus III: Multivariable Calculus	4
Total Credits		13

¹ PHY 203 and PHY 204 preferred.

² A maximum of two credits of PHY 497 may apply to the major.

³ A maximum of three credits of PHY 498 may apply 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. 70)
- College core (p. 521)
- Baccalaureate degree requirements (p. 521)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.
- ² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
PHY 203 or 103 (Gen Ed Natural Lab Science) ¹	4 PHY 204 or 104 ¹	4
PHY 497 ²	1 PHY 497 ²	1
MTH 207 (Gen Ed Math)	5 MTH 208 (Gen Ed Math)	4
CST 110 (Gen Ed Literacy-Oral)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
Gen Ed Arts	2-3 FYS 100 (Gen Ed First-Year Seminar)	3
	15	15
Year 2		
Fall	Credits Spring	Credits
PHY 305	3 PHY 306	3
MTH 310	4 PHY 334	3
Gen Ed Global Studies	3 Gen Ed Arts	2-3
Gen Ed Minority Cultures	3 Gen Ed Self & Society	3
Gen Ed Humanistic Studies	3 University Elective	3
	16	14
Year 3		
Fall	Credits Spring	Credits
PHY 311	2 PHY 343	3
PHY 320	3 Gen Ed Lab Science (not PHY)	4
PHY Elective	3 University Elective	3
Gen Ed Health & Well-Being	3 University Elective	3
CSH Core (300/400 not PHY) or Minor	3 CSH Core (300/400 not PHY) or Minor	3
	14	16
Year 4		
Fall	Credits Spring	Credits
PHY Elective	3 PHY 491	1
PHY Elective	3 PHY Elective	3
CSH Core or Minor ³	3 CSH Core or Minor ³	3
Gen Ed World History	3 University Elective	3
University Elective	3 University Elective	3
	University Elective	2
	15	15
Total Credits: 120		

¹ PHY 203 and PHY 204 preferred.

² A maximum of two credits of PHY 497 may apply towards elective requirements in the major.

³ See CSH BS Core Requirements (p. 368) 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)

40 credits (57 total credits including MTH)

Code	Title	Credits
Core		
PHY 203	General Physics I ¹	4
or PHY 103	Fundamental Physics I	
PHY 204	General Physics II ¹	4
or PHY 104	Fundamental Physics II	
PHY 155	Solar System Astronomy	4
PHY 160	Stars, Galaxies and the Universe	4
PHY 305	General Physics III	3
PHY 306	Modern Physics	3
PHY 311	Experimental Physics	2
PHY 362	Astrophysics	3
PHY 466	Cosmology and the Structure of The Universe	3
PHY 491	Capstone in Physics	1
Electives		
Select nine additional credits from physics courses at the 300/400 level ^{2,3}		9
Total Credits		40

Code	Title	Credits
Prerequisite coursework		
MTH 207	Calculus I	5
MTH 208	Calculus II	4
MTH 308	Linear Algebra with Differential Equations	4
or MTH 309	Linear Algebra	
MTH 310	Calculus III: Multivariable Calculus	4
Total Credits		17

¹ PHY 203 and PHY 204 are preferred.

² Students intending to pursue a graduate degree are strongly advised to take PHY 321 and PHY 332 and should consult with their physics advisor when choosing physics elective courses.

³ Excluding PHY 320, PHY 376, PHY 423, PHY 452, PHY 483, PHY 497. If PHY 498 Physics and Astronomy Research is chosen, the research must be astronomy related, and only three credits of PHY 498 may apply towards 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. 70)
- College core (p. 523)
- Baccalaureate degree requirements (p. 523)

College of Science and Health (CSH) 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, GEO 221, GEO 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 world language at the 202 level or demonstrate English language proficiency for non-native speakers of English. Contact the CSH Dean's Office 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 Arts, Social Sciences, and Humanities/School of Visual and Performing Arts; or
2. Complete an individualized option, consisting of 15 credits.
 - a. These courses must be from the College of Arts, Social Sciences, and Humanities/School of Visual and Performing Art.
 - 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.

6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.
- ² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
PHY 203 or 103 (Gen Ed Natural Lab Science) ¹	4 PHY 204 or 104 ¹	4
PHY 497	1 PHY 160 (Gen Ed Natural Lab Science)	4
MTH 207 (Gen Ed Math)	5 PHY 497	1
ENG 110 or 112 (Gen Ed Literacy-Written)	3 MTH 208 (Gen Ed Math)	4
FYS 100 (Gen Ed First-Year Seminar)	3 Gen Ed World History	3
	16	16
Year 2		
Fall	Credits Spring	Credits
PHY 155 (Gen Ed Natural Lab Science)	4 PHY 306	3
PHY 305	3 MTH 308 or 309	4
MTH 310	4 Gen Ed Humanistic Studies	3
CST 110 (Gen Ed Literacy-Oral)	3 202-level World Language (CSH BA Core)	4
Gen Ed Arts	2-3	
	16	14
Year 3		
Fall	Credits Spring	Credits
PHY 311	2 Gen Ed Self & Society	3
Gen Ed Health & Well-Being	3 Gen Ed Natural Lab Science (not PHY)	4
CSH Core (300/400 CASSH elec) or CASSH minor	3 Gen Ed Global Studies	3
Gen Ed Minority Cultures	3 PHY Elective (300/400-level)	3
PHY Elective (300/400-level)	3 University Elective	3
	14	16
Year 4		
Fall	Credits Spring	Credits
PHY 362	3 PHY 466	3
CSH Core (300/400 CASSH elec) or CASSH minor	3 PHY 491	1
CSH Core or CASSH minor ²	3 PHY Elective (300/400-level)	3
Gen Ed Arts	2-3 CSH Core (300/400 CASSH elec) or CASSH minor	3
University Elective	3 CSH Core or CASSH minor ²	3
	University Elective	1
	14	14
Total Credits: 120		

¹ PHY 203 and PHY 204 preferred.

² See CSH BA Core Requirements (p. 368) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

Physics Major with Astronomy Emphasis - Bachelor of Science (BS)

Major requirements

(All colleges, excluding teacher certification programs)

40 credits (57 total credits including MTH)

Code	Title	Credits
Core		
PHY 203 or PHY 103	General Physics I ¹ Fundamental Physics I	4
PHY 204 or PHY 104	General Physics II ¹ Fundamental Physics II	4
PHY 155	Solar System Astronomy	4
PHY 160	Stars, Galaxies and the Universe	4
PHY 305	General Physics III	3
PHY 306	Modern Physics	3
PHY 311	Experimental Physics	2
PHY 362	Astrophysics	3
PHY 466	Cosmology and the Structure of The Universe	3
PHY 491	Capstone in Physics	1
Electives		
Select nine additional credits from physics courses at the 300/400 level ^{2,3}		9
Total Credits		40

Code	Title	Credits
Prerequisite coursework		
MTH 207	Calculus I	5
MTH 208	Calculus II	4
MTH 308 or MTH 309	Linear Algebra with Differential Equations Linear Algebra	4
MTH 310	Calculus III: Multivariable Calculus	4
Total Credits		17

¹ PHY 203 and PHY 204 are preferred.

² Students intending to pursue a graduate degree are strongly advised to take PHY 321 and PHY 332 and should consult with their physics advisor when choosing physics elective courses.

³ Excluding PHY 320, PHY 376, PHY 423, PHY 452, PHY 483, PHY 497. If PHY 498 Physics and Astronomy Research is chosen, the research must be astronomy related, and only three credits of PHY 498 may apply towards 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. 70)
- College core (p. 525)
- Baccalaureate degree requirements (p. 525)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.

6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.
- ² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1			
Fall	Credits	Spring	Credits
PHY 203 or 103 (Gen Ed Natural Lab Science) ¹	4	PHY 204 or 104 ¹	4
PHY 497	1	PHY 160 (Gen Ed Natural Lab Science)	4
MTH 207 (Gen Ed Math)	5	PHY 497	1
ENG 110 (Gen Ed Literacy-Written)	3	MTH 208 (Gen Ed Math)	4
FYS 100 (Gen Ed First-Year Seminar)	3	Gen Ed World History	3
	16		16
Year 2			
Fall	Credits	Spring	Credits
PHY 155 (Gen Ed Natural Lab Science)	4	PHY 306	3
PHY 305	3	MTH 308 or 309	4
MTH 310	4	Gen Ed Global Studies	3
CST 110 (Gen Ed Literacy-Oral)	3	Gen Ed Humanistic Studies	3
Gen Ed Arts	2-3	University Elective	2
	16		15
Year 3			
Fall	Credits	Spring	Credits
PHY 311	2	Gen Ed Self & Society	3
Gen Ed Health & Well-Being	3	Gen Ed Lab Science (not PHY)	4
CSH Core (300/400 not PHY) or minor	3	CSH Core (300/400 not PHY) or minor	3
Gen Ed Minority Cultures	3	PHY Elective (300/400-level)	3
University Elective	3	PHY Elective (300/400-level)	3
	14		16
Year 4			
Fall	Credits	Spring	Credits
PHY 362	3	PHY 466	3
CSH Core or minor ²	3	PHY 491	1
Gen Ed Arts	2-3	PHY Elective (300/400-level)	3
University Elective	3	CSH Core or minor ²	3
University Elective	3	University Elective	3
	14		13

Total Credits: 120

¹ PHY 203 and PHY 204 preferred.

² See CSH BS Core Requirements (p. 368) 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)

52 credits (75 total credits including MTH and CHM)

Code	Title	Credits
Core		
A minimum of 28 credits of physics courses including:		
PHY 203 or PHY 103	General Physics I ¹ Fundamental Physics I	4
PHY 204 or PHY 104	General Physics II ¹ Fundamental Physics II	4
PHY 305	General Physics III	3
PHY 306	Modern Physics	3
PHY 311	Experimental Physics	2
Electives		
Select 12 additional credits of physics courses at the 300/400-level ²		12
Required courses outside physics		
A minimum of 24 credits outside physics, including the following required courses:		
STAT 145 or STAT 245	Elementary Statistics Probability and Statistics	4
MTH 310	Calculus III: Multivariable Calculus	4
Select one of the following:		5-8
CHM 300 & CHM 302	Fundamental Organic Chemistry and Fundamental Organic Chemistry Laboratory	
CHM 303 & CHM 304 & CHM 302	Organic Chemistry Theory I and Organic Chemistry Theory II and Fundamental Organic Chemistry Laboratory	
CHM 303 & CHM 304 & CHM 305	Organic Chemistry Theory I and Organic Chemistry Theory II 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 ²		3-6
Total Credits		52

Code	Title	Credits
Prerequisite coursework		
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		23

¹ PHY 203 and PHY 204 preferred.

² For students interested in medical physics graduate programs, PHY 332, PHY 334, and MTH 309 are recommended.

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. 70)
- Baccalaureate degree requirements (p. 527)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).

7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.
- ² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
PHY 203 or 103 ¹	4 PHY 204 or 104 ¹	4
PHY 497	1 PHY 497	1
MTH 207 (Gen Ed Math)	5 MTH 208 (Gen Ed Math)	4
ENG 110 (Gen Ed Literacy-Written)	3 CST 110 (Gen Ed Literacy-Oral)	3
Gen Ed Arts	2-3 FYS 100 (Gen Ed First-Year Seminar)	3
	15	15
Year 2		
Fall	Credits Spring	Credits
PHY 305	3 PHY 306	3
MTH 310	4 300/400-level PHY Elective	3
BIO 105 (Gen Ed Natural Lab Science)	4 CHM 103 (Gen Ed Natural Lab Science)	5
Gen Ed Self & Society	3 Gen Ed Minority Cultures	3
Gen Ed Global Studies	3	
	17	14
Year 3		
Fall	Credits Spring	Credits
BIO 312	4 PHY 311	2
CHM 104	5 CHM 300	4
Gen Ed Humanistic Studies	3 CHM 302	1
STAT 145 or 245	4 BIO 313	4
	University Elective	3
	16	14
Year 4		
Fall	Credits Spring	Credits
BIO 315	4 PHY 491	1
Gen Ed Arts	2-3 300/400-level PHY Elective (i.e. Biophysics)	3
Gen Ed World History	3 300/400-level PHY Elective	3
University Elective 300/400 Level	3 University Elective 300/400 Level	3
University Elective	2 University Elective	2
	Gen Ed Health & Well-Being	3
	14	15
Total Credits: 120		

¹ PHY 203 and PHY 204 preferred.

Physics Major with Business Concentration - Bachelor of Science (BS)

Major requirements

(All colleges, excluding teacher certification programs)

55 credits (64 total credits including MTH)

Code	Title	Credits
Core		
A minimum of 28 credits in physics including the following:		
PHY 203	General Physics I ¹	4
or PHY 103	Fundamental Physics I	
PHY 204	General Physics II ¹	4

or PHY 103	Fundamental Physics I	
PHY 305	General Physics III	3
PHY 306	Modern Physics	3
PHY 311	Experimental Physics	2
Electives		
Select 12 additional credits from physics courses at the 300/400-level or from the astronomy courses PHY 155, PHY 160		12
Business core		
A minimum of 24 credits outside physics, including the following:		
ECO 110	Microeconomics and Public Policy	3
ECO 120	Global Macroeconomics	3
ACC 221	Accounting Principles I	3
ACC 222	Accounting Principles II	3
FIN 355	Principles of Financial Management	3
MKT 309	Principles of Marketing	3
BLAW 205	The Legal and Ethical Environment of Business	3
MGT 308	Organizational Behavior	3
Select additional electives in business at the 300/400-level		3
Total Credits		55

Code	Title	Credits
Prerequisite coursework		
MTH 207	Calculus I	5
MTH 208	Calculus II	4
Total Credits		9

¹ PHY 203 and PHY 204 preferred.

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. 70)
- Baccalaureate degree requirements (p. 529)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
PHY 203 or 103 ¹	4 PHY 204 or 104 ¹	4
PHY 497	1 PHY 497	1
MTH 207 (Gen Ed Math)	5 MTH 208 (Gen Ed Math)	4
ENG 110 or 112 (Gen Ed Literacy-Written)	3 CST 110 (Gen Ed Literacy-Oral)	3
Gen Ed Arts	2-3 FYS 100 (Gen Ed First-Year Seminar)	3
	15	15
Year 2		
Fall	Credits Spring	Credits
PHY 305	3 PHY 306	3
ECO 110 (Gen Ed Self & Society)	3 ECO 120 (Gen Ed Global Studies)	3
BLAW 205	3 ACC 221	3
Gen Ed Minority Cultures	3 Gen Ed Natural Lab Science	4
University Elective	3 Gen Ed Health & Well-Being	3
	15	16
Year 3		
Fall	Credits Spring	Credits
PHY 311	2 MKT 309	3

ACC 222	3 300/400-level PHY Elective	3
300/400-level University Elective	3 300/400-level University Elective	3
300/400-level PHY Elective	3 Gen Ed Humanistic Studies	3
Gen Ed Arts	2 University Elective	3
13		15

Year 4

Fall	Credits Spring	Credits
PHY 498	1-3 PHY 491	1
300/400-level PHY Elective	3 300/400-level PHY Elective	3
FIN 355	3 MGT 308	3
300/400-level Business Elective	3 300/400-level University Elective	3
Gen Ed World History	3 University Elective	3
University Elective	3 University Elective	2
16		15

Total Credits: 120¹ PHY 203 and PHY 204 preferred.

Physics Major with Computational Physics Emphasis - Bachelor of Science (BS)

Major requirements

(All colleges, excluding teacher certification programs)

40 credits (57 total credits including MTH and CS requirements)

Code	Title	Credits
Core		
PHY 203 or PHY 103	General Physics I ¹ Fundamental Physics I	4
PHY 204 or PHY 104	General Physics II ¹ Fundamental Physics II	4
PHY 305	General Physics III	3
PHY 306	Modern Physics	3
PHY 311	Experimental Physics	2
PHY 374	Computational Physics	3
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 **15**

Select from PHY courses at the 300/400-level, including up to an additional two credits of PHY 498 (computational). PHY 474 is recommended. Electives may also include up to six credits from CS 270, CS 340, CS 351, MTH 371, and MTH 480.

Total Credits **40**

Code	Title	Credits
Prerequisite coursework		
MTH 207	Calculus I	5
MTH 208	Calculus II	4
MTH 308 or MTH 309	Linear Algebra with Differential Equations Linear Algebra	4

CS 120	Software Design I	4
Total Credits		17

¹ PHY 203 and PHY 204 preferred.

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. 70)
- College core (p. 530)
- Baccalaureate degree requirements (p. 531)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
PHY 203 or 103 (Gen Ed Natural Lab Science) ¹	4 PHY 204 or 104 ¹	4
PHY 497	1 PHY 497	1
MTH 207 (Gen Ed Math)	5 MTH 208 (Gen Ed Math)	4
ENG 110 or 112 (Gen Ed Literacy-Written)	3 CST 110 (Gen Ed Literacy-Oral)	3
Gen Ed Arts	2-3 FYS 100 (Gen Ed First-Year Seminar)	3
	15	15
Year 2		
Fall	Credits Spring	Credits
PHY 305	3 PHY 306	3
MTH 310	4 PHY 311	2
CS 120 (Gen Ed Logical Systems)	4 CS 220	4
Gen Ed Health & Well-Being	3 MTH 308 or 309	4
Gen Ed Arts	2 Gen Ed Minority Cultures	3
	16	16
Year 3		
Fall	Credits Spring	Credits
PHY 374	3 PHY/Computational Elective (i.e. PHY 334)	3
PHY/Computational Elective	3 PHY 474 (PHY/Computational Elective)	3
Gen Ed Natural Lab Science (not PHY)	4 CSH Core or Minor (i.e. MTH 371) ²	3
CSH Core (300/400 not PHY) or Minor (i.e. MTH 353)	3 Gen Ed Humanistic Studies	3
University Elective	2 Gen Ed Global Studies	3
	15	15
Year 4		
Fall	Credits Spring	Credits
PHY 498 (Computational project)	1-3 PHY 491	1
PHY/Computational Elective	4 PHY 498 (Computational project)	1-3
Gen Ed Self & Society	3 PHY/Computational Elective	3
Gen Ed World History	3 CSH Core (300/400 not PHY) or Minor	3
University Elective	3 CSH Core or Minor ²	3
	University Elective	3
	14	14

Total Credits: 120

¹ PHY 203 and PHY 204 preferred.

² See CSH 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)

40 credits (57 total credits including MTH)

Code	Title	Credits
Core		
PHY 203 or PHY 103	General Physics I ¹ Fundamental Physics I	4
PHY 204 or PHY 104	General Physics II ¹ Fundamental Physics II	4
PHY 305	General Physics III	3
PHY 306	Modern Physics	3
PHY 308	Optics	3
PHY 311	Experimental Physics	2
PHY 321	Classical Mechanics	3
PHY 332	Electrodynamics	3
PHY 334	Electrical Circuits	3
PHY 343	Thermodynamics	3
PHY 401	Quantum Mechanics	3
PHY 491	Capstone in Physics	1
PHY 498	Physics and Astronomy Research (with a project in optics)	3
Electives		
Electives in physics at the 300/400-level. PHY 476 is recommended.		2
Total Credits		40

Code	Title	Credits
Prerequisite coursework		
MTH 207	Calculus I	5
MTH 208	Calculus II	4
MTH 308 or MTH 309	Linear Algebra with Differential Equations Linear Algebra	4
MTH 310	Calculus III: Multivariable Calculus	4
Total Credits		17

¹ PHY 203 and PHY 204 preferred.

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. 70)
- College core (p. 532)
- Baccalaureate degree requirements (p. 532)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}

5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA¹,² in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
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
ENG 110 (Gen Ed Literacy-Written)	3 CST 110 (Gen Ed Literacy-Oral)	3
Gen Ed Arts	2-3 FYS 100 (Gen Ed First-Year Seminar)	3
	15	15
Year 2		
Fall	Credits Spring	Credits
PHY 305	3 PHY 306	3
Gen Ed Minority Cultures	3 PHY 334	3
MTH 308 or 309	4 MTH 310	4
Gen Ed Self & Society	3 Gen Ed Global Studies	3
Gen Ed Arts	2 University Elective	3
	15	16
Year 3		
Fall	Credits Spring	Credits
PHY 311	2 PHY 332	3
PHY 321	3 PHY 343	3
PHY 308	3 Gen Ed Humanistic Studies	3
CSH Core (300/400 not PHY) or Minor	3 CSH Core (300/400 not PHY) or Minor	3
Gen Ed Health & Well-Being	3 University Elective	3
	14	15
Year 4		
Fall	Credits Spring	Credits
PHY 401	3 PHY 491	1
PHY 498 (Optics project 3 cr total)	1-3 PHY 498 (Optics project 3 cr total)	1-3
PHY 476 (or 300/400-level PHY elective)	3 CSH Core or Minor ¹	3
Gen Ed Natural Lab Science (not PHY)	4 University Elective	3
CSH Core or Minor ¹	3 University Elective	4
	Gen Ed World History	3
	15	15

Total Credits: 120

¹ See CSH 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: Science Education (Grades 4-12) Concentration - Bachelor of Science (BS)

Major requirements

Completion of the Physics: Science Education Concentration Program and associated benchmark assessments (<http://catalog.uwlax.edu/>)

undergraduate/education/#SOE-program-requirements) will lead to endorsement for the following Wisconsin teaching license:

- Middle and High School Science, grades 4-12 (2600).

Students in all teacher education programs must satisfy the School of Education (SOE) core requirements (p. 589).

Students in all teacher education programs must be admitted to the School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) in order to complete their program requirements and be eligible for endorsement for the appropriate teaching license(s). Students majoring in physics: science education (grades 4-12) must meet specific program admission criteria (p. 585).

Retention and advancement

Teacher candidates may be retained in their teacher education program provided they fulfill the conditions described in the SOE Retention Policy (<http://catalog.uwlax.edu/undergraduate/education/#retention>). Students must complete all course requirements and other benchmarks prior to student teaching as described in the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>). Additional SOE program requirements, including the culminating assessment of pedagogical knowledge, are described on the SOE catalog page (<http://catalog.uwlax.edu/undergraduate/education/>).

Curriculum

The Physics: Science Education Concentration Program is aligned with InTASC Teacher Standards and the National Science Teaching Association (NSTA) Standards.

Required general education courses (21-22 credits)

Besides the courses specified below, physics: science education concentration majors must satisfy additional general education requirements (<http://catalog.uwlax.edu/undergraduate/generaleducation/#generaleducationrequirements>). The General Education Program requires a total of 42 credits.

Code	Title	Credits
EDS 203	School, Society, and Teachers ^{1,7}	3
EDS 206	Multicultural Education ^{2,7}	3
Select two of the following: ³		8-9
MTH 150	College Algebra	
MTH 151	Precalculus	
MTH 207	Calculus I ⁴	
MTH 208	Calculus II ⁴	
GEO 200	Conservation of Global Environments ⁵	3
Select one of the following: ⁶		4
PHY 103	Fundamental Physics I	
PHY 203	General Physics I	
Total Credits		21-22

¹ Counts toward General Education Program requirement: Self and Society (GE Category 6).

² Counts toward General Education Program requirement: Minority Cultures or Multiracial Women's Studies (GE Category 3).

³ Counts toward the General Education Program requirement: Mathematical/Logical Systems and Modern Languages (GE Category 2).

- ⁴ MTH 207 and MTH 208 may count toward both the General Education Program requirement: Mathematical/Logical Systems and Modern Languages (GE Category 2) and the physics major content requirements.
- ⁵ Counts toward General Education Program requirement: International and Multicultural Studies, Global and Multicultural Studies (GE Category 4-2). Also satisfies both a science education core requirement and a WI statutory requirement for a teaching license in Science (2600).
- ⁶ Counts toward General Education Program requirement: Natural Laboratory Science (GE Category 5). Also satisfies a science education core requirement.

Science education core requirements (55 credits)

Code	Title	Credits
Allied courses not requiring admission to the School of Education		
EDS 309	Teaching Global Perspectives Across the Curriculum	3
PSY 212	Lifespan Development ⁷	3
SPE 200	Foundations of Special Education ⁷	3
Content courses not requiring admission to the School of Education		
BIO 105	General Biology	4
BIO 203	Organismal Biology	4
CHM 103	General Chemistry I	5
CHM 104	General Chemistry II	5
GEO 101	Earth Environments	4
Select one of the following: ⁸		4
PHY 104	Fundamental Physics II	
PHY 204	General Physics II	
Courses requiring admission to the School of Education		
PHY 451	Curriculum and Content in Science and Mathematics ⁷	2
PHY 452	The Learner and Learning in Science ⁷	2
PHY 454	Field Experience I in Science Education ⁷	2
PHY 455	Field Experience II in Science Education ⁷	2
Student teaching semester ⁹		
EDS 492	Student Teaching Seminar ⁷	1
One of the following: ⁷		11
EDS 496	Student Teaching: Middle/High School Education (4-12)	
EDS 495	Teaching Internship	
Total Credits		55

Physics major content requirements (18-27 credits)

Besides the below, additional courses count toward this requirement. However, they also satisfy other requirements in the program. The relevant courses are marked in those sections.

Code	Title	Credits
Select one of the following:		4
PHY 155	Solar System Astronomy	
PHY 160	Stars, Galaxies and the Universe	
PHY 305	General Physics III	3
PHY 306	Modern Physics	3
PHY 311	Experimental Physics	2
Electives		

Select six additional credits from 300/400-level PHY courses ¹⁰	6
Math requirement	9
MTH 207 Calculus I ⁴	
MTH 208 Calculus II ⁴	
Total Credits	18-27

⁷ Also satisfies an SOE core requirement.

⁸ Also satisfies a physics major content requirement.

⁹ Must complete all course requirements and other benchmarks prior to student teaching. For more information, please see the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>).

¹⁰ PHY 308, PHY 334, and PHY 453 are strongly recommended.

Additional teacher education requirements are listed on the School of Education (p. 582) catalog page.

Degree requirements

All teacher education students must complete the general education, School of Education, 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. 70)
- School of Education requirements (p. 582)
- Baccalaureate degree requirements (p. 535)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. ^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA ^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
EDS 203 (Gen Ed Self & Society)	3 EDS 206 (Gen Ed Minority Cultures)	3
FYS 100 (Gen Ed First-Year Seminar)	3 CST 110 (Gen Ed Literacy-Oral)	3
PHY 497	1 PHY 204 or 104	4
MTH 207 (Gen Ed Math)	5 MTH 208 (Gen Ed Math)	4
PHY 203 or 103 (Gen Ed Natural Lab Science)	4 Gen Ed Arts	2-3
	16	16
Year 2		
Fall	Credits Spring	Credits
PHY 305	3 PSY 212	3
EDS 309	3 BIO 105 (Gen Ed Natural Lab Science)	4

CHM 103	5 PHY 306	3
ENG 110 or 112 (Gen Ed Literacy-Written)	3 CHM 104	5
University Elective	1 PHY 497	1
15		16

Year 3

Fall	Credits Spring	Credits
SPE 200	3 PHY 454	2
BIO 203	4 PHY 451	2
GEO 200 (Gen Ed Global Studies)	3 GEO 101	4
PHY 311	2 PHY Elective	3
Gen Ed World History	3 Gen Ed Humanistic Studies	3
Apply for admission to SOE ¹	Apply for Field Experience II ²	
Apply for Field Experience I ²	Apply for Student Teaching ³	
15		14

Year 4

Fall	Credits Spring	Credits
PHY 455	2 All course requirements and other benchmarks must be completed prior to student teaching. ⁴	
PHY 452	2 EDS 492	1
PHY 155 or 160	4 EDS 496	11
Gen Ed Health & Well-Being	3	
Gen Ed Arts	2-3	
PHY Elective	3	
16		12

Total Credits: 120

¹ See the SOE admissions website (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) for complete admission and application details. Students will be required to complete a criminal background check (p. 588) at the time of application for admission.

² Students applying for field and student teaching placements will be asked to disclose any criminal charges (p. 592).

³ Students must apply for student teaching (<https://www.uwlax.edu/soe/field-and-student-teaching-experience/for-teacher-candidates/>) through the Office of Field Experience one year prior to the student teaching semester.

⁴ For more information, please see the Student Teaching and Internship Policy (p. 592).

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, UW-Stout, the University of Minnesota Duluth, 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. During the first three years, students will complete general education and college core requirements, engineering prerequisite course work, and many of the requirements for the physics major.

Engineering discipline and physics

Students wishing a dual degree in an **engineering discipline and physics** must complete a minimum of 85 credits at UW-La Crosse, including the following:

Code	Title	Credits
General education courses		
ECO 110	Microeconomics and Public Policy (recommended)	3
ECO 120	Global Macroeconomics (recommended)	3
ECO 336	Women in the U.S. Economy (recommended)	3
Math and chemistry courses		
CHM 103	General Chemistry I	5
CHM 104	General Chemistry II	5
MTH 207	Calculus I	5
MTH 208	Calculus II	4
MTH 309	Linear Algebra	4
MTH 310	Calculus III: Multivariable Calculus	4
Physics core		
PHY 203	General Physics I ¹	4
or PHY 103	Fundamental Physics I	
PHY 204	General Physics II ¹	4
or PHY 104	Fundamental Physics II	
PHY 305	General Physics III	3
PHY 306	Modern Physics	3
PHY 311	Experimental Physics	2

Select additional courses, depending on the specific engineering discipline, from the following:

PHY 308	Optics
PHY 320	Statics
PHY 321	Classical Mechanics
PHY 332	Electrodynamics
PHY 334	Electrical Circuits
PHY 335	Electronics
PHY 343	Thermodynamics

¹ PHY 203 and PHY 204 preferred.

Additional courses, such as the following, may be required depending on the specific engineering discipline – be sure to consult the Physics Department dual degree advisor for details.

Code	Title	Credits
BIO 105	General Biology	4
CS 120	Software Design I	4
STAT 245	Probability and Statistics	4
MTH 353	Differential Equations and Dynamical Systems	3

Students wishing a dual degree in **chemical engineering and physics** must also complete CHM 301 Analytical Chemistry (5 cr.).

Biomedical engineering and physics

Students wishing a dual degree in **biomedical engineering and physics** must complete a minimum of 85 credits at UW-La Crosse, including the following:

Code	Title	Credits
General education courses		
ECO 110	Microeconomics and Public Policy (recommended)	3
ECO 120	Global Macroeconomics (recommended)	3
ECO 336	Women in the U.S. Economy (recommended)	3
CHM 103	General Chemistry I (required)	5
Math and chemistry courses		
CHM 104	General Chemistry II	5
MTH 207	Calculus I	5
MTH 208	Calculus II	4
MTH 309	Linear Algebra	4
MTH 310	Calculus III: Multivariable Calculus	4
Physics core		
PHY 203	General Physics I ¹	4
or PHY 103	Fundamental Physics I	
PHY 204	General Physics II ¹	4
or PHY 104	Fundamental Physics II	
PHY 305	General Physics III	3
PHY 306	Modern Physics	3
PHY 311	Experimental Physics	2
Additional specified courses in biology, chemistry, microbiology, mathematics, and physics		

¹ PHY 203 and PHY 204 preferred.

Additional information

Students who express interest in the dual degree program will be selected for entrance into the UW-Madison, UW-Milwaukee, UW-Platteville, UW-Stout, University of Minnesota Duluth, or Winona State University portion of the program based on their GPA in all coursework; their GPA in the chemistry, computer science, mathematics, and physics coursework required by the program; and the positive recommendation of the UW- La Crosse Physics Department Chair (or designee). The dual degree engineering agreement with UW-Madison has additional requirements for eligibility, including Wisconsin resident status and that students must have enrolled in UW-La Crosse from high school (rather than transferring to UWL).

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. 70)
- College core (p. 537)
- Baccalaureate degree requirements (p. 537)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).

7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
PHY 203 (Gen Ed Natural Lab Science)	4 PHY 204	4
MTH 207 (Gen Ed Math)	5 MTH 208 (Gen Ed Math)	4
ENG 110 or 112 (Gen Ed Literacy-Written)	3 CST 110 (Gen Ed Literacy-Oral)	3
PHY 497	1 PHY 497	1
Gen Ed Health & Well-Being	3 FYS 100 (Gen Ed First-Year Seminar)	3
	16	15
Year 2		
Fall	Credits Spring	Credits
PHY 305	3 PHY 306	3
MTH 310	4 PHY 334	3
ECO 110 (Gen Ed Self & Society)	3 PHY 308	3
CHM 103	5 MTH 309	4
Gen Ed Arts	2-3 Gen Ed Humanistic Studies	3
	17	16
Year 3		
Fall	Credits Spring	Credits
PHY 311	2 PHY 343	3
PHY 335 (or other elective course) ¹	4 ECO 120 (Gen Ed Global Studies)	3
ECO 336 (Gen Ed Minority Cultures)	3 CS 120 (Gen Ed Lang/Logical Systems)	4
CHM 104	5 Gen Ed Arts	2-3
	Gen Ed World History	3
	14	15
Year 4		
Fall	Credits	
Transfer to Engineering Program at UW-Milwaukee, Madison, Platteville, Stout, UM-Duluth or Winona State University. Credits completed in the Engineering Program transfer back to UWL to complete requirements for the UWL degree.		
	0	
Total Credits: 93		

¹ Students should consult with their physics advisor when choosing elective course.

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:

Code	Title	Credits
BIO 105	General Biology	4
BIO 312 & BIO 313	Human Anatomy and Physiology I and Human Anatomy and Physiology II	8
CHM 103	General Chemistry I	5
CHM 104	General Chemistry II	5
MTH 207	Calculus I	5
MTH 208	Calculus II	4
MTH 310	Calculus III: Multivariable Calculus	4
PHY 203 or PHY 103	General Physics I ¹ Fundamental Physics I	4
PHY 204 or PHY 104	General Physics II ¹ Fundamental Physics II	4
PHY 305	General Physics III	3
PHY 306	Modern Physics	3
PHY 311	Experimental Physics	2
PHY 334	Electrical Circuits	3
STAT 145 or STAT 245	Elementary Statistics Probability and Statistics	4
Select three credits of psychology		3
Select three credits of sociology		3

¹ PHY 203 and PHY 204 preferred.

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 advisor 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. 70)
- College core (p. 539)
- Baccalaureate degree requirements (p. 539)
- Doctor of Physical Therapy requirements (<http://catalog.uwlax.edu/graduate/programrequirements/physicaltherapy/dpt/>)

College of Science and Health (CSH) 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, GEO 221, GEO 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 CSH 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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
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
ENG 110 or 112 (Gen Ed Literacy-Written)	3 BIO 105 (Gen Ed Natural Lab Science)	4
FYS 100 (Gen Ed First-Year Seminar)	3 CST 110 (Gen Ed Literacy-Oral)	3
	16	16
Year 2		
Fall	Credits Spring	Credits
PHY 305	3 PHY 306	3
MTH 310	4 PHY 334	3

CHM 103 (Gen Ed Natural Lab Science)	5 CHM 104	5
Gen Ed Humanistic Studies	3 Gen Ed Global Studies	3
	Gen Ed Arts	2-3
	15	16
Year 3		
Fall	Credits Spring	Credits
PHY 311	2 PHY 300/400 Elective	3
BIO 312	4 BIO 313	4
STAT 145 (Gen Ed Math)	4 SOC 225 (Gen Ed Minority Cultures)	3
Gen Ed World History	3 Gen Ed Health & Well-Being	3
Gen Ed Arts	2-3 PSY 100	3
	15	16

Total Credits: 94

General Science for Teachers Minor

Minor requirements

(Open to students in the following majors: Early Childhood Education (birth-grade 3), Elementary/Middle Education (grades K-9), Elementary/Middle Education (grades K-9) & French Education (grades K-12), Elementary/Middle Education (grades K-9) & Spanish Education (grades K-12), Elementary/Middle Education (grades K-9) & Special Education (grades K-12), Elementary/Middle Education (grades K-9) & TESOL (grades K-12))

Completion of the general science for teachers minor does not lead to endorsement for a Wisconsin teaching license. Rather, the minor is intended to expand content knowledge and skills in elementary and middle-grade science.

Code	Title	Credits
Required courses		
BIO 100	Biology for the Informed Citizen	3-4
or BIO 105	General Biology	
or MIC 100	Microbes and Society	
or ECE 335	Learning with Nature	
GEO 101	Earth Environments	4
GEO 200	Conservation of Global Environments	3
PHY 106	Physical Science for Educators	4
PHY 155	Solar System Astronomy	4
Electives		3-5
BIO 100	Biology for the Informed Citizen (if not taken in the core)	
BIO 105	General Biology (if not taken in the core)	
CHM 103	General Chemistry I	
CI 461	Leadership for Elementary/Middle Science Education	
ECE 335	Learning with Nature (if not taken in the core)	
ENV 101	Introduction to Sustainability and Environmental Studies	
GEO 211	Global Climate Change	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society (if not taken in the core)	
PHY 142	Navigating Global Nuclear Issues	

PHY 160	Stars, Galaxies and the Universe
Total Credits	21-24

Physics Minor

(All colleges)

24 credits (33 total credits including MTH)

Code	Title	Credits
Core		
PHY 203	General Physics I ¹	4
or PHY 103	Fundamental Physics I	
PHY 204	General Physics II ¹	4
or PHY 104	Fundamental Physics II	
PHY 305	General Physics III	3
PHY 306	Modern Physics	3
PHY 311	Experimental Physics	2
Electives		
Select eight credits of electives from PHY courses at the 300/400-level or from PHY 155 or PHY 160. Only one course from PHY 155 or PHY 160 may count towards the minor.		8
Total Credits		24

Code	Title	Credits
Prerequisite coursework		
MTH 207	Calculus I	5
MTH 208	Calculus II	4
Total Credits		9

¹ PHY 203 and PHY 204 preferred.

Physics Minor with Astronomy Emphasis

(All colleges)

23 credits (32 total credits including MTH)

Code	Title	Credits
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 305	General Physics III	3
PHY 306	Modern Physics	3
Astronomy core		
Select two courses from the following:		6-8
PHY 155	Solar System Astronomy	
PHY 160	Stars, Galaxies and the Universe	
PHY 362	Astrophysics	
PHY 466	Cosmology and the Structure of The Universe	
Electives		
Select at least two additional credits from the list below ¹		2-3
PHY 308	Optics	
PHY 311	Experimental Physics	

PHY 334	Electrical Circuits
PHY 362	Astrophysics ²
PHY 374	Computational Physics
PHY 466	Cosmology and the Structure of The Universe ²
PHY 472	Particle Physics
PHY 497	Physics and Astronomy Seminar ³

Total Credits		23
Code	Title	Credits
Prerequisite coursework		
MTH 207	Calculus I	5
MTH 208	Calculus II	4
Total Credits		9

¹ Depending on the astronomy core courses taken, additional credits may be required to reach a minimum of 23 credits for the minor.

² Only if not taken as part of the astronomy core.

³ A maximum of two credits of PHY 497 may apply.

Physics and Astronomy Honors Program

Program

- Admission
 - Junior standing
 - 15 credits in physics including one 300 level course
 - 3.25 cumulative grade point average in physics courses and a 3.00 cumulative grade point average overall
 - Students must submit an application to the department chair that should include
 - The student's academic transcript
 - The student's reasons for wishing to participate
 - The signatures of two faculty members in physics endorsing the application
- Program
 - Completion of a major program in physics (which may also include an emphasis or concentration)
 - PHY 497 Physics and Astronomy Seminar (1 cr.)
 - PHY 498 Physics and Astronomy Research (1-3 cr.) , three credits
- Evaluation
 - A cumulative 3.50 grade point average in physics at the time of graduation and a 3.00 cumulative grade point average overall
 - Distinguished performance on a project in a relevant research area developed in PHY 498
 - Presentation of the project developed in PHY 498 to a seminar of faculty and students
- Recognition
 - Honors certificate

Public Health and Community Health Education (PH/HED/CHE/HWM)

College of Science and Health

Department Chair: Keely Rees
 416 Wimberly Hall; 608.785.8168
 Email: krees@uwlax.edu

www.uwlax.edu/public-health-and-community-health-education/
 (https://www.uwlax.edu/public-health-and-community-health-education/)

Public health and community health education is a social science which 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. The purpose of public health and community 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. The PH-CHE undergraduate curriculum exposes students to concepts and experiences necessary for success in the workplace.

Students graduating with our public health and community health education degree are able to communicate public health information in oral and written forms through a variety of media formats to diverse audiences. Upon completion of the PH-CHE program students are able to advocate for protection and promotion of the public's health; to use critical thinking and make ethical decisions as related to self, society and professionalism; and to effectively perform research both individually and through teamwork activities. PH-CHE students have several opportunities to integrate, synthesize and apply the knowledge acquired through the PH-CHE program through cumulative experiential activities with the applied work experience of the preceptorship field experience during their last semester.

To pursue a profession in the field of public health and community health education, there are specific skills and competencies which constitute the term "health education specialist." The "Eight Areas of Responsibility" are identified by the Council on Education for Public Health (<https://ceph.org/>), (CEPH) an independent agency recognized by the U.S. Department of Education to accredit schools of public health and public health programs.

"The Eight Areas of Responsibility contain a comprehensive set of Competencies and Sub-competencies defining the role of the health education specialist. These Responsibilities were verified by the 2020 Health Education Specialist Practice Analysis II (HESPA II 2020) project and serve as the basis of the CHES® and MCHES® exam beginning 2022."

Area I: Assessment of Needs and Capacity

Area II: Planning

Area III: Implementation

Area IV: Evaluation and Research

Area V: Advocacy

Area VI: Communication

Area VII: Leadership and Management

Area VIII: Ethics and Professionalism

These core responsibilities, competencies and sub-competencies provide a comprehensive description of the profession and illustrate the knowledge and skills necessary to perform the daily tasks of a health education specialist. The BS-PHCHE program at the University

of Wisconsin-La Crosse is the only one of its kind in the University of Wisconsin System with national accreditation through CEPH.

Admission requirements for public health and community health education majors (p. 543)

Public Health and Community Health Education admission to program policy

1. Students transferring into the Public Health and Community Health Education Program must have a cumulative GPA of 2.25 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 2.25 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:

Code	Title	Credits
BIO 100 or BIO 105	Biology for the Informed Citizen General Biology	4
HPR 105 or HP 105 or HED 207 or MIND 110 or REC 150	Creating A Healthy, Active Lifestyle Analysis of Health, Wellness and Disease for the Health Care Consumer Youth Health Issues Introduction to Mindfulness Leisure, Quality of Life, and Well Being	3
MIC 130 or MIC 100 or MIC 230	Global Impact of Infectious Disease Microbes and Society Fundamentals of Microbiology	3
STAT 145	Elementary Statistics	4
PSY 100 or SOC 110	General Psychology Introduction to Sociology	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	

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. 70).

2023-24 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 July.

Professor

Keely Rees

Gary Gilmore

Associate Professor

Michele Pettit

Sarah Pember (Giannini)

Karen Skemp

Emily Whitney

Assistant Professor

Anders Cedergren

Angela Geraci

Instructor

Angela Gelatt

Audrey Seitz

Associate Teaching Professor

Katie Wagoner

Administrative Support

Sandra Vinney

Majors

- Public health and community health education - BS (p. 543)

Public Health and Community Health Education Major - Bachelor of Science (BS)

Public health education is the development of individual, group, institutional, community and systemic strategies to improve health knowledge, attitudes, skills and behavior. The purpose of public 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.

Public health education improves the health status of individuals, families, communities, states, and the nation. Public health education enhances the quality of life for all people and reduces premature deaths. By focusing on prevention, public health education reduces the costs (both financial and human) individuals, employers, families, insurance companies, medical facilities, communities, the state and the nation would spend on medical treatment.

Students graduating with our public health and community health education degree have a strong foundation in public health and are skilled in the competencies identified by the Council on Education for Public Health (<https://ceph.org/>) (CEPH), an independent agency recognized by the U.S. Department of Education, to accredit schools of public health and public health programs. The BS-PHCE program at the University of Wisconsin La Crosse is the only one of its kind in the University of Wisconsin System with national accreditation through CEPH. The program, which was initially accredited thru CEPH in May 1992, was recently reaccredited thru CEPH until July 2027.

The Public Health and Community Health Education Program prepares students for careers in county and state public health departments, private health agencies, hospitals, health clinics,

community organizations, non-profit agencies, and with governmental agencies. Courses develop skills and knowledge in public health and administrative, program planning, implementation and evaluation, epidemiology, environmental health, national and global health issues, grant seeking, mental and emotional health, drug and alcohol, nutrition education, and theories of health behavior.

www.uwlax.edu/public-health-and-community-health-education/
(<https://www.uwlax.edu/public-health-and-community-health-education/>)

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 UWL cumulative GPA of 2.25 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 major GPA; successfully complete all required course work.

Code	Title	Credits
Pre-admission, interdisciplinary courses		
BIO 100 or BIO 105	Biology for the Informed Citizen General Biology	4
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 (Not open for credit to students who have credit in BIO 312.)	
BIO 312 & BIO 313	Human Anatomy and Physiology I and Human Anatomy and Physiology II	
HED 210	Foundations of Health Education	3
HPR 105 or HP 105	Creating A Healthy, Active Lifestyle Analysis of Health, Wellness and Disease for the Health Care Consumer	3
or HED 207 or MIND 110 or REC 150	Youth Health Issues Introduction to Mindfulness Leisure, Quality of Life, and Well Being	
MIC 100 or MIC 130 or MIC 230	Microbes and Society Global Impact of Infectious Disease Fundamentals of Microbiology	3-4
PH 200	Introduction to Public Health	3
PH 204	Introduction to Global Health	3
STAT 145	Elementary Statistics	4
One social behavioral science course:		3
ANT 101	Human Nature/Human Culture	
ERS 100	Introduction to Ethnic and Racial Studies	
PHL 100	Introduction to Philosophy	
POL 101	American National Government	

POL 102	State and Local Government
PSY 100	General Psychology
RGS 100	Race, Gender, Sexuality, and Class
SOC 110	Introduction to Sociology
SOC 120	Social Problems
<hr/>	
Total Credits	32-35

Curriculum

(College of Science and Health)

57 Credits (87-90 credits, including interdisciplinary, pre-admission requirements)

Code	Title	Credits
Core courses (57 credits)		
CHE 360	Methods and Strategies for Health Education	3
CHE 370	Motivational Interviewing for Health Educators	3
CHE 380	Assessment and Program Planning in Health Education	3
CHE 400	Health Policy, Advocacy, and Community Organizations	3
CHE 430	Grant Writing and Resource Management	3
CHE 450	Implementation, Administration, and Evaluation of Health Education Programs	3
CHE 480	Senior Capstone	3
HED 320	The U.S. Health Care System	3
PH 335	Environmental Health	3
PH 340	Epidemiology and Human Disease Prevention	3
PH 498	Community Health Education Preceptorship	15
Health content: minimum 12 credits		12
CHE 220	Medical Terminology for Health Education	
CHE 405	Physical Activity and Public Health	
HED 345	Issues in Mental and Emotional Health	
HED 409	Stress Management and Relaxation Skills (1 credit course)	
HED 412	Women's Health Issues	
HED 425	Violence and Injury Prevention	
HED 467	Experiential Learning Strategies for Health Education	
HED 469	Drugs, Society, and Human Behavior	
HED 471	Health Education Responsibilities, Competencies, and Certification	
HED 472	Sexual Health Promotion	
HED 473	Health Aspects of Aging	
HED 474	Nutrition Education	
Total Credits		57

Degree requirements

All students must complete the general education, college core (waived for public health and 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. 70)
- Baccalaureate degree requirements (p. 544)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

This major is exempt from the CSH College Core requirement.

Year 1		
Fall	Credits Spring	Credits
BIO 100 or 105 (Gen Ed Natural Lab Science)	4 PH 200 (Gen Ed Self & Society)	3
CST 110 (Gen Ed Literacy-Oral)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
FYS 100 (Gen Ed First-Year Seminar)	3 STAT 145 (Gen Ed Math)	4
Gen Ed Health & Well-Being	3 Gen Ed Arts	2-3
Gen Ed World History	3 MIC 130 (Gen Ed Global Studies) ²	3
Meet with faculty advisor to discuss admission to Public Health & Community Health Education (PHCHE) Program. ¹		
	16	15
Year 2		
Fall	Credits Spring	Credits
PH 204	3 HED 210	3
ESS 205 or BIO 312	3 ESS 206 or BIO 313	3
Gen Ed Humanistic Studies	3 Gen Ed Arts	2-3
Gen Ed Natural Lab Science	4-5 Gen Ed Lang/Logical Systems	3-4
Gen Ed Self & Society	3 Health Content Elective ⁴	3
	16	14
Year 3		
Fall	Credits Spring	Credits
Apply for admission to PHCHE Program. See faculty advisor for assistance. ¹	HED 320	3
PH 335	3 CHE 380	3
PH 340	3 CHE 400	3
CHE 360	3 Gen Ed Minority Cultures	3
CHE 370	3 Health Content Elective ⁴	3
Health Content Elective ⁴	3	
	15	15
Year 4		
Fall	Credits Spring	Credits
CHE 430	3 PH 498 ⁵	15
CHE 450	3	
CHE 480	3	
University Elective	2	

Health Content Elective ⁴	3
	14
Total Credits: 120	15

- ¹ See the PHCHE admission policy for the admission requirements for this major.
- ² One course from MIC 100, MIC 130, or MIC 230 is required for admission. MIC 130 fulfills the Gen Ed Global Studies (GE Category 4-2) requirement. MIC 100 fulfills the Gen Ed Science (GE Category 5) requirement. MIC 230 does not apply to the Gen Ed program, but may be recommended for students planning to enter a nursing program or for graduate study in microbiology, nutrition/dietetics, and physician assistant studies. Student should consult with their advisor if they have questions before enrolling.
- ³ One social behavioral science course is required for admission. Many of the course options fulfil the Gen Ed Self & Society (GE Category 6) requirement as well. For a list of courses, refer to the PHCHE admission policy.
- ⁴ Health content courses include: CHE 220, CHE 405 (Spring semester only), HED 345, HED 409 (one credit course), HED 412, HED 425, HED 467, HED 469 (Spring semester only), HED 471, HED 472, HED 473, and HED 474.
- ⁵ Student should work with faculty advisor to determine an appropriate preceptorship site.

Radiologic Science Program (DMS/RT/RAD)

College of Science and Health
Department of Health Professions
Program Director: Melissa Weege
4031 Health Science Center, 608.785.8470
Email: radsci@uwlax.edu

www.uwlax.edu/health-professions/undergraduate-majorsminors/radiation-therapy (<https://www.uwlax.edu/health-professions/undergraduate-majorsminors/radiation-therapy/>)

www.uwlax.edu/health-professions/undergraduate-majorsminors/radiologic-technology/ (<https://www.uwlax.edu/health-professions/undergraduate-majorsminors/radiologic-technology/>)

Radiologic science: radiation therapy emphasis

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.

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 radiologic science: radiation therapy emphasis** 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 radiologic science: radiation therapy emphasis 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.

Radiologic science: radiologic technology emphasis

Radiologic technology is a health professions specialty employing the use of ionizing radiation for diagnostic purposes. Radiologic technologists work with physicians, nurses, and other healthcare practitioners to assist in diagnosing patients with a variety of health conditions. The **radiologic science major: radiologic technology emphasis** provides students with a substantial educational foundation in the sciences and clinical applications in a hospital setting so that graduates may function as technologists.

The pre-professional and professional program collectively requires four to six semesters on campus to earn a minimum of 52 credits, including certain prescribed courses, followed by a 24-month internship at an affiliated internship site. Upon the successful completion of a clinical internship experience, students earn a Bachelor of Science degree in radiologic science with a radiologic technology emphasis and are eligible to take the national boards to become a radiologic technologist.

Radiologic science: diagnostic medical sonography emphasis

Diagnostic medical sonography uses ultrasound, or high-frequency sound waves, to identify and diagnose diseases in body organs and tissues. The diagnostic medical sonographer is a health care professional who performs diagnostic ultrasound examinations under a physician's supervision. To perform imaging on patients in the clinical setting, sonographers are required to integrate medical knowledge of anatomy and physiology, pathology and ultrasound physics. Among the parts of the body most commonly viewed through ultrasound are the heart and blood vessels, abdominal organs, pelvic organs and pregnant uterus. Qualified diagnostic medical sonographers are needed in hospitals, clinics, physicians' offices, medical laboratories, industry

and public health. Teachers, managers and researchers in diagnostic ultrasound are also in demand.

The **radiologic science major: diagnostic medical sonography emphasis** has two tracks: the **echocardiography/vascular** track and the **general/vascular** track. Students in either track will complete their pre-professional and professional core courses (52 credits) on the UWL campus and then complete their degree at an internship in diagnostic medical sonography for two years on the UW Health campus (72 credits).

Majors

- Radiologic science major: diagnostic medical sonography with echocardiography/vascular emphasis - BS (p. 546)
- Radiologic science major: diagnostic medical sonography with general/vascular emphasis - BS (p. 549)
- Radiologic science major: radiation therapy emphasis - BS (p. 551)
- Radiologic science major: radiologic technology emphasis - BS (p. 554)

Radiologic Science Major: Diagnostic Medical Sonography with Echocardiography/Vascular Emphasis - BS

Major requirements

Admission

Admission to the program is on a competitive basis. The number of students admitted to the major is dependent on the number of clinical internship sites and their student capacity. Diagnostic medical sonography class sizes are approximately eight. Applications are available on each school of diagnostic medical sonography website (linked below) or on UWL's Diagnostic Medical Sonography Program (<https://www.uwlax.edu/health-professions/undergraduate-majorsminors/diagnostic-medical-sonography/>) website.

1. Students are advised to apply for admission to the professional program early in the late fall prior to desired admission, after having taken or registered for all general education and pre-professional requirements.
2. Applicants are required to have a minimum cumulative grade point average of 3.0 on a 4.0 scale and a grade of "C" or higher in all general education and pre-professional courses. Applicants are required to have a minimum pre-professional grade point average of 3.0 on a 4.0 scale.
3. Students must have a recent set of immunizations prior to admission to comply with hospital policy.
4. Applicants are considered without regard to sex, race, color, creed, religion, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status, or parental status.
5. Students for whom English is a second language must earn a minimum score of 600 (paper-based), 250 (computer-based), or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL) or a score of 6.5 on the International English Language Testing System (IELTS) exam within two years prior to application to the program.

- Students will need to have their current CNA with 100 hours of documented patient care experience.
- Students must have current CPR certification in adult, child and infant through the AHA with the BLS certification.
- Students must have completed eight hours of job shadowing in ultrasound.
- Applications must be submitted in full by mid-December deadline to the school of diagnostic medical sonography.

Selection Process

The university sponsors up to eight- twelve clinical interns each year. The size of the program is limited by these internships. Students must make formal application to the program during the fall semester. Refer to the sample degree plan tab.

The school of diagnostic medical sonography maintains a selection committee composed of representatives from the university, healthcare community, and the clinical affiliates. The committee evaluates each application on the basis of the applicant's past academic performance (a minimum cumulative GPA of 3.0 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.

Acceptance is effective at the beginning of the third year and conditional upon successful completion of courses in progress at the time of notification of acceptance. Selection is also conditional upon students' compliance with state laws for caregivers including submission to a criminal background check. Students take the professional core courses in La Crosse.

Students who successfully meet program requirements in the professional core courses will interview with the clinical internship sites and upon selection by one of the sites will be placed for the clinical internship.

Diagnostic medical sonography program affiliated clinical internship sites:

- University of Wisconsin Hospital, Madison, WI (<https://careers.uwhealth.org/diagnostic-sonography-ultrasound-school/>)

Curriculum

(102-106 total credits, including internship)

Retention of good standing in the program requires students maintain a grade of "C" or higher in all required courses, as well as a semester and cumulative grade point average of 3.0 on a 4.0 scale.

Code	Title	Credits
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
MTH 150	College Algebra ^{1,2}	4
Select one of the following:		4-8
PHY 134	Physics for Nuclear and Radiological Sciences	
PHY 103 & PHY 104	Fundamental Physics I and Fundamental Physics II	

PSY 100	General Psychology ¹	3
Total Credits		28-32

Code	Title	Credits
Professional core requirements		
HP 250	Medical Terminology for Health Professions	1
HP 310	Pathophysiology	4
Total Credits		5

Code	Title	Credits
Clinical internship requirements ³		
Year 3 Fall		
DMS 301	Introduction to Diagnostic Medical Ultrasound	3
DMS 302	Vascular Sonography I	3
DMS 313	Echocardiography/Vascular Clinical Education I	3
DMS 316	Cardiovascular Physiology in Sonography	3
DMS 317	Cardiovascular Principles in Sonographic Imaging	3

Year 3 Spring		
DMS 303	Vascular Sonography II	3
DMS 304	Sonographic Principles and Instrumentation	3
DMS 314	Echocardiography/Vascular Clinical Education II	3
DMS 318	Embryology of the Heart in Echocardiography	3
DMS 319	Adult Echocardiography I	3

Year 3 Summer		
DMS 315	Echocardiography/Vascular Clinical Education III	3
DMS 320	Pediatric Echocardiography I	3
DMS 321	Adult Echocardiography II	3

Year 4 Fall		
DMS 401	Vascular Sonography III	3
DMS 413	Echocardiography/Vascular Clinical Education IV	3
DMS 430	Stress Echocardiography	3
DMS 431	Pediatric Echocardiography II	3
DMS 432	Adult Echocardiography III	3

Year 4 Spring		
DMS 402	Seminar in Professional Development	3
DMS 403	Seminar in Management, Research, and Education	3
DMS 404	Seminar in Advanced Medical Imaging: Vascular	3
DMS 414	Echocardiography/Vascular Clinical Education V	3
DMS 433	Special Procedures in Echocardiography	3

Total Credits		69
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¹ This course will also fulfill general education requirements.

² Students whose math placement exam places them in MTH 151 or higher are not required to take MTH 150, but are required to meet minimum requirements of the General Education: Mathematical/ Logical Systems and Modern Languages Category. STAT 145 is encouraged.

³ Students in this major are exempt from the General Education Program's writing emphasis requirements and will instead be expected to meet the writing requirements from the accredited off-campus curriculum.

Degree requirements

All students must complete the general education, college core (waived for radiologic science 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. 70)
- Baccalaureate degree requirements (p. 548)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

This major is exempt from the CSH College Core requirement.

Year 1

Fall	Credits Spring	Credits
FYS 100 (Gen Ed First-Year Seminar)	3 CHM 103 (Gen Ed Natural Lab Science) ¹	5
BIO 105 (Gen Ed Natural Lab Science) ¹	4 CST 110 (Gen Ed Literacy-Oral)	3
MTH 150 (Gen Ed Math/Logical Systems) ^{1,2}	4 Gen Ed World History	3
ENG 110 or 112 (Gen Ed Literacy-Written)	3 Gen Ed Math/Lang/Logical Systems	4
	14	15

Year 2

Fall	Credits Spring	Credits Summer	Credits
BIO 312	4 BIO 313	4 HP 310 ³	4
PSY 100 (Gen Ed Self and Society) ¹	3 HP 250	1	
Gen Ed Health & Well-Being	3 PHY 134	4	
Gen Ed Global Studies	3 Gen Ed Humanistic Studies	3	
Gen Ed Arts	2-3 Gen Ed Minority Studies	3	
Apply to UW Health DMS program by mid-December deadline	Gen Ed Arts	2-3	
	15	17	4

Year 3

Fall	Credits Spring	Credits Summer	Credits
DMS 301	3 DMS 303	3 DMS 315	3
DMS 302	3 DMS 304	3 DMS 320	3
DMS 313	3 DMS 314	3 DMS 321	3
DMS 316	3 DMS 318	3	

DMS 317	3 DMS 319	3	
	15	15	9
Year 4			
Fall	Credits Spring	Credits	
DMS 401	3 DMS 402	3	
DMS 413	3 DMS 403	3	
DMS 430	3 DMS 414	3	
DMS 431	3 DMS 433	3	
DMS 432	3 DMS 404	3	
	15	15	
Total Credits: 134			

¹ This course will also fulfill general education requirements.

² Students whose math placement exam places them in MTH 151 or higher are not required to take MTH 150, but are required to take STAT 145 and meet minimum requirements of the General Education: Mathematical/Logical Systems and Modern Languages Category.

³ This course should be taken off-campus during the summer.

Radiologic Science Major: Diagnostic Medical Sonography with General/Vascular Emphasis - BS

Major requirements

Admission

Admission to the program is on a competitive basis. The number of students admitted to the major is dependent on the number of clinical internship sites and their student capacity. Diagnostic medical sonography class sizes are approximately eight. Applications are available on each school of diagnostic medical sonography website (linked below) or on UWL's Diagnostic Medical Sonography Program (<https://www.uwlax.edu/health-professions/undergraduate-majorsminors/diagnostic-medical-sonography/>) website.

- Students are advised to apply for admission to the professional program early in the late fall prior to desired admission, after having taken or registered for all general education and pre-professional requirements.
- Applicants are required to have a minimum cumulative grade point average of 3.0 on a 4.0 scale and a grade of "C" or higher in all general education and pre-professional courses. Applicants are required to have a minimum pre-professional grade point average of 3.0 on a 4.0 scale.
- Students must have a recent set of immunizations prior to admission to comply with hospital policy.
- Applicants are considered without regard to sex, race, color, creed, religion, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status, or parental status.
- Students for whom English is a second language must earn a minimum score of 600 (paper-based), 250 (computer-based), or 100 (internet-based) on the Test of English as a Foreign Language (TOEFL) or a score of 6.5 on the International English Language Testing System (IELTS) exam within two years prior to application to the program.
- Students will need to have their current CNA with 100 hours of documented patient care experience.

- Students must have current CPR certification in adult, child and infant through the AHA with the Basic Life Support CPR.
- Students must have completed eight hours of job shadowing in ultrasound.
- Applications must be submitted in full by mid-December deadline to the school of diagnostic medical sonography.

Selection Process

The university sponsors up to eight- twelve clinical interns each year. The size of the program is limited by these internships. Students must make formal application to the program during the fall semester. Refer to the sample degree plan tab.

The school of diagnostic medical sonography maintains a selection committee composed of representatives from the university, healthcare community, and the clinical affiliates. The committee evaluates each application on the basis of the applicant's past academic performance (a minimum cumulative GPA of 3.0 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.

Acceptance is effective at the beginning of the third year and conditional upon successful completion of courses in progress at the time of notification of acceptance. Selection is also conditional upon students' compliance with state laws for caregivers including submission to a criminal background check. Students take the professional core courses in La Crosse.

Students who successfully meet program requirements in the professional core courses will interview with the clinical internship sites and upon selection by one of the sites will be placed for the clinical internship.

Diagnostic medical sonography program affiliated clinical internship sites:

- University of Wisconsin Hospital, Madison, WI (<https://careers.uwhealth.org/diagnostic-sonography-ultrasound-school/>)

Curriculum

(102-106 total credits, including internship)

Retention of good standing in the program requires students maintain a grade of "C" or higher in all required courses, as well as a semester and cumulative grade point average of 3.0 on a 4.0 scale.

Code	Title	Credits
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
MTH 150	College Algebra ^{1,2}	4
PSY 100	General Psychology ¹	3
Select one of the following:		4-8
PHY 134	Physics for Nuclear and Radiological Sciences	
PHY 103 & PHY 104	Fundamental Physics I and Fundamental Physics II	
Total Credits		28-32

Code	Title	Credits
Professional core requirements		
HP 250	Medical Terminology for Health Professions	1
HP 310	Pathophysiology	4
Total Credits		5

Code	Title	Credits
Clinical internship requirements³		
Year 3 Fall		
DMS 301	Introduction to Diagnostic Medical Ultrasound	3
DMS 302	Vascular Sonography I	3
DMS 310	General/Vascular Clinical Education I	3
DMS 326	Abdominal Sonography I	3
DMS 330	OB/GYN Sonography I	3
Year 3 Spring		
DMS 303	Vascular Sonography II	3
DMS 304	Sonographic Principles and Instrumentation	3
DMS 311	General/Vascular Clinical Education II	3
DMS 327	Abdominal Sonography II	3
DMS 331	OB/GYN Sonography II	3
Year 3 Summer		
DMS 312	General/Vascular Clinical Education III	3
DMS 332	OB/GYN Sonography III	3
DMS 428	Abdominal Sonography III	3
Year 4 Fall		
DMS 401	Vascular Sonography III	3
DMS 410	General/Vascular Clinical Education IV	3
DMS 420	Specialized Sonography	3
DMS 421	Seminar in OB/GYN: Introduction to Fetal Echocardiography	3
DMS 422	Introduction to Neurosonography	3
Year 4 Spring		
DMS 402	Seminar in Professional Development	3
DMS 403	Seminar in Management, Research, and Education	3
DMS 404	Seminar in Advanced Medical Imaging: Vascular	3
DMS 411	General/Vascular Clinical Education V	3
DMS 423	Introduction to Musculoskeletal Sonography	3
Total Credits		69

¹ This course will also fulfill general education requirements.

² Students whose math placement exam places them in MTH 151 or higher are not required to take MTH 150, but are required to meet minimum requirements of the General Education: Mathematical/Logical Systems and Modern Languages Category. STAT 145 is encouraged.

³ Students in this major are exempt from the General Education Program's writing emphasis requirements and will instead be expected to meet the writing requirements from the accredited off-campus curriculum.

Degree requirements

All students must complete the general education, college core (waived for radiologic science 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. 70)
- Baccalaureate degree requirements (p. 550)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

This major is exempt from the CSH College Core requirement.

Year 1			
Fall	Credits	Spring	Credits
FYS 100 (Gen Ed First-Year Seminar)	3	CHM 103 (Gen Ed Natural Lab Science) ¹	5
BIO 105 (Gen Ed Natural Lab Science) ¹	4	CST 110 (Gen Ed Literacy-Oral)	3
MTH 150 (Gen Ed Math/Logical Systems) ^{1,2}	4	Gen Ed World History	3
ENG 110 or 112	3	Gen Ed Math/Lang/Logical Systems	4
	14		15

Year 2			
Fall	Credits	Spring	Credits
BIO 312	4	BIO 313	4 HP 310 ⁴
PSY 100 (Gen Ed Self and Society) ¹	3	HP 250	1
Gen Ed Health & Well-Being	3	PHY 134 ³	4
Gen Ed Global Studies	3	Gen Ed Humanistic Studies	3
Gen Ed Arts	2-3	Gen Ed Minority Studies	3
Apply to UW Health DMS program by mid-December deadline		Gen Ed Arts	2-3
	15		17

Year 3			
Fall	Credits	Spring	Credits
DMS 301	3	DMS 303	3 DMS 312
DMS 302	3	DMS 304	3 DMS 332
DMS 310	3	DMS 311	3 DMS 428
DMS 326	3	DMS 327	3

DMS 330	3	DMS 331	3
	15		15
Year 4			
Fall	Credits	Spring	Credits
DMS 401	3	DMS 402	3
DMS 410	3	DMS 403	3
DMS 420	3	DMS 404	3
DMS 421	3	DMS 411	3
DMS 422	3	DMS 423	3
	15		15
Total Credits: 134			

- ¹ This course will also fulfill general education requirements.
- ² Students whose math placement exam places them in MTH 151 or higher are not required to take MTH 150, but are required to take STAT 145 and meet minimum requirements of the General Education: Mathematical/Logical Systems and Modern Languages Category.
- ³ Or PHY 103 and PHY 104.
- ⁴ This course should be taken off-campus during the summer.

Radiologic Science Major: Radiation Therapy Emphasis - Bachelor of Science (BS)

Major requirements

(College of Science and Health)

Admission

Admission to the program is on a competitive basis. The number of students admitted to the major is dependent on the number of clinical internship sites and their student capacity. Class sizes are approximately 20. Admission to the major is on a competitive basis. Applications are available at the Department of Health Professions office or on the Radiation Therapy Program (<https://www.uwlax.edu/health-professions/undergraduate-majorsminors/radiation-therapy/>)'s website.

1. Students are advised to apply for admission to the professional program early in the late fall prior to desired admission, after having taken or registered for all general education and pre-professional requirements. Deadline is mid-December.
2. Applicants are required to have a minimum cumulative grade point average of 2.75 on a 4.0 scale and a grade of "C" or higher in all general education and pre-professional courses. Applicants are required to have a minimum pre-professional grade point average of 2.75 on a 4.0 scale.
3. Applicants are required to successfully complete 32 hours of observation in a radiation therapy department. Students are encouraged to plan to visit during summer, spring break or between semesters. Some sites may require that the student have had a set of immunizations prior to the visit to comply with hospital policy.
4. Applicants are considered without regard to sex, race, color, creed, religion, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status, or parental status.
5. Students for whom English is a second language must earn a minimum score of 600 (paper-based), 250 (computer-based), or 100 (internet-based) on the Test of English as a Foreign Language (TOEFL) or a score of 6.5 on the International English Language

Testing System (IELTS) exam within two years prior to application to the program.

6. Applications must be submitted in full by mid-December deadline to the Department of Health Professions office.

Selection process

A selection committee will be appointed to review all completed applications, interview all qualified candidates and make selection decisions. The committee carefully considers each applicant, looking at academic performance, personal characteristics, and experiences that predict success in the field.

Acceptance is effective at the beginning of the junior year conditional upon successful completion of courses in progress at the time of notification of acceptance. Selection is also conditional upon students' compliance with state laws for caregivers including submission to a criminal background check. Students take the professional core courses in La Crosse.

Students who successfully meet program requirements in the professional core courses will interview with the clinical internship sites and upon selection by one of the sites will be placed for the clinical internship. While student preferences in internship site are taken into account, students cannot be guaranteed that they will be assigned in accordance with their choices of clinical site.

Radiation therapy affiliated clinical internship sites:

- Advocate-Aurora Lutheran General Hospital, Park Ridge, IL
- Ascension-Columbia St. Mary's Hospital, Milwaukee, WI
- Aspirus Regional Cancer Center, Wausau, WI
- Froedtert Hospital and the Medical College of Wisconsin, Milwaukee, WI
- Gundersen Health System, La Crosse, WI
- Marshfield Clinic, Marshfield, WI
- University of Wisconsin Hospital and Clinics, Madison, WI

Writing in the major

This major incorporates a significant amount of writing through the required courses instead of identifying particular courses as writing emphasis courses. Students who complete this major will fulfill the general education writing emphasis requirement (p. 70).

Curriculum

(111 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.

Code	Title	Credits
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 151	Precalculus ²	4
STAT 145	Elementary Statistics ¹	4
Select one of the following:		4-8
PHY 134	Physics for Nuclear and Radiological Sciences	

PHY 103 & PHY 104	Fundamental Physics I and Fundamental Physics II	
Select one of the following:		3
PSY 100	General Psychology ¹	
SOC 110	Introduction to Sociology ¹	
SOC 120	Social Problems ¹	

Total Credits 37-41

Code	Title	Credits
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

Code	Title	Credits
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 and 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

Code	Title	Credits
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, Dying, 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 STAT 145 and meet minimum requirements of the General Education: Mathematical/Logical Systems and Modern Languages Category.

Degree requirements

All students must complete the general education, college core (waived for radiologic science 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. 70)
- Baccalaureate degree requirements (p. 553)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

This major is exempt from the CSH College Core requirement.

Year 1

Fall	Credits Spring	Credits
CHM 103 (Gen Ed Natural Lab Science)	5 BIO 105 (Gen Ed Natural Lab Science)	4
MTH 151 (Gen Ed Math)	4 CHM 104	5
CST 110 (Gen Ed Literacy-Oral)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
Gen Ed World History	3 FYS 100 (Gen Ed First-Year Seminar)	3
	Gen Ed Arts	2-3
	15	17

Year 2

Fall	Credits Spring	Credits
BIO 312	4 BIO 313	4
PSY 100, SOC 110, or SOC 120 (Gen Ed Self & Society)	3 Gen Ed Humanistic Studies	3
Gen Ed Minority Cultures	3 PHY 134	4
STAT 145	4 Gen Ed Arts	2-3
Gen Ed Global Studies	3 Gen Ed Health & Well-Being	3

December: apply for admission to Radiation Therapy Program

17		16	
Year 3			
Fall	Credits Spring	Credits Summer	Credits
BIO 306	4 BIO 432	2 Clinical Education at Hospital Site	
RT 330	2 RT 390	3 RT 401	3
RT 310	3 BIO 333	3 RT 471	3
RT 325	3 RT 350	3	
PHY 386	3 RT 370	2	
HP 250	1 RT 400	1	
16		14	6
Year 4			
Fall	Credits Spring	Credits Summer	Credits
Clinical Education at Hospital Site	Clinical Education at Hospital Site	Clinical Education at Hospital Site	
RT 411	4 RT 412	4 RT 474	4
RT 421	3 RT 435	3 RT 481	3
RT 431	3 RT 437	2	
RT 472	6 RT 473	6	
16		15	7
Total Credits: 139			

Radiologic Science Major: Radiologic Technology Emphasis - Bachelor of Science (BS)

Major requirements

(College of Science and Health)

Admission

Admission to the program is on a competitive basis. The number of students admitted to the major is dependent on the number of clinical internship sites and their student capacity. Class sizes are approximately eight. Applications are available on each school of radiologic technology websites or on UWL's Radiologic Technology Program (<https://www.uwlax.edu/health-professions/undergraduate-majorsminors/radiologic-technology/>) website.

- Students are advised to apply for admission to the professional program early in the late fall prior to desired admission, after having taken or registered for all general education and pre-professional requirements.
- Applicants are required to have a minimum cumulative grade point average of 2.5 on a 4.0 scale and a grade of "C" or higher in all general education and pre-professional courses. Applicants are required to have a minimum pre-professional grade point average of 2.5 on a 4.0 scale.
- Students must have a recent set of immunizations prior to admission to comply with hospital policy.
- Applicants are considered without regard to sex, race, color, creed, religion, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status, or parental status.
- Students for whom English is a second language must earn a minimum score of 600 (paper-based), 250 (computer-based), or 100 (internet-based) on the Test of English as a Foreign Language

(TOEFL) or a score of 6.5 on the International English Language Testing System (IELTS) exam within two years prior to application to the program.

- Applications must be submitted in full by mid-December deadline to the school of radiologic technology.

Selection process

The university sponsors up to eight clinical interns each year. The size of the program is limited by these internships. Students must make formal application to the program during the fall semester to meet the mid-December deadline. Refer to the sample degree plan tab. The school of radiologic technology the student applies to maintains a selection committee composed of representatives from the university, healthcare community, and the clinical affiliates. The committee 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.

Acceptance is effective at the beginning of the fourth year and conditional upon successful completion of courses in progress at the time of notification of acceptance. Selection is also conditional upon students' compliance with state laws for caregivers including submission to a criminal background check.

Curriculum

(97-98 total credits, including internship)

Retention of good standing in the program requires students maintain a grade of "C" or higher in all required courses, as well as a semester and cumulative grade point average of 2.5 on a 4.0 scale.

Code	Title	Credits
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
MTH 150	College Algebra ^{1,2}	4
Select one of the following:		4-8
PHY 134	Physics for Nuclear and Radiological Sciences	
PHY 103 & PHY 104	Fundamental Physics I and Fundamental Physics II	
Select one of the following:		3
PSY 100	General Psychology ¹	
SOC 110	Introduction to Sociology ¹	
Select one of the following:		3-4
CT 100	Introduction to Computational Thinking ¹	
CS 120	Software Design I ¹	
Total Credits		31-36

Code	Title	Credits
Clinical internship requirements ³		
RAD 306	Imaging Procedures I	5
RAD 307	Seminar in Radiology I - Ethics, Law, and Medical Records	3
RAD 308	Imaging Procedures II	5
RAD 309	Imaging Procedures III	3

RAD 350	Introduction to Radiologic Sciences and Health Care	2
RAD 351	Radiation Protection	2
RAD 353	Principles of Imaging I	3
RAD 355	Radiography Clinical Education I	3
RAD 360	Radiation Biology	2
RAD 362	Principles of Imaging II	3
RAD 364	Radiography Clinical Education II	3
RAD 372	Radiography Clinical Education III	4
RAD 401	Seminar in Radiography II - Research in the Radiologic Sciences	2
RAD 470	Radiologic Physics I	2
RAD 473	Imaging Procedures IV	2
RAD 474	Radiography Clinical Education IV	3
RAD 475	Seminar in Radiography III - Physics II	2
RAD 477	Cross-Sectional Anatomy	3
RAD 478	Radiographic Pathology	3
RAD 479	Radiography Clinical Education V	3
RAD 480	Seminar in Radiography IV - Image Analysis	2
RAD 485	Professional Development in Radiography	2
RAD 486	Radiography Clinical Education VI	4
Total Credits		66

Code	Title	Credits
Recommended electives		
HP 106	Introduction to Health Related Careers	2
PSY 212	Lifespan Development	3
PSY 334	Health Psychology	3
PSY 343	Group Dynamics	3
PSY 347	Empathic Listening Skills	3
SOC 420	Health Care and Illness	3
SOC 422	Death, Dying, and Bereavement	3

¹ This course will also fulfill general education requirements.

² Students whose math placement exam places them in MTH 151 or higher are not required to take MTH 150, but are required to meet minimum requirements of the General Education: Mathematical/Logical Systems and Modern Languages Category.

³ Students in this major are exempt from the General Education Program's writing emphasis requirements and will instead be expected to meet the writing requirements from the accredited off-campus curriculum.

Degree requirements

All students must complete the general education, college core (waived for radiologic science 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. 70)
- Baccalaureate degree requirements (p. 555)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

This major is exempt from the CSH College Core requirement.

Year 1

Fall	Credits Spring	Credits
BIO 105 (Gen Ed Natural Lab Science)	4 CHM 103 (Gen Ed Natural Lab Science)	5
MTH 150 (Gen Ed Math/Logical Systems) ¹	4 CT 100 or CS 120 (Gen Ed Math/Logical Systems)	3-4
ENG 110 (Gen Ed Literacy-Written)	3 CST 110 (Gen Ed Literacy-Oral)	3
Gen Ed World History	3 FYS 100 (Gen Ed First-Year Seminar)	3
	14	14

Year 2

Fall	Credits Spring	Credits
BIO 312	4 BIO 313	4
PSY 100 or SOC 110 (Gen Ed Self & Society)	3 PHY 134 ²	4
Gen Ed Minority Cultures	3 Gen Ed Humanistic Studies	3
Gen Ed Global Studies	3 Gen Ed Health & Well-Being	3
Gen Ed Arts	2-3 Gen Ed Arts	2-3
Apply to Radiologic Technology program by mid-December deadline		
	15	16

Year 3

Fall	Credits Spring	Credits Summer	Credits
RAD 306	5 RAD 307	3 RAD 309	3
RAD 350	2 RAD 308	5 RAD 372	4
RAD 351	2 RAD 362	3	
RAD 353	3 RAD 364	3	
RAD 355	3		
	15	14	7

Year 4

Fall	Credits Spring	Credits Summer	Credits
RAD 401	2 RAD 360	2 RAD 485	2
RAD 470	2 RAD 475	2 RAD 486	4
RAD 473	2 RAD 478	3	

RAD 477	3 RAD 479	3
RAD 474	3 RAD 480	2
	12	12
		6

Total Credits: 125

- ¹ Students whose math placement exam places them in MTH 151 or higher are not required to take MTH 150, but are required to meet minimum requirements of the General Education: Mathematical/Logical Systems and Modern Languages Category.
- ² Or PHY 103 and PHY 104.

Recreation Management and Therapeutic Recreation Department (REC/RTH/MIND)

College of Science and Health

Department Chair: Laurie Harmon

2044 Health Science Center; 608.785.8213

Email: lharmon@uwlax.edu

www.uwlax.edu/rec-management-and-therapeutic-rec/ (<http://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 and event management, 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, YMCAs, 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.

Recreational Therapy Program (RTH)

The Recreational Therapy 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 recreational therapy 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 management programs must have a cumulative GPA of 2.00 or higher at the time of transfer. Students transferring into recreational therapy 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. 70).

2023-24 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 July.

Professor

Laurie Harmon, Ph.D., Department Chair

Associate Professor

Kate Evans, Ph.D.

Brian Kumm-Schaley, Ph.D.

Dan Plunkett, Ph.D.

Assistant Professor

Namyun Kil, Ph.D.

W. Thomas Means, Ph.D.

Jennifer Taylor, Ph.D.

Associate Teaching Professor

Tara DeLong, M.S.

Lisa Savarese, M.S.

Assistant Teaching Professor

Jon Evans, M.S.

Lindsey Kirschbaum, M.S.

Administrative Support

Janet Craig

Majors

- Recreation management major: community-based recreation emphasis - BS (p. 559)
- Recreation management major: generalist emphasis - BS (p. 557)
- Recreation management major: outdoor recreation emphasis - BS (p. 561)

- Recreation management major: tourism and event management emphasis - BS (p. 563)
- Recreational therapy major - BS (p. 565)

Dual degree programs

- Dual degree in recreation management: community-based recreation BS and recreation management MS (p. 567)
- Dual degree in recreation management: generalist BS and recreation management MS (p. 570)
- Dual degree in recreation management: outdoor recreation BS and recreation management MS (p. 572)
- Dual degree in recreation management: tourism and event management BS and recreation management MS (p. 575)
- Dual degree in recreational therapy BS and MS (p. 577)

Minors

- Inclusive recreation minor (p. 580)
- Recreation management minor (p. 580)
- Recreation management minor for recreational therapy majors (p. 581)
- Tourism and event management minor (p. 581)

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 and an additional nine credits selected from the other three emphasis areas.

Students in the generalist emphasis may want to minor in a recreation-related area 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)

56 credits (69 total credits including interdisciplinary requirements)

Code	Title	Credits
Core requirements		
REC 150	Leisure, Quality of Life, and Well Being	3
REC 301	Leadership and Programming in Recreation	3

REC 306	Environmental Ethics, Outdoor Recreation and Natural Resources	3
REC 317	Experiential Facilitation in Recreation	3
REC 325	Leisure in a Diverse Society	3
REC 340	Evaluation Methods and Practices	3
REC 351	Civic Engagement in the Recreation Profession	3
REC 390	Principles of Management in Recreation	3
REC 400	Planning for Park and Recreation Facilities	3
REC 402	Risk Management in Leisure Service Organizations	3
REC 440	Professional Wellness in Contemporary Leisure Services	1
REC 449	Internship/Professional Preparation ¹	1
REC 450	Internship	12
Total Credits		44

Code	Title	Credits
Interdisciplinary requirements		
ECO 110	Microeconomics and Public Policy	3
ENG 307	Writing for Management, Public Relations and the Professions	3
MKT 309	Principles of Marketing	3
STAT 145	Elementary Statistics	4
Total Credits		13

¹ Enrollment in REC 449 requires completion or concurrent enrollment in all REC and interdisciplinary courses, except REC 450.

Generalist emphasis

Code	Title	Credits
REC 404	Budgeting in the Recreation Enterprise	3
or REC 420	Revenue Management in Leisure Enterprises	
Nine credits taken from at least two of the other emphases areas, with a maximum of six credits per emphasis		9
Total Credits		12

Other Requirements

- Students must have a minimum GPA of 2.00 or greater to enter the program.
- 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.
- 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.
- In order to graduate, students must have a "C" or better in REC 450.
- Students may only complete one emphasis area. Declare the major with emphasis choice in the College of Science and Health Academic Services Office, 105 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. 70)
- Baccalaureate degree requirements (p. 558)

Baccalaureate degree requirements

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

- Fulfill the general education requirements.
- Complete at least one ethnic studies (diversity) course.
- Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
- Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
- At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
- Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
- A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
- 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

This major is exempt from the CSH College Core requirement.

Year 1		
Fall	Credits Spring	Credits
CST 110 (Gen Ed Literacy-Oral)	3 ENG 110 (Gen Ed Literacy-Written)	3
Gen Ed Minority Cultures	3 STAT 145 (Gen Ed Math)	4
Gen Ed Arts	2-3 ECO 110 (Gen Ed Self & Society)	3
REC 150 (Gen Ed Health & Well Being)	3 FYS 100 (Gen Ed First-Year Seminar)	3
Gen Ed World History	3 Gen Ed Arts	2
	15	15

Year 2		
Fall	Credits Spring	Credits
REC 301	3 ENG 307	3
REC 325	3 REC 317	3
Gen Ed Natural Lab Science	4 Generalist Emphasis Elective ¹	3
Gen Ed Humanistic Studies	3 Gen Ed Global Studies	3
University Elective	3 University Elective	3
	16	15

Year 3		
Fall	Credits Spring	Credits
REC 306	3 REC 351	3
REC 340	3 MKT 309	3
REC 390	3 Generalist Emphasis Elective ¹	3
University Elective	3 Gen Ed Logical/Lang Systems	3
University Elective	3 University Elective	4
	15	16

Year 4		
Fall	Credits Spring	Credits
Generalist Emphasis Elective ¹	3 REC 450	12
REC 400	3	
REC 402	3	
REC 404 or 420 ¹	3	
REC 440	1	
REC 449	1	

University Elective	2	
	16	12

Total Credits: 120

¹ Students completing the generalist emphasis complete REC 404 or REC 420 and, in consultation with their faculty advisor, complete nine additional REC credits from at least two of the other emphases.

Recreation Management Major: Community-Based Recreation Emphasis - Bachelor of Science (BS)

The community-based 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
- Park & Recreation Planner
- University Recreational Sports Director
- Youth Sports Program Director

Major requirements

(College of Science and Health)

55-56 credits (68-69 total credits including interdisciplinary requirements)

Code	Title	Credits
Core requirements		
REC 150	Leisure, Quality of Life, and Well Being	3
REC 301	Leadership and Programming in Recreation	3
REC 306	Environmental Ethics, Outdoor Recreation and Natural Resources	3
REC 317	Experiential Facilitation in Recreation	3
REC 325	Leisure in a Diverse Society	3
REC 340	Evaluation Methods and Practices	3
REC 351	Civic Engagement in the Recreation Profession	3
REC 390	Principles of Management in Recreation	3
REC 400	Planning for Park and Recreation Facilities	3
REC 402	Risk Management in Leisure Service Organizations	3
REC 440	Professional Wellness in Contemporary Leisure Services	1
REC 449	Internship/Professional Preparation ¹	1

REC 450	Internship	12
Total Credits		44

Code	Title	Credits
Interdisciplinary requirements		
ECO 110	Microeconomics and Public Policy	3
ENG 307	Writing for Management, Public Relations and the Professions	3
MKT 309	Principles of Marketing	3
STAT 145	Elementary Statistics	4
Total Credits		13

¹ Enrollment in REC 449 requires completion or concurrent enrollment in all REC and interdisciplinary courses, except REC 450.

Community-based recreation emphasis

Code	Title	Credits
REC 404	Budgeting in the Recreation Enterprise	3
Three additional courses from the following:		8-9
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	
Total Credits		11-12

Other Requirements

- Students must have a minimum GPA of 2.00 or greater to enter the program.
- 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.
- 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.
- In order to graduate, students must have a "C" or better in REC 450.
- Students may only complete one emphasis area. Declare the major with emphasis choice in the College of Science and Health Academic Services Office, 105 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. 70)
- Baccalaureate degree requirements (p. 560)

Baccalaureate degree requirements

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

- Fulfill the general education requirements.
- Complete at least one ethnic studies (diversity) course.
- Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
- Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
- At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
- Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
- A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
- 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

This major is exempt from the CSH College Core requirement.

Year 1			
Fall	Credits	Spring	Credits
CST 110 (Gen Ed Literacy-Oral)	3	ENG 110 (Gen Ed Literacy-Written)	3
Gen Ed Minority Cultures	3	STAT 145 (Gen Ed Math)	4
Gen Ed Arts	2-3	ECO 110 (Gen Ed Self & Society)	3
REC 150 (Gen Ed Health & Well-Being)	3	FYS 100 (Gen Ed First-Year Seminar)	3
Gen Ed World History	3	Gen Ed Arts	2-3
	14		16
Year 2			
Fall	Credits	Spring	Credits
REC 301	3	ENG 307	3
REC 325	3	REC 317	3
Gen Ed Natural Lab Science	4	Community Recreation Emphasis Elective ¹	3
Gen Ed Humanistic Studies	3	Gen Ed Logical/Lang Systems	3
University Elective	3	University Elective	3
	16		15
Year 3			
Fall	Credits	Spring	Credits
REC 306	3	REC 351	3
REC 340	3	Community Recreation Emphasis Elective ¹	3
REC 390	3	MKT 309	3
Gen Ed Global Studies	3	University Elective	3
University Elective	3	University Elective	4
	15		16
Year 4			
Fall	Credits	Spring	Credits
REC 400	3	REC 450	12
REC 402	3		
REC 404	3		
REC 440	1		
REC 449	1		
Community Recreation Emphasis Elective ¹	3		
University Elective	2		
	16		12
Total Credits: 120			

- 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: 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 (69 total credits including interdisciplinary requirements)

Code	Title	Credits
Core requirements		
REC 150	Leisure, Quality of Life, and Well Being	3
REC 301	Leadership and Programming in Recreation	3
REC 306	Environmental Ethics, Outdoor Recreation and Natural Resources	3
REC 317	Experiential Facilitation in Recreation	3
REC 325	Leisure in a Diverse Society	3
REC 340	Evaluation Methods and Practices	3
REC 351	Civic Engagement in the Recreation Profession	3
REC 390	Principles of Management in Recreation	3
REC 400	Planning for Park and Recreation Facilities	3
REC 402	Risk Management in Leisure Service Organizations	3
REC 440	Professional Wellness in Contemporary Leisure Services	1
REC 449	Internship/Professional Preparation ¹	1

¹ Select three of the following courses to satisfy the Community Recreation Emphasis Elective:

REC 450	Internship	12
Total Credits		44

Code	Title	Credits
Interdisciplinary requirements		
ECO 110	Microeconomics and Public Policy	3
ENG 307	Writing for Management, Public Relations and the Professions	3
MKT 309	Principles of Marketing	3
STAT 145	Elementary Statistics	4
Total Credits		13

¹ Enrollment in REC 449 requires completion or concurrent enrollment in all REC and interdisciplinary courses, except REC 450.

Outdoor recreation emphasis

Code	Title	Credits
REC 404	Budgeting in the Recreation Enterprise	3
Three additional courses from the following:		9
REC 201	Introduction to Outdoor 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

- Students must have a minimum GPA of 2.00 or greater to enter the program.
- 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.
- 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.
- In order to graduate, students must have a "C" or better in REC 450.
- Students may only complete one emphasis area. Declare the major with emphasis choice in the College of Science and Health Academic Services Office, 105 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. 70)
- Baccalaureate degree requirements (p. 562)

Baccalaureate degree requirements

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

- Fulfill the general education requirements.
- Complete at least one ethnic studies (diversity) course.
- Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
- Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
- At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
- Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
- A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
- 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

This major is exempt from the CSH College Core requirement.

Year 1		
Fall	Credits Spring	Credits
CST 110 (Gen Ed Literacy-Oral)	3 ENG 110 (Gen Ed Literacy-Written)	3
Gen Ed Arts	2-3 STAT 145 (Gen Ed Math)	4
Gen Ed Minority Cultures	3 ECO 110 (Gen Ed Self & Society)	3
REC 150 (Gen Ed Health & Well-Being)	3 FYS 100 (Gen Ed First-Year Seminar)	3
Gen Ed World History	3 Gen Ed Arts	2-3
	14	16
Year 2		
Fall	Credits Spring	Credits
REC 301	3 ENG 307	3
REC 325	3 REC 317	3
Gen Ed Natural Lab Science	4 Outdoor Emphasis Elective ¹	3
Gen Ed Humanistic Studies	3 Gen Ed Logical/Lang Systems	3
University Elective	3 University Elective	3
	16	15
Year 3		
Fall	Credits Spring	Credits
REC 306	3 Outdoor Emphasis Elective ¹	3
REC 340	3 Outdoor Emphasis Elective ¹	3
REC 390	3 REC 351	3
Gen Ed Global Studies	3 MKT 309	3
University Elective	3 University Elective	4
	15	16
Year 4		
Fall	Credits Spring	Credits
REC 400	3 REC 450	12
REC 402	3	
REC 404	3	
REC 440	1	
REC 449	1	
University Elective	3	
University Elective	2	
	16	12
Total Credits: 120		

¹ Select three of the following courses to satisfy the Outdoor Recreation Emphasis Elective:

- REC 201 Introduction to Outdoor Leadership
- REC 204 Introduction to Outdoor Education
- REC 330 Recreation Resource Management
- REC 335 Environmental Education

- REC 345 Ecotourism
- REC 415 Camp Administration

Recreation Management Major: Tourism and Event Management Emphasis - Bachelor of Science (BS)

The tourism and event management emphasis is for students interested in creating and managing visitor experiences. Whether it is managing a resort, promoting a destination, leading adventure tours, or planning events, a career in tourism is about helping others enjoy their travel and event experience as much as you enjoy your own. Students pursuing a tourism and event management emphasis will gain an understanding of visitor motivations and behaviors, destination marketing and development, event coordination, and sustainable tourism practices.

Potential careers:

- Event Facility Sales & Event Manager
- Festival Manager
- Events Coordinator
- Event Planner (e.g., weddings)
- Destination Marketing Director
- Hotel Manager
- Resort General Manager
- Theme Park General Manager
- Cruise Ship Director
- Tour & Travel Guide

Major requirements

(College of Science and Health)

56 credits (69 total credits including interdisciplinary requirements)

Code	Title	Credits
Core requirements		
REC 150	Leisure, Quality of Life, and Well Being	3
REC 301	Leadership and Programming in Recreation	3
REC 306	Environmental Ethics, Outdoor Recreation and Natural Resources	3
REC 317	Experiential Facilitation in Recreation	3
REC 325	Leisure in a Diverse Society	3
REC 340	Evaluation Methods and Practices	3
REC 351	Civic Engagement in the Recreation Profession	3
REC 390	Principles of Management in Recreation	3
REC 400	Planning for Park and Recreation Facilities	3
REC 402	Risk Management in Leisure Service Organizations	3
REC 440	Professional Wellness in Contemporary Leisure Services	1
REC 449	Internship/Professional Preparation ¹	1
REC 450	Internship	12
Total Credits		44

Code	Title	Credits
Interdisciplinary requirements		
ECO 110	Microeconomics and Public Policy	3
ENG 307	Writing for Management, Public Relations and the Professions	3
MKT 309	Principles of Marketing	3
STAT 145	Elementary Statistics	4
Total Credits		13

¹ Enrollment in REC 449 requires completion or concurrent enrollment in all REC and interdisciplinary courses, except REC 450.

Tourism emphasis

Code	Title	Credits
REC 320	Introduction to Tourism	3
REC 420	Revenue Management in Leisure Enterprises	3
REC 445	Meetings, Conventions, and Event Planning	3
One additional course from the following:		3
REC 345	Ecotourism	
REC 405	Sustainable Tourism Development	
Total Credits		12

Other Requirements

- Students must have a minimum GPA of 2.00 or greater to enter the program.
- 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.
- 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.
- In order to graduate, students must have a "C" or better in REC 450.
- Students may only complete one emphasis area. Declare the major with emphasis choice in the College of Science and Health Academic Services Office, 105 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. 70)
- Baccalaureate degree requirements (p. 564)

Baccalaureate degree requirements

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

- Fulfill the general education requirements.
- Complete at least one ethnic studies (diversity) course.
- Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.

- Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
- At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
- Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
- A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
- 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.
- ² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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Sample degree plan

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General Education Program

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

This major is exempt from the CSH College Core requirement.

Year 1		
Fall	Credits Spring	Credits
REC 150 (Gen Ed Health & Well-Being)	3 ENG 110 (Gen Ed Literacy-Written)	3
CST 110 (Gen Ed Literacy-Oral)	3 STAT 145 (Gen Ed Math)	4
Gen Ed Arts	2-3 ECO 110 (Gen Ed Self & Society)	3
Gen Ed Minority Cultures	3 FYS 100 (Gen Ed First-Year Seminar)	3
Gen Ed World History	3 Gen Ed Arts	2-3
	15	15
Year 2		
Fall	Credits Spring	Credits
REC 301	3 REC 317	3
REC 325	3 REC 320	3
Gen Ed Natural Lab Science	4 ENG 307	3
Gen Ed Humanistic Studies	3 Gen Ed Global Studies	3
University Elective	3 University Elective	3
	16	15
Year 3		
Fall	Credits Spring	Credits
REC 306	3 REC 345 or 405 (Tourism Emphasis Elective)	3
REC 340	3 REC 351	3
REC 390	3 MKT 309	3
REC 420	3 Gen Ed Lang/Logical System	3
University Elective	3 University Elective	4
	15	16
Year 4		
Fall	Credits Spring	Credits
REC 400	3 REC 450	12
REC 402	3	
REC 440	1	
REC 445	3	
REC 449	1	
University Elective	3	
University Elective	2	
	16	12
Total Credits: 120		

Recreational Therapy Major - Bachelor of Science

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 recreational therapy 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 recreational therapy, UW-La Crosse is one of the few universities in the nation to offer recreational therapy as its own independent major.

Major requirements

Admission to the program

To be considered for admission to the recreational therapy major, the student must have a minimum cumulative GPA of 2.0/4.0.

Curriculum

(College of Science and Health)

65-66 credits, excluding general education credits

Code	Title	Credits
General education courses		
Select one of the following:		4
BIO 100	Biology for the Informed Citizen	
BIO 105	General Biology	
MIC 100	Microbes and Society	
PSY 100	General Psychology	3
Total Credits		7
Code	Title	Credits
Interdisciplinary requirements		
PSY 204	Abnormal Psychology	3
PSY 212	Lifespan Development	3
ESS 205	Human Anatomy and Physiology for Exercise Science I	3
or BIO 312	Human Anatomy and Physiology I	
Professional core requirements		
REC 150	Leisure, Quality of Life, and Well Being	3
RTH 229	Diagnostic Groups in Recreational Therapy	3
RTH 250	Introduction to Recreational Therapy	3
RTH 319	Recreational Therapy Management and Special Event Planning	3
RTH 352	Modality Preceptorship in Recreational Therapy I	3
RTH 355	Medical Language and Digital Competencies for Allied Health Professionals	3
RTH 376	Assessment and Treatment Planning in Recreational Therapy	3
RTH 452	Modality Preceptorship in Recreational Therapy II	3
RTH 456	Program Design and Administration of Recreational Therapy	3
RTH 470	Recreational Therapy Processes and Facilitation Techniques	3

RTH 492	Clinical Education Experience in Recreational Therapy	3
RTH 493	Advancing the Recreational Therapy Profession	3
RTH 494	Research Methods and Program Evaluation in Recreational Therapy	3
RTH 496	Fieldwork Preparation in Recreational Therapy	3
RTH 498	Internship in Recreational Therapy	12
Elective courses		
Select a minimum of two to three credits from the elective list.		2-3
RTH 412	Animal Assisted Therapy	
RTH 414	Recreational Therapy and Adaptive Sports	
RTH 416	Recreational Therapy for Youth and Adolescents	
RTH 420	Nature and Forest Therapy	
RTH 430	Recreational Therapy and Mental Health	
RTH 432	Recreational Therapy for Physical Disabilities	
RTH 434	Recreational Therapy for Individuals with Intellectual and Developmental Disabilities	
RTH 445	Recreational Therapy for Older Adults	
RTH 491	Workshop in Recreational Therapy	
RTH 495	Independent Study in Recreational Therapy	
RTH 497	Special Projects in Recreational Therapy	
Total Credits		65-66

Advancement

To be admitted to RTH 498 Internship in Recreational Therapy, students must achieve a 2.5 cumulative and major GPA and have successfully completed all program course work with a grade of "C" or better.

Degree requirements

All students must complete the general education, college core (waived for therapeutic recreation 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. 70)
- Baccalaureate degree requirements (p. 566)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)

8. 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.
- ² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

This major is exempt from the CSH College Core requirement.

Year 1		
Fall	Credits Spring	Credits
REC 150 (Gen Ed Health & Well-Being)	3 CST 110 (Gen Ed Literacy-Oral)	3
ENG 110 or 112 (Gen Ed Literacy-Written)	3 PSY 212	3
PSY 100 (Gen Ed Self & Society)	3 ESS 205	3
BIO 100, 105, or MIC 100 (Gen Ed Natural Lab Science)	4 Gen Ed Arts	2-3
FYS 100 (Gen Ed First-Year Seminar)	3 Gen Ed Math	4
	16	15
Year 2		
Fall	Credits Spring	Credits
RTH 250	3 RTH 319	3
RTH 229	3 RTH 355	3
PSY 204	3 Gen Ed Humanistic Studies	3
Gen Ed Minority Cultures	3-4 Gen Ed World History	3
Gen Ed Arts	2-3 Gen Ed Math or Language/Logical Systems	3-4
University Elective	2	
	16	15
Year 3		
Fall	Credits Spring	Credits
RTH 376	3 RTH 496	3
RTH 352	3 RTH 470	3
Gen Ed Global Studies	3 RTH 452	3
University Elective	3 RTH 456	3
University Elective	3 University Elective	3
		University Elective 1
	15	16
Year 4		
Fall	Credits Spring	Credits
RTH 492	3 RTH 498	12-16
RTH 493	3	
RTH 494	3	
RTH Elective	3	
University Elective	3	
	15	12
Total Credits: 120		

¹ PSY 212, PSY 204, and ESS 205/BIO 312 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 Recreational Therapy Program Director for more information.

Students are required to earn a minimum of 120 credits (<http://catalog.uwlax.edu/undergraduate/degree/requirements/#baccalaureate-degree>) for a Bachelor's degree.

Dual Degree Program in Recreation Mgmt: Community-Based Recreation B.S. & Recreation Management M.S.

Major requirements

Code	Title	Credits
Undergraduate core requirements		
REC 150	Leisure, Quality of Life, and Well Being	3
REC 301	Leadership and Programming in Recreation	3
REC 306	Environmental Ethics, Outdoor Recreation and Natural Resources	3
REC 317	Experiential Facilitation in Recreation	3
REC 325	Leisure in a Diverse Society	3
REC 340	Evaluation Methods and Practices	3
REC 351	Civic Engagement in the Recreation Profession	3
REC 390	Principles of Management in Recreation	3
REC 440	Professional Wellness in Contemporary Leisure Services	1
REC 449	Internship/Professional Preparation ¹	1
REC 450	Internship	12
Total Credits		38

¹ Enrollment in REC 449 requires completion or concurrent enrollment in all REC and interdisciplinary courses, except REC 450.

Code	Title	Credits
Interdisciplinary requirements		
ECO 110	Microeconomics and Public Policy	3
ENG 307	Writing for Management, Public Relations and the Professions	3
MKT 309	Principles of Marketing	3
STAT 145	Elementary Statistics	4
Total Credits		13

Code	Title	Credits
Graduate core requirements (to be taken after earning 75 credits)		
REC 500	Planning for Park and Recreation Facilities	3
REC 502	Risk Management in Leisure Service Organizations	3
Total Credits		6

Community-based recreation emphasis requirements

Code	Title	Credits
Undergraduate electives		
Three courses from the following:		8-9
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	

Graduate course (to be taken after earning 75 credits)		
REC 504	Budgeting in the Recreation Enterprise	3
Total Credits		11-12

Admission to graduate program

When applying to the Recreation Management UWL Graduate Program:

- Applicant must be a current recreation management student and have completed or is concurrently enrolled in REC 301 and STAT 145.
- Students may be accepted into the dual degree program at any time after having completed the required courses. It is suggested that students apply before they have completed 75 undergraduate credit hours. Graduate courses cannot be taken until the student has completed 75 undergraduate credits.
- Student must have and maintain a minimum cumulative undergraduate GPA of 2.85/4.0; and maintain a minimum cumulative graduate GPA of 3.0/4.0
- Undergraduate students who have been accepted into the 4+1 program will be allowed to take the following courses at the 500-level and receive credit towards both the undergraduate and graduate degrees upon the completion of 75 undergraduate credits:

Code	Title	Credits
REC 500	Planning for Park and Recreation Facilities	3
REC 502	Risk Management in Leisure Service Organizations	3
REC 504	Budgeting in the Recreation Enterprise ³	3
or REC 520	Revenue Management in Leisure Enterprises	
Total Credits		9

³ Whether to take REC 504 or REC 520 is determined by the emphasis requirements.

Final admission to the Recreation Management Graduate Program is contingent upon completion of all recreation management undergraduate program requirements.

Internship

REC 450 Internship (12-16 cr.) will be taken as undergraduate credit and fulfills the final requirements of the undergraduate degree. After REC 450 is completed the student will graduate with their Bachelor of Science in recreation management.

Graduate curriculum

Code	Title	Credits
Required courses		
REC 701	Philosophical Foundations of Leisure, Play and Recreation	3
REC 731	Data Evaluation and Management in Parks and Recreation	3
REC 735	Management Topics in Recreation and Leisure Services	3
Electives		9
REC 505	Sustainable Tourism Development	
REC 515	Camp Administration	
REC 520	Revenue Management in Leisure Enterprises	

REC 545	Meetings, Conventions, and Event Planning	
REC 732	Human Development and Group Dynamics	
REC 733	Diversity and Social Justice in Recreation Management	
REC 734	Experience Management	
REC 736	Collaborative Approaches to Recreation and Leisure Service Delivery	
REC 737	Contemporary Issues in Recreation Management	
Capstone		
Select one of the following options:		3
REC 738	Capstone Seminar in Recreation Management	
REC 761	Graduate Project in Recreation	
Total Credits		21

Degree requirements

All students must complete the general education, college core (waived for therapeutic recreation 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. 70)
- Baccalaureate degree requirements (p. 568)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

This major is exempt from the CSH College Core requirement.

Year 1		
Fall	Credits Spring	Credits
CST 110 (Gen Ed Literacy-Oral)	3 ENG 110 (Gen Ed Literacy-Written)	3
Gen Ed Minority Cultures	3 STAT 145 (Gen Ed Math)	4
Gen Ed Arts	2-3 ECO 110 (Gen Ed Self & Society)	3
REC 150 (Gen Ed Health & Well-Being)	3 FYS 100 (Gen Ed First-Year Seminar)	3
Gen Ed World History	3 Gen Ed Arts	2-3
	15	16
Year 2		
Fall	Credits Spring	Credits
REC 301	3 ENG 307	3
REC 325	3 REC 317	3
Gen Ed Natural Lab Science	4 Community Recreation Emphasis Elective (see list)	3
Gen Ed Humanistic Studies	3 Gen Ed Logical/Lang Systems	3-4

University Elective	3 University Elective	3
	16	15
Year 3		
Fall	Credits Spring	Credits
REC 306	3 REC 351	3
REC 340	3 Community Recreation Emphasis Elective (see list)	3
REC 390 ^{1,2}	3 MKT 309	3
University Elective	3 University Elective	3
Gen Ed Global Studies	3 University Elective	3
Apply to RM Dual Degree Program ³	Apply for "special non-degree graduate student status" for next fall ⁴	
	15	15
Year 4		
Fall	Credits Spring	Credits
REC 440	1 REC 450	12
REC 449	1	
REC 500	3	
REC 502 ¹	3	
REC 504 ²	3	
Community Recreation Emphasis Elective (see list)	3	
University Elective	2	
Apply for "full graduate status" for next fall		
	16	12
Additional year		
Fall	Credits Spring	Credits
REC 701	3 REC elective (see list)	3
REC 731	3 REC elective (see list)	3
REC 735	3 REC elective (see list)	3
	Capstone course	3
	9	12

Total Credits: 141

¹ REC 390 must be taken before or concurrently with REC 502.

² REC 390 must be taken before or concurrently with REC 504. Both courses are only offered in the Fall.

³ **To be considered for admission to the dual degree program, the student must:**

1. Be a current recreation management student who has completed at least 75 undergraduate credits.
2. Have completed or is concurrently enrolled in REC 301 and STAT 145.
3. Have a minimum cumulative UWL GPA of 2.85 to apply.

For complete details regarding application procedures, contact the Recreation Management Program Director in the Department of Recreation Management and Therapeutic Recreation.

⁴ All undergrad REC major requirements and REC 500, REC 502, and REC 504 should be completed before taking REC 450 the Spring of senior year. Therefore, the application for "special non-degree graduate student" status may be done the Fall of junior year if a graduate-level class such as REC 502 needs to be taken the Spring of junior year. This application cannot be submitted earlier than the Fall of junior year.

Dual Degree Program in Recreation Management: Generalist B.S. & Recreation Management M.S.

Major requirements

Code	Title	Credits
Undergraduate core requirements		
REC 150	Leisure, Quality of Life, and Well Being	3
REC 301	Leadership and Programming in Recreation	3
REC 306	Environmental Ethics, Outdoor Recreation and Natural Resources	3
REC 317	Experiential Facilitation in Recreation	3
REC 325	Leisure in a Diverse Society	3
REC 340	Evaluation Methods and Practices	3
REC 351	Civic Engagement in the Recreation Profession	3
REC 390	Principles of Management in Recreation	3
REC 440	Professional Wellness in Contemporary Leisure Services	1
REC 449	Internship/Professional Preparation ¹	1
REC 450	Internship	12
Total Credits		38

¹ Enrollment in REC 449 requires completion or concurrent enrollment in all REC and interdisciplinary courses, except REC 450.

Code	Title	Credits
Interdisciplinary requirements		
ECO 110	Microeconomics and Public Policy	3
ENG 307	Writing for Management, Public Relations and the Professions	3
MKT 309	Principles of Marketing	3
STAT 145	Elementary Statistics	4
Total Credits		13

Code	Title	Credits
Graduate core requirements (to be taken after earning 75 credits)		
REC 500	Planning for Park and Recreation Facilities	3
REC 502	Risk Management in Leisure Service Organizations	3
Total Credits		6

Generalist emphasis requirements

Code	Title	Credits
Undergraduate courses		
Nine credits taken from at least two of the other emphases areas, with a maximum of six credits per emphasis		9
Graduate course (to be taken after earning 75 credits)		
REC 504 or REC 520	Budgeting in the Recreation Enterprise Revenue Management in Leisure Enterprises	3
Total Credits		12

Admission to graduate program

When applying to the Recreation Management UWL Graduate Program:

- Applicant must be a current recreation management student and have completed or is concurrently enrolled in REC 301 and STAT 145.
- Students may be accepted into the dual degree program at any time after having completed the required courses. It is suggested that students apply before they have completed 75 undergraduate credit hours. Graduate courses cannot be taken until the student has completed 75 undergraduate credits.
- Student must have and maintain a minimum cumulative undergraduate GPA of 2.85/4.0; and maintain a minimum cumulative graduate GPA of 3.0/4.0
- Undergraduate students who have been accepted into the 4+1 program will be allowed to take the following courses at the 500-level and receive credit towards both the undergraduate and graduate degrees upon the completion of 75 undergraduate credits:

Code	Title	Credits
REC 500	Planning for Park and Recreation Facilities	3
REC 502	Risk Management in Leisure Service Organizations	3
REC 504 or REC 520	Budgeting in the Recreation Enterprise ³ Revenue Management in Leisure Enterprises	3
Total Credits		9

³ Whether to take REC 504 or REC 520 is determined by the emphasis requirements.

Final admission to the Recreation Management Graduate Program is contingent upon completion of all recreation management undergraduate program requirements.

Internship

REC 450 Internship (12-16 cr.) will be taken as undergraduate credit and fulfills the final requirements of the undergraduate degree. After REC 450 is completed the student will graduate with their Bachelor of Science in recreation management.

Graduate curriculum

Code	Title	Credits
Required courses		
REC 701	Philosophical Foundations of Leisure, Play and Recreation	3
REC 731	Data Evaluation and Management in Parks and Recreation	3
REC 735	Management Topics in Recreation and Leisure Services	3
Electives		9
REC 504	Budgeting in the Recreation Enterprise	
REC 505	Sustainable Tourism Development	
REC 515	Camp Administration	
REC 520	Revenue Management in Leisure Enterprises	
REC 545	Meetings, Conventions, and Event Planning	
REC 732	Human Development and Group Dynamics	

REC 733	Diversity and Social Justice in Recreation Management	
REC 734	Experience Management	
REC 736	Collaborative Approaches to Recreation and Leisure Service Delivery	
REC 737	Contemporary Issues in Recreation Management	
Capstone		
Select one of the following options:		3
REC 738	Capstone Seminar in Recreation Management	
REC 761	Graduate Project in Recreation	
Total Credits		21

Degree requirements

All students must complete the general education, college core (waived for therapeutic recreation 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. 70)
- Baccalaureate degree requirements (p. 571)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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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² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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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At least 40 credits of the 120 credits required must be earned at the 300/400-level.

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

This major is exempt from the CSH College Core requirement.

Year 1			
Fall	Credits Spring		Credits
CST 110 (Gen Ed Literacy-Oral)	3	ENG 110 (Gen Ed Literacy-Written)	3
Gen Ed Minority Cultures	3	STAT 145 (Gen Ed Math)	4
Gen Ed Arts	2-3	ECO 110 (Gen Ed Self & Society)	3
REC 150 (Gen Ed Health & Well-Being)	3	FYS 100 (Gen Ed First-Year Seminar)	3
Gen Ed World History	3	Gen Ed Arts	2-3
	15		15
Year 2			
Fall	Credits Spring		Credits
REC 301	3	REC 317	3
REC 325	3	ENG 307	3
Gen Ed Natural Lab Science	4	Generalist Emphasis Elective ¹	3
Gen Ed Humanistic Studies	3	Gen Ed Global Studies	3

University Elective	3 University Elective	3
	16	15
Year 3		
Fall	Credits Spring	Credits
REC 306	3 REC 351	3
REC 340	3 MKT 309	3
REC 390 ^{2,3}	3 Generalist Emphasis Elective ¹	3
University Elective	3 Gen Ed Logical/Lang Systems	3
University Elective	3 University Elective	4
Apply to RM Dual Degree Program ⁴	Apply for "special non-degree graduate student status" for next fall ⁵	
	15	16
Year 4		
Fall	Credits Spring	Credits
Generalist Emphasis Elective ¹	3 REC 450	12
REC 440	1	
REC 449	1	
REC 500	3	
REC 502 ²	3	
REC 520 or 504 ³	3	
University Elective	2	
Apply for "full graduate status" for next fall		
	16	12
Additional year		
Fall	Credits Spring	Credits
REC 701	3 REC elective (see list)	3
REC 731	3 REC elective (see list)	3
REC 735	3 REC elective (see list)	3
	Capstone course	3
	9	12
Total Credits: 141		

¹ In consultation with their faculty advisor, students completing the generalist emphasis complete nine additional REC credits from at least two of the other emphases.

² REC 390 must be taken before or concurrently with REC 502.

³ REC 390 must be taken before or concurrently with REC 504. Both courses are only offered in the Fall.

⁴ **To be considered for admission to the dual degree program, the student must:**

1. Be a current recreation management student who has completed at least 75 undergraduate credits.
2. Have completed or is concurrently enrolled in REC 301 and STAT 145.
3. Have a minimum cumulative UWL GPA of 2.85 to apply.

For complete details regarding application procedures, contact the Recreation Management Program Director in the Department of Recreation Management and Therapeutic Recreation.

⁵ All undergrad REC major requirements and REC 500, REC 502, and REC 504 or REC 520 should be completed before taking REC 450 the Spring of senior year. Therefore, the application for "special non-degree graduate student" status may be done the Fall of junior year if a graduate-level class such as REC 502 needs to be taken the Spring of junior year. This application cannot be submitted earlier than the Fall of junior year.

Dual Degree Program in Recreation Management: Outdoor Recreation B.S. & Recreation Management M.S.

Major requirements

Code	Title	Credits
Undergraduate core requirements		
REC 150	Leisure, Quality of Life, and Well Being	3
REC 301	Leadership and Programming in Recreation	3
REC 306	Environmental Ethics, Outdoor Recreation and Natural Resources	3
REC 317	Experiential Facilitation in Recreation	3
REC 325	Leisure in a Diverse Society	3
REC 340	Evaluation Methods and Practices	3
REC 351	Civic Engagement in the Recreation Profession	3
REC 390	Principles of Management in Recreation	3
REC 440	Professional Wellness in Contemporary Leisure Services	1
REC 449	Internship/Professional Preparation ¹	1
REC 450	Internship	12
Total Credits		38

¹ Enrollment in REC 449 requires completion or concurrent enrollment in all REC and interdisciplinary courses, except REC 450.

Code	Title	Credits
Interdisciplinary requirements		
ECO 110	Microeconomics and Public Policy	3
ENG 307	Writing for Management, Public Relations and the Professions	3
MKT 309	Principles of Marketing	3
STAT 145	Elementary Statistics	4
Total Credits		13

Code	Title	Credits
Graduate core requirements (to be taken after earning 75 credits)		
REC 500	Planning for Park and Recreation Facilities	3
REC 502	Risk Management in Leisure Service Organizations	3
Total Credits		6

Outdoor recreation emphasis requirements

Code	Title	Credits
Undergraduate electives		
Three courses from the following:		9
REC 201	Introduction to Outdoor Leadership	
REC 204	Introduction to Outdoor Education	
REC 330	Recreation Resource Management	
REC 335	Environmental Education	
REC 345	Ecotourism	
REC 415	Camp Administration	

Graduate course (to be taken after earning 75 credits)

REC 504	Budgeting in the Recreation Enterprise	3
Total Credits		12

Admission to graduate program

When applying to the Recreation Management UWL Graduate Program:

- Applicant must be a current recreation management student and have completed or is concurrently enrolled in REC 301 and STAT 145.
- Students may be accepted into the dual degree program at any time after having completed the required courses. It is suggested that students apply before they have completed 75 undergraduate credit hours. Graduate courses cannot be taken until the student has completed 75 undergraduate credits.
- Student must have and maintain a minimum cumulative undergraduate GPA of 2.85/4.0; and maintain a minimum cumulative graduate GPA of 3.0/4.0
- Undergraduate students who have been accepted into the 4+1 program will be allowed to take the following courses at the 500-level and receive credit towards both the undergraduate and graduate degrees upon the completion of 75 undergraduate credits:

Code	Title	Credits
REC 500	Planning for Park and Recreation Facilities	3
REC 502	Risk Management in Leisure Service Organizations	3
REC 504 or REC 520	Budgeting in the Recreation Enterprise ³ Revenue Management in Leisure Enterprises	3
Total Credits		9

³ Whether to take REC 504 or REC 520 is determined by the emphasis requirements.

Final admission to the Recreation Management Graduate Program is contingent upon completion of all recreation management undergraduate program requirements.

Internship

REC 450 Internship (12-16 cr.) will be taken as undergraduate credit and fulfills the final requirements of the undergraduate degree. After REC 450 is completed the student will graduate with their Bachelor of Science in recreation management.

Graduate curriculum

Code	Title	Credits
Required courses		
REC 701	Philosophical Foundations of Leisure, Play and Recreation	3
REC 731	Data Evaluation and Management in Parks and Recreation	3
REC 735	Management Topics in Recreation and Leisure Services	3
Electives		9
REC 505	Sustainable Tourism Development	
REC 515	Camp Administration	
REC 520	Revenue Management in Leisure Enterprises	
REC 545	Meetings, Conventions, and Event Planning	

REC 732	Human Development and Group Dynamics
REC 733	Diversity and Social Justice in Recreation Management
REC 734	Experience Management
REC 736	Collaborative Approaches to Recreation and Leisure Service Delivery
REC 737	Contemporary Issues in Recreation Management
Capstone	
Select one of the following options:	
REC 738	Capstone Seminar in Recreation Management
REC 761	Graduate Project in Recreation
Total Credits	21

Degree requirements

All students must complete the general education, college core (waived for therapeutic recreation 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. 70)
- Baccalaureate degree requirements (p. 573)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

This major is exempt from the CSH College Core requirement.

Year 1		
Fall	Credits Spring	Credits
CST 110 (Gen Ed Literacy-Oral)	3 ENG 110 (Gen Ed Literacy-Written)	3
Gen Ed Arts	2-3 STAT 145 (Gen Ed Math)	4
Gen Ed Minority Cultures	3 ECO 110 (Gen Ed Self & Society)	3
REC 150 (Gen Ed Health & Well-Being)	3 FYS 100 (Gen Ed First-Year Seminar)	3
Gen Ed World History	3 Gen Ed Arts	2-3
	15	16
Year 2		
Fall	Credits Spring	Credits
REC 301	3 ENG 307	3
REC 325	3 REC 317	3
Gen Ed Natural Lab Science	4 Outdoor Emphasis Elective (see list)	3
Gen Ed Humanistic Studies	3 Gen Ed Logical/Lang Systems	3

University Elective	3 University Elective	3
	16	15
Year 3		
Fall	Credits Spring	Credits
REC 306	3 Outdoor Emphasis Elective (see list)	3
REC 340	3 Outdoor Emphasis Elective (see list)	3
REC 390 ^{1,2}	3 REC 351	3
Gen Ed Global Studies	3 MKT 309	3
University Elective	3 University Elective	3
Apply to RM Dual Degree Program ³	Apply for "special non-degree graduate student status" for next fall ⁴	
	15	15
Year 4		
Fall	Credits Spring	Credits
REC 440	1 REC 450	12
REC 449	1	
REC 500	3	
REC 502 ¹	3	
REC 504 ²	3	
University Elective	3	
University Elective	2	
Apply for "full graduate status" for next fall		
	16	12
Additional year		
Fall	Credits Spring	Credits
REC 701	3 REC elective (see list)	3
REC 731	3 REC elective (see list)	3
REC 735	3 REC elective (see list)	3
	Capstone course	3
	9	12

Total Credits: 141

¹ REC 390 must be taken before or concurrently with REC 502.

² REC 390 must be taken before or concurrently with REC 504. Both courses are only offered in the Fall.

³ **To be considered for admission to the dual degree program, the student must:**

1. Be a current recreation management student who has completed at least 75 undergraduate credits.
2. Have completed or is concurrently enrolled in REC 301 and STAT 145.
3. Have a minimum cumulative UWL GPA of 2.85 to apply.

For complete details regarding application procedures, contact the Recreation Management Program Director in the Department of Recreation Management and Therapeutic Recreation.

⁴ All undergrad REC major requirements and REC 500, REC 502, and REC 504 should be completed before taking REC 450 the Spring of senior year. Therefore, the application for "special non-degree graduate student" status may be done the Fall of junior year if a graduate-level class such as REC 502 needs to be taken the Spring of junior year. This application cannot be submitted earlier than the Fall of junior year.

Dual Degree Program in Recreation Mgmt: Tourism & Event Management B.S. & Recreation Management M.S.

Major requirements

Code	Title	Credits
Undergraduate core requirements		
REC 150	Leisure, Quality of Life, and Well Being	3
REC 301	Leadership and Programming in Recreation	3
REC 306	Environmental Ethics, Outdoor Recreation and Natural Resources	3
REC 317	Experiential Facilitation in Recreation	3
REC 325	Leisure in a Diverse Society	3
REC 340	Evaluation Methods and Practices	3
REC 351	Civic Engagement in the Recreation Profession	3
REC 390	Principles of Management in Recreation	3
REC 440	Professional Wellness in Contemporary Leisure Services	1
REC 449	Internship/Professional Preparation ¹	1
REC 450	Internship	12
Total Credits		38

¹ Enrollment in REC 449 requires completion or concurrent enrollment in all REC and interdisciplinary courses, except REC 450.

Code	Title	Credits
Interdisciplinary requirements		
ECO 110	Microeconomics and Public Policy	3
ENG 307	Writing for Management, Public Relations and the Professions	3
MKT 309	Principles of Marketing	3
STAT 145	Elementary Statistics	4
Total Credits		13

Code	Title	Credits
Graduate core requirements (to be taken after earning 75 credits)		
REC 500	Planning for Park and Recreation Facilities	3
REC 502	Risk Management in Leisure Service Organizations	3
Total Credits		6

Tourism and event management emphasis requirements

Code	Title	Credits
Undergraduate courses		
REC 320	Introduction to Tourism	3
REC 445	Meetings, Conventions, and Event Planning	3
REC 345	Ecotourism	3
or REC 405	Sustainable Tourism Development	
Graduate course (to be taken after earning 75 credits)		

REC 520	Revenue Management in Leisure Enterprises	3
Total Credits		12

Admission to graduate program

When applying to the Recreation Management UWL Graduate Program:

- Applicant must be a current recreation management student and have completed or is concurrently enrolled in REC 301 and STAT 145.
- Students may be accepted into the dual degree program at any time after having completed the required courses. It is suggested that students apply before they have completed 75 undergraduate credit hours. Graduate courses cannot be taken until the student has completed 75 undergraduate credits.
- Student must have and maintain a minimum cumulative undergraduate GPA of 2.85/4.0; and maintain a minimum cumulative graduate GPA of 3.0/4.0
- Undergraduate students who have been accepted into the 4+1 program will be allowed to take the following courses at the 500-level and receive credit towards both the undergraduate and graduate degrees upon the completion of 75 undergraduate credits:

Code	Title	Credits
REC 500	Planning for Park and Recreation Facilities	3
REC 502	Risk Management in Leisure Service Organizations	3
REC 504	Budgeting in the Recreation Enterprise ³	3
or REC 520	Revenue Management in Leisure Enterprises	
Total Credits		9

³ Whether to take REC 504 or REC 520 is determined by the emphasis requirements.

Final admission to the Recreation Management Graduate Program is contingent upon completion of all recreation management undergraduate program requirements.

Internship

REC 450 Internship (12-16 cr.) will be taken as undergraduate credit and fulfills the final requirements of the undergraduate degree. After REC 450 is completed the student will graduate with their Bachelor of Science in recreation management.

Graduate curriculum

Code	Title	Credits
Required courses		
REC 701	Philosophical Foundations of Leisure, Play and Recreation	3
REC 731	Data Evaluation and Management in Parks and Recreation	3
REC 735	Management Topics in Recreation and Leisure Services	3
Electives		9
REC 504	Budgeting in the Recreation Enterprise	
REC 505	Sustainable Tourism Development	
REC 515	Camp Administration	
REC 545	Meetings, Conventions, and Event Planning	

REC 732	Human Development and Group Dynamics
REC 733	Diversity and Social Justice in Recreation Management
REC 734	Experience Management
REC 736	Collaborative Approaches to Recreation and Leisure Service Delivery
REC 737	Contemporary Issues in Recreation Management
Capstone	
Select one of the following options:	
REC 738	Capstone Seminar in Recreation Management
REC 761	Graduate Project in Recreation
Total Credits	21

Degree requirements

All students must complete the general education, college core (waived for therapeutic recreation 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. 70)
- Baccalaureate degree requirements (p. 576)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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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² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

This major is exempt from the CSH College Core requirement.

Year 1			
Fall	Credits	Spring	Credits
REC 150 (Gen Ed Health & Well-Being)	3	ENG 110 (Gen Ed Literacy-Written)	3
CST 110 (Gen Ed Literacy-Oral)	3	STAT 145 (Gen Ed Math)	4
Gen Ed Arts	2-3	ECO 110 (Gen Ed Self & Society)	3
Gen Ed Minority Cultures	3	FYS 100 (Gen Ed First-Year Seminar)	3
Gen Ed World History	3	Gen Ed Arts	2-3
	15		15
Year 2			
Fall	Credits	Spring	Credits
REC 301	3	REC 317	3
REC 325	3	REC 320	3
Gen Ed Natural Lab Science	4	ENG 307	3
Gen Ed Humanistic Studies	3	Gen Ed Global Studies	3

University Elective	3 University Elective	3
	16	15
Year 3		
Fall	Credits Spring	Credits
REC 306	3 REC 345 or 405 (Tourism Emphasis Elective)	3
REC 340	3 REC 351	3
REC 390 ^{1,2}	3 MKT 309	3
University Elective	3 Gen Ed Lang/Logical System	3
University Elective	3 University Elective	4
Apply to RM Dual Degree Program ³	Apply for "special non-degree graduate student status" for next fall ⁴	
	15	16
Year 4		
Fall	Credits Spring	Credits
REC 440	1 REC 450	12
REC 445	3	
REC 449	1	
REC 500	3	
REC 502 ¹	3	
REC 520	3	
University Elective	2	
Apply for "full graduate status" for next fall		
	16	12
Additional year		
Fall	Credits Spring	Credits
REC 701	3 REC elective (see list)	3
REC 731	3 REC elective (see list)	3
REC 735	3 REC elective (see list)	3
	Capstone course	3
	9	12

Total Credits: 141

¹ REC 390 must be taken before or concurrently with REC 502.

² REC 390 is only offered in the Fall.

³ **To be considered for admission to the dual degree program, the student must:**

1. Be a current recreation management student who has completed at least 75 undergraduate credits.
2. Have completed or is concurrently enrolled in REC 301 and STAT 145.
3. Have a minimum cumulative UWL GPA of 2.85 to apply.

For complete details regarding application procedures, contact the Recreation Management Program Director in the Department of Recreation Management and Therapeutic Recreation.

⁴ All undergrad REC major requirements and REC 500, REC 502, and REC 520 should be completed before taking REC 450 the Spring of senior year. Therefore, the application for "special non-degree graduate student" status may be done the Fall of junior year if a graduate-level class such as REC 502 needs to be taken the Spring of junior year. This application cannot be submitted earlier than the Fall of junior year.

Dual Degree Program in Recreational Therapy B.S. and M.S.

The field of recreational therapy is moving towards a master's level entry (much like physical therapy, occupational therapy, and speech-language pathology recently have). The creation of a dual degree program will provide students with a more efficient path towards completion of their master's degree. This dual degree program will allow students to complete a bachelor's and a master's degree (+1) in less time in the recreational therapy program and to be eligible to become a Certified Therapeutic Recreation Specialist™.

Major requirements

Admission to the program

To be considered for admission to the dual degree program, the student must:

1. Be a current recreational therapy student who has been accepted into the program and has completed at least 75 undergraduate credits.
2. Have completed or is concurrently taking RTH 229, RTH 319, RTH 352, PSY 204, ESS 205 (or BIO 312).
3. Have a minimum cumulative UWL GPA of 3.2 to apply.

Further 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 recreational therapy

Graduation requirements

Bachelor of Science

- All courses required in the Recreational Therapy Program during the undergraduate portion of the dual degree program must be passed with a minimum grade of "C" or better with a GPA of 2.5 or better on a scale of 4.0.
- All program and university requirements must be met (120 credits total).

Master of Science

- A total of at least 30 credits of graduate level courses that must be completed with a "B" or better (3.0/4.0) in each course. This includes the courses taken during the undergraduate period: RTH 556, RTH 570, and RTH 592. These credits will count towards both the undergraduate and graduate degrees.
- A cumulative GPA of 3.0/4.0 scale in all graduate courses is required for graduation from graduate school.

Curriculum

(College of Science and Health)

86-87 credits, excluding general education credits

Code	Title	Credits
General education courses		
Select one of the following:		4

BIO 100	Biology for the Informed Citizen	
BIO 105	General Biology	
MIC 100	Microbes and Society	
PSY 100	General Psychology	3
Total Credits		7

Code	Title	Credits
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Interdisciplinary requirements

PSY 204	Abnormal Psychology	3
PSY 212	Lifespan Development	3
ESS 205	Human Anatomy and Physiology for Exercise Science I	3
or BIO 312	Human Anatomy and Physiology I	

Professional core requirements

REC 150	Leisure, Quality of Life, and Well Being	3
RTH 229	Diagnostic Groups in Recreational Therapy	3
RTH 250	Introduction to Recreational Therapy	3
RTH 319	Recreational Therapy Management and Special Event Planning	3
RTH 352	Modality Preceptorship in Recreational Therapy I	3
RTH 355	Medical Language and Digital Competencies for Allied Health Professionals	3
RTH 376	Assessment and Treatment Planning in Recreational Therapy	3
RTH 452	Modality Preceptorship in Recreational Therapy II	3
RTH 493	Advancing the Recreational Therapy Profession	3
RTH 494	Research Methods and Program Evaluation in Recreational Therapy	3
RTH 496	Fieldwork Preparation in Recreational Therapy	3
RTH 498	Internship in Recreational Therapy	12

Elective courses

Select a minimum of two credits from the elective list. 2-3

RTH 333	Therapeutic Recreation and Corrections	
RTH 412	Animal Assisted Therapy	
RTH 414	Recreational Therapy and Adaptive Sports	
RTH 416	Recreational Therapy for Youth and Adolescents	
RTH 420	Nature and Forest Therapy	
RTH 430	Recreational Therapy and Mental Health	
RTH 432	Recreational Therapy for Physical Disabilities	
RTH 445	Recreational Therapy for Older Adults	
RTH 491	Workshop in Recreational Therapy	
RTH 495	Independent Study in Recreational Therapy	
RTH 497	Special Projects in Recreational Therapy	

Courses taken after admission to dual degree program:^{1, 2}

RTH 556	Program Design and Administration of Recreational Therapy	3
RTH 570	Recreational Therapy Processes and Facilitation Techniques	3
RTH 592	Clinical Education Experience in Recreational Therapy	3

Required courses taken after admission to graduate program:

RTH 701	Philosophical Foundations of Leisure, Play and Recreation	3
RTH 720	Research Methods for Recreation, Parks, and Leisure	3

RTH 730	Advanced Clinical Aspects in Recreational Therapy	3
RTH 740	Evidence-Based Practice in Recreational Therapy	3
RTH 750	Authentic Leadership and Clinical Supervision in Recreational Therapy	3
REC 761	Graduate Project in Recreation	3
Elective ³		3
Total Credits		86-87

¹ Typically, RTH 556 and RTH 570 are taken concurrently in a student's second to last semester on campus, and RTH 592 is taken in a student's last semester on campus. These nine credits apply to both the undergraduate and graduate degrees.

² Students must have special non-degree graduate student status before registering for their graduate courses.

³ The elective course will be determined jointly by the student and the program director.

Internship in senior year:

RTH 498 Internship in Recreational Therapy will be taken for 12 credits while the student is an undergraduate. To be admitted to RTH 498, students must achieve a 2.5 cumulative and major GPA and have successfully completed all program course work. The internship will be in either the Spring or Summer term of the student's senior year.

After RTH 498 Internship in Recreational Therapy is completed, the student will graduate with their Bachelor of Science with a major in recreational therapy.

Master of Science curriculum

- **Fall semester:** RTH 701, RTH 740, RTH 750
- **Spring semester:** RTH 730, RTH 720, three credit elective
- **Summer or Fall 2:** graduate capstone (three credits)

Total for M.S. = 30 credits, including the nine credits of graduate courses (RTH 556, RTH 592, and RTH 570) taken during the undergraduate years

For complete details regarding application procedures, contact the Recreational Therapy Program Director in the Department of Recreation Management and Therapeutic Recreation.

Degree requirements

All students must complete the general education, college core (waived for therapeutic recreation 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. 70)
- Baccalaureate degree requirements (p. 578)

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.

4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

This major is exempt from the CSH College Core requirement.

Year 1		
Fall	Credits Spring	Credits
REC 150 (Gen Ed Health & Well-Being)	3 CST 110 (Gen Ed Literacy-Oral)	3
ENG 110 or 112 (Gen Ed Literacy-Written)	3 PSY 212	3
PSY 100 (Gen Ed Self & Society)	3 ESS 205	3
BIO 100, 105, or MIC 100 (Gen Ed Natural Lab Science)	4 Gen Ed Arts	2-3
FYS 100 (Gen Ed First-Year Seminar)	3 Gen Ed Math	3
16		15

Year 2		
Fall	Credits Spring	Credits
RTH 250	3 RTH 319	3
RTH 229	3 RTH 355	3
PSY 204	3 Gen Ed Math/ Language/Logical Systems	3-4
Gen Ed Arts	2-3 University Elective	1
Gen Ed Minority Cultures	3 Gen Ed Humanistic Studies	3
University Elective	2 Gen Ed World History	3
16		16

Year 3		
Fall	Credits Spring	Credits
University Elective	3 RTH 570	3
RTH 376	3 RTH 452	3
RTH 352	3 RTH 556	3
Gen Ed Global Studies	3 RTH 496	3
University Elective	3 University Elective	3
Apply to RT Dual Degree Program ²		
Apply for "special non-degree graduate student status" for spring semester		
15		15

Year 4		
Fall	Credits Spring	Credits
RTH 493	3 RTH 498	12-16
RTH 494	3	
RTH 592	3	

RTH Elective	3		
University Elective	3		
Apply for "full graduate status" for next fall			
	15	12	
Additional year			
Fall	Credits Spring	Credits Summer	Credits
RTH 701	3 RTH 720	3 REC 761	3
RTH 740	3 RTH 730	3	
RTH 750	3 RTH Elective	3	
	9	9	3
Total Credits: 141			

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 **To be considered for admission to the dual degree program, the student must:**

1. Be a current recreational therapy student who has completed at least 75 undergraduate credits.
2. Have completed or is concurrently taking RTH 229, RTH 319, RTH 352, PSY 204, ESS 205 (or BIO 312).
3. Have a minimum cumulative UWL GPA of 3.2 to apply.

For complete details regarding application procedures, contact the Therapeutic Recreation Program Director in the Department of Recreation Management and Therapeutic Recreation.

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 recreational therapy majors)

21 credits

Code	Title	Credits
Core		
REC 150	Leisure, Quality of Life, and Well Being	3
RTH 229	Diagnostic Groups in Recreational Therapy	3
RTH 250	Introduction to Recreational Therapy	3
REC 325	Leisure in a Diverse Society	3
RTH 352	Modality Preceptorship in Recreational Therapy I	3
Program design elective - Select three credits from the following:		3
RTH 452	Modality Preceptorship in Recreational Therapy II	
RTH 456	Program Design and Administration of Recreational Therapy	
Focus area electives - Select three credits from the following:		3
RTH 414	Recreational Therapy and Adaptive Sports	
RTH 420	Nature and Forest Therapy	
RTH 430	Recreational Therapy and Mental Health	
RTH 432	Recreational Therapy for Physical Disabilities	
RTH 434	Recreational Therapy for Individuals with Intellectual and Developmental Disabilities	
RTH 445	Recreational Therapy for Older Adults	
RTH 452	Modality Preceptorship in Recreational Therapy II	1
RTH 470	Recreational Therapy Processes and Facilitation Techniques	
ESS 331	Disability and Physical Activity Implications	
ESS 431	Fitness Programming for Persons with Disabilities	
Total Credits		21

¹ if not selected above

All required courses must be completed with a grade of "C" or better.

Recreation Management Minor

(All colleges, excluding therapeutic recreation majors)

18 credits

Students must have a minimum GPA of 2.0 or greater to enter the program.

Code	Title	Credits
Required courses:		9
REC 150	Leisure, Quality of Life, and Well Being	
REC 301	Leadership and Programming in Recreation	
REC 390	Principles of Management in Recreation	
Select nine credits of electives from the following (at least three credits must be at the 300/400-level):		9
REC 201	Introduction to Outdoor Leadership	
REC 204	Introduction to Outdoor Education	
REC 215	Introduction to Community Recreation	
REC 304	Maintenance of Recreation Facilities	
REC 305	Operation and Management of Swimming Pools and Spas	
REC 306	Environmental Ethics, Outdoor Recreation and Natural Resources	
REC 310	Youth Development in the Recreation Profession	
REC 317	Experiential Facilitation in Recreation	
REC 320	Introduction to Tourism	

REC 325	Leisure in a Diverse Society	
REC 330	Recreation Resource Management	
REC 335	Environmental Education	
REC 340	Evaluation Methods and Practices	
REC 345	Ecotourism	
REC 351	Civic Engagement in the Recreation Profession	
REC 400	Planning for Park and Recreation Facilities	
REC 402	Risk Management in Leisure Service Organizations	
REC 404	Budgeting in the Recreation Enterprise	
REC 405	Sustainable Tourism Development	
REC 415	Camp Administration	
REC 420	Revenue Management in Leisure Enterprises	
REC 440	Professional Wellness in Contemporary Leisure Services	
REC 445	Meetings, Conventions, and Event Planning	
Total Credits		18

Students completing a minor in recreation management may also complete a minor in tourism and event management; however, 12 unique credits of coursework are required for each separate minor.

Recreation Management Minor for Recreational Therapy Majors

18 credits

Students must have a minimum GPA of 2.50 or greater to enter the program.

Code	Title	Credits
Core		9
REC 150	Leisure, Quality of Life, and Well Being	
REC 390	Principles of Management in Recreation	
REC 402	Risk Management in Leisure Service Organizations	
Electives - Select nine credits of electives, at least three credits must be at the 300/400 level, from the following list:		9
REC 201	Introduction to Outdoor Leadership	
REC 204	Introduction to Outdoor Education	
REC 215	Introduction to Community Recreation ¹	
REC 301	Leadership and Programming in Recreation	
REC 304	Maintenance of Recreation Facilities	
REC 305	Operation and Management of Swimming Pools and Spas	
REC 306	Environmental Ethics, Outdoor Recreation and Natural Resources	
REC 310	Youth Development in the Recreation Profession ¹	
REC 317	Experiential Facilitation in Recreation	
REC 320	Introduction to Tourism	
REC 325	Leisure in a Diverse Society	
REC 330	Recreation Resource Management	
REC 335	Environmental Education	
REC 340	Evaluation Methods and Practices	
REC 345	Ecotourism	
REC 351	Civic Engagement in the Recreation Profession ¹	
REC 400	Planning for Park and Recreation Facilities ¹	

REC 404	Budgeting in the Recreation Enterprise	
REC 405	Sustainable Tourism Development	
REC 415	Camp Administration ¹	
REC 420	Revenue Management in Leisure Enterprises	
REC 440	Professional Wellness in Contemporary Leisure Services	
REC 445	Meetings, Conventions, and Event Planning	
Total Credits		18

¹ Recommended best choices to enhance recreational therapy major.

Students completing a minor in recreation management for recreational therapy majors may also complete a minor in tourism and event management; however, 12 unique credits of coursework are required for each separate minor.

Tourism and Event Management Minor

(All colleges, excluding recreation management majors with a tourism and event management emphasis)

18 credits

Students must have a minimum GPA of 2.0 or greater to enter the program.

Code	Title	Credits
Core		
REC 150	Leisure, Quality of Life, and Well Being	3
REC 301	Leadership and Programming in Recreation	3
REC 320	Introduction to Tourism	3
REC 405	Sustainable Tourism Development	3
REC 420	Revenue Management in Leisure Enterprises	3
REC 445	Meetings, Conventions, and Event Planning	3
Total Credits		18

Students completing a minor in tourism and event management may also complete a minor in recreation management; however, 12 unique credits of coursework are required for each separate minor.

School of Education

Dean - Marcie Wycoff-Horn

Associate Dean - Pao Lor

Assessment Coordinator - Katie Hosley-Frieden

Senior Equity Advisor/Recruiter - Michelle Sylvester

Outreach Program Manager - Victoria Rosin

235 Morris Hall; 608.785.8134

School Academic Services Director/Certification Officer - Jen Pinnow

Field Experience Coordinator & Communication Specialist - Katie Rutenbar

Field Experience Coordinator & Partnership Specialist - Cindy Duley

Academic Program Specialist - Leah Davis

260 Morris Hall; 608.785.8126

Email: soe@uwlax.edu

www.uwlax.edu/soe (<https://www.uwlax.edu/soe/>)

The School of 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 900 students are enrolled in teacher education programs at UW-La Crosse (UWL). Students enrolled in teacher education programs benefit from the numerous K-12 school partnerships, which aim to promote best practices in teaching and learning.

Majors

Mission, vision, and conceptual framework

WI license ranges

Admission to teacher education programs

- Department of Educational Studies (DES) programs (ECE, EME, SPE, TESOL) (p. 584)
- *Secondary Teacher Education Preparation (STEP): Middle and High School Education Programs*
- *Art, Music, and World Language Education Programs*
- Physical, Adapted, and School Health Education (PASHE) Program (p. 587)

Criminal background check policy

School of Education program requirements for teacher candidates

- School of Education core requirements (p. 589)
- Statutory and general education requirements (p. 589)
- Retention policy (p. 590)
- Teacher candidate progress review (TCPR) (p. 590)
- Benchmark assessments (testing) requirements (p. 591)
- Disclosing criminal offenses (p. 592)
- Student teaching and internships (p. 592)
- *Program completion*
 - *Comprehensive assessment system and the edTPA*

License to teach application

Majors

The following teacher education majors leading to endorsement for a WI teaching license are available:

B.S. = Bachelor of Science

Early Childhood Education (B.S.) - housed in the Department of Educational Studies

- Early Childhood Education (birth - grade 3) (p. 594)

Elementary and Middle Education (B.S.) - housed in the Department of Educational Studies

- Elementary/Middle Education (grades K-9) (p. 596)
- Elementary/Middle Education (grades K-9) and French Education (grades K-12) (p. 599) - *dual licensure*
- Elementary/Middle Education (grades K-9) and Spanish Education (grades K-12) (p. 602) - *dual licensure*
- Elementary/Middle Education (grades K-9) and Special Education (grades K-12) (p. 606) - *dual licensure*
- Elementary/Middle Education (grades K-9) and Teaching English to Speakers of Other Languages (grades K-12) (p. 609) - *dual licensure*

Secondary Teacher Education Preparation (STEP): Middle and High School Education (B.S.) - housed in the related content department (Biology, Chemistry, English, History, Mathematics & Statistics, and Physics)

- Biology: Science Education (grades 4-12) Concentration (p. 404)
- Broadfield Social Studies Education (grades 4-12) (p. 106)
- Broadfield Social Studies Education (grades 4-12): History Concentration (p. 108)
- Broadfield Social Studies Education (grades 4-12): Political Science Concentration (p. 113)
- Broadfield Social Studies Education (grades 4-12): Sociology Concentration (p. 116)
- Chemistry: Science Education (grades 4-12) Concentration (p. 421)
- English Education (grades 4-12) (p. 162)
- Mathematics Education (grades 4-12) (p. 489)
- Physics: Science Education (grades 4-12) Concentration (p. 533)

Art, Music, World Language and Physical, Adapted & School Health Education (p. 586) (B.S.) - *housed in the related content department (Art, Exercise and Sport Science, Global Cultures and Languages, and Music). The dual licensure programs in elementary/middle education (grades K-9) and Spanish education (grades K-12) or French education (grades K-12) are housed in the Department of Educational Studies.*

- Art Education (grades K-12) (p. 101)
- French Education (grades K-12) (p. 177)
- French Education (grades K-12) and Teaching English to Speakers of Other Languages (grades K-12) (p. 180) - *dual licensure*
- Music Education (grades K-12): Choral and General Music Emphasis (p. 252)
- Music Education (grades K-12): Instrumental and General Music Emphasis (p. 255)
- Physical (grades K-12), Adapted (grades K-12), and School Health (grades K-12) Education (PASHE) (p. 457) - *triple licensure*
- Spanish Education (grades K-12) (p. 191)
- Spanish Education (grades K-12) and Teaching English to Speakers of Other Languages (grades K-12) (p. 195) - *dual licensure*

Mission, values, and conceptual framework

Mission

The mission of the School of 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.

Values

Lead: We are engaging and leading many disciplines of teacher education. We are focused on teaching and learning with best practice and dynamic strategies in mind that result in high student achievement.

Educate: We strive for the highest quality professional teacher education programs, and we believe in continuous improvement with 21st century teaching and learning in mind.

Collaborate: We believe teacher quality matters and through partnerships with our regional school districts and outstanding veteran educators our teacher candidates are afforded high quality experiences.

Innovate: We are dedicated to supporting the use of technology to support teaching and learning, so that our teacher candidates are prepared for the 21st century learning environment.

Conceptual framework

Vision: The School of 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.

Accreditation

- Higher Learning Commission (North Central Association)
- Wisconsin Department of Public Instruction since 1937

State law governing WI educator preparation programs

- Wis. Administrative Code § PI 34 (https://docs.legis.wisconsin.gov/code/admin_code/pi/34/)

Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards

Teacher education programs at UWL also meet 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

School of Education resources

Several resources for education students, university faculty, and area teachers are provided through the School of Education.

- **Alice Hagar Curriculum Resource Center** - Located on the upper floor of Murphy Library (<http://www.uwlax.edu/murphylibrary/>), the Center contains many teacher education materials and references for all grade levels.
- **Collaborative Learning Studio** - Located in 3212 Centennial Hall, this room is accessible to teacher candidates and faculty to study, practice lessons, deliver lectures using state of the art technology, and collaborate with partners external to the university.
- **1:1 Student iPad Program** - The School of Education (SOE) is committed to staying abreast with current technology trends in our area K-12 schools and strives to prepare teacher candidates who are able to facilitate and inspire student learning and creativity through creation of digital age learning experiences. To this end, we promote creativity, collaboration, responsibility, and innovation in the use of technology by students, faculty, and the local educational community. As a result, all UWL teacher candidates who are admitted to the School of Education are required to have an iPad that meets SOE specifications for use in their pre-professional courses and clinical experiences, and strategies for utilizing this technology in future K-12 classrooms are incorporated across the curriculum. The fee for an iPad purchased through the SOE iPad program is financial aid eligible and will appear on the student bill in the semester following admission to the candidate's teacher education program. Students may also seek approval to purchase an iPad that meets specifications outside of the SOE process or may be eligible for a donated iPad through the iPad Give Back Program. Complete details can be found on the student iPad requirement (<https://www.uwlax.edu/soe/resources/ipad-requirement/>) webpage.

Wisconsin Department of Public Instruction (DPI) license ranges

The following WI license ranges and subject areas, found in Wis. Administrative Code § PI 34 (https://docs.legis.wisconsin.gov/code/admin_code/pi/34/), are aligned with UWL programs starting in the 2021-22 catalog.¹ The WI DPI license code is indicated in parentheses.

Early childhood: birth-grade 3 (2088)

Elementary and middle school: grades K-9 (2088)

Middle and high school: grades 4-12 for the following subjects:

- English (2300)
- Mathematics (1400)
- Science (2600)
- Social Studies (2700)

Kindergarten through grade 12 for the following subjects:

- Adapted Physical Education (1860)
- Art (1550)
- Health (1910)
- French (1355)
- Music (2500)
- Physical Education (1530)
- Spanish (1365)

¹ In 2018, the Wisconsin Department of Public Instruction changed the Administrative Code (Wis. Admin. Code § PI 34 (https://docs.legis.wisconsin.gov/code/admin_code/pi/34/)) regulating educator licensing. Like all educator preparation programs in Wisconsin, UWL is authorized to prepare and endorse teacher candidates completing programs under the pre-2018 license ranges until August 2023. Teaching licenses and programs based on the developmental levels prior to 2018 can be found in earlier catalogs (<http://catalog.uwlax.edu/archivedcatalogs/>).

Admission to teacher education programs Department of Educational Studies programs

Department of Educational Studies

335 Morris Hall; 608.785.8152

Department Chair: Heather Linville - 335B Morris Hall; 608.785.8326

ECE Program Director: Ann Epstein - 340C Morris Hall; 608.785.8145

EME Program Director: Yuko Iwai - 365A Morris Hall; 608.785.5407

Special Education Program Coordinator: Lema Kabashi - 300B Morris Hall; 608.785.8413

TESOL Program Coordinator: Matt McParker - 325B Morris Hall; 608.785.8132

www.uwlax.edu/educational-studies/ (<https://www.uwlax.edu/educational-studies/>)

The Department of Educational Studies (DES) is committed to preparing teachers who can teach all students in all schools - rural, urban, or suburban - while preparing teacher leaders for a global society. 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.

Teacher candidates who complete a DES program are eligible for WI teaching license in either the early childhood (2088, birth - grade 3) or elementary and middle school (2088, grades K-9) ranges. Teacher candidates who complete a dual licensure program are also eligible for a WI teaching license in the kindergarten - grade 12 (K-12) range in the aligned area. DES programs that lead to dual licensure include Elementary and Middle School (2088, grades K-9) with Special Education (2081, grades K-12) or Teaching English to Speakers of Other Languages (ESL certification 1395, grades K-12). Two additional programs offered in collaboration with the Global Cultures & Languages Department (p. 171) lead to dual licensure in Elementary and Middle School (2088, grades K-9) with French (1355, grades K-12) or Spanish (1365, grades K-12).

According to WI Department of Public Instruction criteria, students must apply to the School of Education for admission to any teacher education program. DES has specific criteria that must be met in order to be admitted to SOE in a DES program. The process of applying to SOE and links to specific program admission requirements are available on the School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) webpage. Students are also required to successfully pass a criminal background check (p. 588) in order to be admitted to any teacher education program. Meeting minimum criteria does not guarantee admission. Admission to the School of Education is competitive, and some programs have limited capacity. Students changing their education program after admission to SOE must reapply for admission into the new program.

Admission to a Department of Educational Studies program

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 School of Education in order to register for certain education courses, progress to a degree, and complete licensure requirements.

The Department of Educational Studies admission policies pertain to the following teacher education programs:

Birth - grade 3:

- Early Childhood Education (ECE)

Grades K-9:

- Elementary/Middle Education (EME)

Grades K-9 and grades K-12: (*dual licensure*)

- Elementary/Middle Education (EME) and Teaching English to Speakers of Other Languages (TESOL)
- Elementary/Middle Education (EME) and Special Education
- Elementary/Middle Education (EME) and French Education
- Elementary/Middle Education (EME) and Spanish Education

Applicants must meet the following **minimum criteria** in order to apply for admission:

1. **Preliminary course work:** applicants must have sophomore standing and have met the following:
 - Successfully completed EDS 203 with a grade of "C" or better
 - Successfully completed EDS 206 with a grade of "C" or better
 - Be concurrently enrolled or have successfully completed EDS 308

2. **Combined cumulative grade point average:** applicants must have earned a combined cumulative GPA of 2.75 in all academic work taken prior to applying for admission. 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.
3. Applicants are required to disclose past criminal offenses (p. 592) and successfully pass a criminal background check (<http://catalog.uwlax.edu/undergraduate/education/#criminal-background-check>) to be admitted to any teacher education program.
4. **Writing statement:** 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 (<http://www.uwlax.edu/educational-studies/>) website for the specific prompt.

Other factors that will be considered in admissions decisions:

1. **Progress through and performance in professional course work:** When there are more applications for admission than class size allows, the following factors may be considered in making admission decisions:
 - Progress toward completing pre-field coursework
 - Grades in EDS 203 and EDS 206
 - Previous application(s) for admission
2. **Experience working with children:** Applicants will 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 (<http://www.uwlax.edu/educational-studies/>) website for details. Applicants are encouraged to seek out structured settings in which they are responsible for the planning and/or implementation of programming for children when possible and to describe those experiences in their application.

Request for an admission GPA waiver:

Applicants who have significant extenuating circumstances that prevent them from meeting the minimum GPA requirement above may provide a detailed statement (in addition to the other required information) requesting that the GPA requirement be waived and documenting why they should still be considered for admission. Documentation should include evidence to support the request for consideration (see "admission requirements" on the Department of Educational Studies (<http://www.uwlax.edu/educational-studies/>) website for prompts). Academic advisors will also be contacted and asked to provide information relevant to the appeal (see "admission requirements" on the Department of Educational Studies (<http://www.uwlax.edu/educational-studies/>) website for more detail). 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 and wish to apply should complete the School of Education application for admission (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>). Additional information, including contact information for the Admission Committee Chair is also available on the website.

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 except in extenuating circumstances. Admission decisions will be sent to applicants via e-mail no later than Friday of the eighth week of each semester. Candidates who are already admitted to the School of Education and wish to change to a different education major must reapply for admission into the new major. Readmission will be based on current admission criteria and space availability.

Secondary Teacher Education Preparation (STEP): Middle and High School Education (grades 4-12) programs

STEP Program Director: Matt Chedister (Mathematics) - 1003 Cowley Hall; 608.785.6609

www.uwlax.edu/secondary-teacher-education-preparation (<http://www.uwlax.edu/secondary-teacher-education-preparation/>)

Based in the School of Education, the Secondary Teacher Education Preparation Program (STEP) is a collaborative university-wide 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. Teacher candidates who complete a STEP program are eligible for a WI teaching license in the middle and high school (grades 4-12) range in the subjects of English and Language Arts (2300), Mathematics (1400), Science (2600), or Social Studies (2700).

According to WI Department of Public Instruction criteria, students must apply to the School of Education for admission to any teacher education program. The STEP Program has specific criteria that must be met in order to be admitted to SOE in a STEP program. The process of applying to SOE and links to specific program admission requirements are available on the School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) webpage. The STEP Program has additional retention and advancement standards. Students are also required to successfully pass a criminal background check (p. 588) in order to be admitted to any teacher education program. Meeting minimum criteria does not guarantee admission. Admission to the School of Education is competitive, and some programs have limited capacity. Students changing their education program after admission to SOE must reapply for admission into the new program.

Admission to a Secondary Teacher Education Preparation program

Students wishing to apply for admission to the School of Education do so based on specific program admission criteria. Admission is competitive and successful completion of application requirements does not guarantee admission into the program. Course substitutions may be authorized by the program director in consultation with the SOE Certification Officer. Curriculum changes may result in a revision of courses and other criteria used as admission requirements. Students who wish to be considered for admission into the program must follow the application process below and will be evaluated using the criteria described below.

The Secondary Teacher Education Preparation (STEP) admission policies pertain to the following programs in the grades 4-12 licensure range:

- English Education
- Social Studies Education
- Social Studies Education: History Concentration
- Social Studies Education: Political Science Concentration

- Social Studies Education: Sociology Concentration
- Biology: Science Education Concentration
- Chemistry: Science Education Concentration
- Physics: Science Education Concentration
- Mathematics Education

Phase I: Complete application survey

Applications to SOE STEP programs are accepted starting on the first day of classes during both the fall and spring semesters. Students who meet the application criteria below may complete the online application for admission survey for STEP (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>). **The application must be completed by 11:59 p.m. on the Friday of week three of the application semester.**

Eligibility criteria:

- Completion of ENG 110 or ENG 112 with a grade of "C" or higher
- Completion of a minimum of 40 earned credits (including transfer credits)
- Completion of or current enrollment in EDS 203 or EDS 206
- At least a 2.75 combined cumulative grade point average¹

¹ The GPA listed on the current academic transcript is used to satisfy the GPA requirement for admission purposes. A GPA waiver process exists for students whose current grade point average falls below 2.75. For more details on this process, refer to the GPA Waiver Policy below.

The following materials need to be submitted in the application survey:

- Current resume
 - For resume samples, visit UWL Career Services (<https://www.uwlax.edu/aaccs/studentsalumni/searching-for-jobinternships/>).
- Unofficial transcript
 - Upload an unofficial transcript from WINGS.
- Educational Experience Reflection Paper based on the required coursework (listed above)
 - See the STEP Educational Experience Reflection Paper Guidelines (https://uwlax-my.sharepoint.com/:w/g/personal/mchedister_uwlax_edu/EULXYIuube1Lhm5OK9WkWeEBbK0HN3o5OWUiK_NqvmxIXQ?e=POymcv) for more information.
- *Broadfield social studies (BFSS) majors only:* References
 - Provide contact information for two references (details are available on the BFSS admissions website (<https://www.uwlax.edu/secondary-teacher-education-preparation/admission/bfss-admission-process/>))

Phase II: Interview

Once the application deadline has passed, faculty members within each STEP discipline will review the completed applications. Approximately two weeks following the application close date (end of week five), applicants will be notified of whether or not they will be moving on to the interview portion of the application process. Meeting the minimum application eligibility criteria does not guarantee an interview.

Phase III: Admission

Available resources limit the number of students admitted each semester. Not all students completing the application process are admitted to STEP. Admission decisions will be sent to the applicants via e-mail by Friday of the eighth week of the semester.

Admission decisions are contingent upon criminal background check (CBC) (<https://www.uwlax.edu/soe/field-and-student-teaching-experience/for-teacher-candidates/#tm-criminal-background-check>) clearance by the UWL Office of Field Experience. Applicants are required to disclose past criminal offenses (p. 592) to be admitted to any teacher education program. Please see the admission to SOE (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) webpage for additional information and requirements.

Request for an admission GPA waiver

Students who do not meet the minimum GPA requirement for admission may request the committee grant a waiver of this Phase I criterion. This waiver request must be completed as part of the Phase I application survey (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>), by uploading the following **additional** documents:

- Written statement requesting a waiver, identifying the reason(s) why the GPA requirement was not satisfied, and why the committee should approve a waiver in this case.
- Two letters of support from faculty/staff or other professionals who can address the issue.

Students who meet minimum eligibility requirements (see Phase I) may reapply to the School of Education for admission to the STEP program at any time during their academic career at UWL.

Art, Music, and World Language Education (grades K-12) programs

AWLME Program Director: Kim Morris - 315G Graff Main Hall; 608.785.8323

Teacher candidates who complete an art, music, or world language program are eligible for a WI teaching license in the kindergarten-grade 12 range in the subjects of Art (1550), Music (2500), French (1355), or Spanish (1365).

According to WI Department of Public Instruction criteria, students must apply to the School of Education for admission to any teacher education program. The Art, Music, and World Language Education programs have specific criteria that must be met in order to be admitted to SOE in an AWLME program. The process of applying to SOE and links to specific program admission requirements are available on the School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) webpage. Students are also required to successfully pass a criminal background check (p. 588) in order to be admitted to any teacher education program. Meeting minimum criteria does not guarantee admission. Admission to the School of Education is competitive, and some programs have limited capacity. Students changing their education program after admission to SOE must reapply for admission into the new program.

Admission to an Art, Music, and World Language Education program

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 School of Education in order to register for certain education courses, progress to a degree, and complete licensure requirements.

The Art, Music, and World Language Education admission policies pertain to the following teacher education programs in the grades K-12 licensure range:

- Art Education
- Music Education: Choral and General Emphasis
- Music Education: Instrumental and General Emphasis
- Spanish Education
- Spanish Education and Teaching English to Speakers of Other Languages (*dual licensure; grades K-12 in both*)
- French Education
- French Education and Teaching English to Speakers of Other Languages (*dual licensure; grades K-12 in both*)

Although applicants apply after at least 24 credits are earned, applicants can only be officially admitted to the School of Education after the completion of 40 credits.

Applicants must meet the following **minimum criteria** in order to apply for admission:

1. **Preliminary course work:**
 - a. applicants must have completed a minimum of 40 credits in which grade points have been earned (including transfer credits)
 - b. applicants must have successfully completed or be concurrently enrolled in EDS 203 at the time of application for admission
 - c. applicants must have successfully completed or be concurrently enrolled in EDS 206 at the time of application for admission in order to apply
2. **Combined cumulative grade point average:** 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.
3. Applicants are required to disclose past criminal offenses (p. 592) to be admitted to any teacher education program.

Additional application requirements that may be considered:

4. **Response to a writing prompt:** applicants must respond to the indicated prompt in the application for admission (200 word limit). The prompt is posted on the SOE admission webpage (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>).

Request for an admission GPA waiver:

Applicants who have significant extenuating circumstances that have prevented them from meeting the minimum requirement above may provide a detailed letter (in addition to the other required information) requesting that the GPA requirement be waived and documenting why they should still be considered for admission. Documentation should include evidence to support the request for consideration. 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 their 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 and wish to apply should complete the School of Education application for admission (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>). Additional information, including contact information for the Admission Committee Chair is also available on the website.

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 between majors with a licensure track must reapply for admission. Readmission will be based on current admission criteria.

Students are required to successfully pass a criminal background check in order to be admitted to any teacher education program. Meeting minimum criteria does not guarantee admission. Admission to the School of Education is competitive, and some programs have limited capacity.

Physical, Adapted, and School Health Education (PASHE) (grades K-12) program

Department of Exercise and Sport Science (p. 450)
PASHE Program Director: Brock McMullen - 215 Mitchell Hall;
608.785.8167

www.uwlax.edu/exercise-sport-science/undergraduate-majorsminors/physical-adapted-and-school-health-education/ (<https://www.uwlax.edu/exercise-sport-science/undergraduate-majorsminors/physical-adapted-and-school-health-education/>)

Teacher candidates who complete the PASHE Program are eligible for a WI teaching license in the kindergarten - grade 12 range in the areas of Physical Education (1350), Adapted Physical Education (1860), and Health (1910). Graduates of the PASHE Program are highly sought after. The PASHE Program balances traditional coursework and activities with an abundance of practical experiences. This balance provides students with the knowledge and hands-on experiences to enter the teaching profession prepared and confident.

According to WI Department of Public Instruction criteria, students must apply to the School of Education for admission to any teacher education program. The PASHE Program has specific criteria that must be met in order to be admitted to SOE in the PASHE program. The process of applying to SOE and links to specific program admission requirements are available on the School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) webpage. All majors in the Department of Exercise and Sport Science have additional admission standards and retention and advancement standards. Students are also required to successfully pass a criminal background check (p. 588) in order to be admitted to any teacher education program. Meeting minimum criteria does not guarantee admission. Admission to the School of Education is competitive, and some programs have limited capacity. Students changing their education program after admission to SOE must reapply for admission into the new program.

Admission to the Physical, Adapted, and School Health Education Program

Students majoring in the Physical, Adapted, and School Health Education (PASHE) Program must apply for admission to the School of Education based on specific program admission criteria. Admission is competitive and successful completion of application requirements does not guarantee admission into the program. 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.

Students who wish to be considered for admission into the PASHE Program (K-12 licensure range) will be evaluated using the following criteria:

1. Completion of or concurrent enrollment in the following PASHE foundation courses:

Code	Title	Credits
EDS 203	School, Society, and Teachers ¹	3
EDS 206	Multicultural Education ²	3
ESS 118	Foundations of Physical and School Health Education	2
ESS 121	Teaching Adventure Education in Physical Education	2
ESS 200	Introduction to Teaching Methods in Physical and School Health Education	2
ESS 212	Teaching Fundamental Movement Skills in Physical Education	3
ESS 231	Introduction to Teaching Adapted Physical Education	3
Total Credits		18

¹ Counts toward General Education Program requirement: Self and Society (GE Category 6). Also satisfies an SOE core requirement.

² Counts toward General Education Program requirement: Minority Cultures or Multiracial Women's Studies (GE Category 3). Also satisfies an SOE core requirement.

2. Completion of 30 college credits
3. At least 2.75 combined cumulative GPA (including transfer grade points)
4. Current resume
5. Online reference form
6. Teaching philosophy and reflection paper
7. A satisfactory interview with PASHE admission committee members
8. A criminal background check (p. 588)

See the admission to School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) website for additional information and requirements.

Request for an admission GPA waiver

Applicants who have extenuating circumstances preventing them from meeting the GPA admission criterion may provide a request for admission with a GPA waiver consideration if their GPA is not below 2.70. The request is submitted through the PASHE electronic admission application survey, and must include:

- A written statement of appeal. The appeal should include reason(s) why the requirement was not satisfied, and why the committee should approve a waiver in this case (e.g., in justification of the request, please submit convincing evidence of academic success, personal circumstances beyond your control, prospects for success as a teacher).

The student may be asked to meet with the PASHE faculty as part of the appeal process. The decision after the appeal is final.

The curriculum requirements for the PASHE major are on the exercise and sport science major: physical, adapted, and school health education (p. 457) page.

SOE criminal background check policy

The WI Department of Public Instruction (DPI) requires that candidates for admission to a teacher education, administration, or pupil services

program successfully pass a criminal background check (CBC) as one criterion for admission. By applying for admission to one of these programs, candidates agree to provide the necessary personal information to UWL in order to initiate their CBC, and to complete their portion of the process prior to the deadline specified in their admission letter. Candidates are responsible for all costs associated with their criminal background check(s). Admission decisions by programs are contingent upon CBC clearance by the UWL Office of Field Experience or designated graduate program representative.

Additional criminal background checks may be required for teacher candidates if the time period between criminal background checks exceeds five years, or if there are other mandated CBCs that must be met. The Office of Field Experience will record the criminal background checks conducted each semester.

Procedures

1. The requirement for a criminal background check (CBC) at the time of application for admission is shared with candidates through website, electronic admission application, advisement report, and UWL catalog material.
2. Candidates complete an electronic application for admission to the School of Education that includes an authorization to perform a CBC.
3. The Office of Field Experience emails criminal background check instructions to candidates who have applied for admission to the School of Education.
4. Teacher candidates must complete the CBC process, including paying any fees associated with the CBC, within the timeline set out in their admission letter. Admission decisions are contingent upon a successful CBC as evaluated by the Office of Field Experience.
5. Candidates may need to complete additional CBCs prior to field experience(s) and/or student teaching experiences.
6. Candidates must notify the Office of Field Experience as soon as possible, but no later than the day after the event occurs, if they have been convicted of any crime or have been or are being investigated by any governmental agency for any act or offense. Candidates who fail to report may be required to meet with the Teacher Candidate Progress Review Committee; failure to report may result in termination of a field experience, internship, practicum or student teaching placement.
7. Disclosure forms must be completed by candidates each semester prior to participation in a school observation, clinical field experience, or any other school experience.
8. The Office of Field Experience staff monitors the criminal background check process, and in the case of field experience courses, notifies course instructors when candidates have been cleared to enter the schools.
9. In the event the background check discloses criminal activity or information that would prohibit a candidate from entering the teaching profession, the candidate will not be admitted into any education program, and may be dropped from the program if previously admitted.

School of Education program requirements for all teacher candidates

School of Education (SOE) core requirements

Students ("teacher candidates") in a School of Education program or in a SOE-affiliated teacher preparation program housed in the College of Science and Health (CSH) or College of Arts, Social Sciences, and Humanities (CASSH), are required to complete the below courses. Teacher candidates must also meet other benchmarks required by the WI Department of Public Instruction and the School of Education as part of program completion requirements (p. 592). Teacher candidates successfully completing one of these programs earn a Bachelor of Science (B.S.) degree from UWL.

General education courses

Code	Title	Credits
EDS 203	School, Society, and Teachers ¹	3
EDS 206	Multicultural Education ²	3
Total Credits		6

Courses not requiring admission to School of Education

Code	Title	Credits
Child/motor development ³		3-6
ECE 214 & ECE 215	Child Growth and Development for ECE: Birth-Age 3 and Child Growth and Development for ECE: Ages 4-8 (PK-Grade 3)	3
ESS 207	Human Motor Behavior	
PSY 212	Lifespan Development	
Preparation in teaching students with disabilities ^{3, 4}		3
ESS 231	Introduction to Teaching Adapted Physical Education	
SPE 200	Foundations of Special Education	
Total Credits		6-9

Courses requiring admission to School of Education

Code	Title	Credits
Pre-student teaching		8-18
	At least two teaching methods courses (may be combined courses including field experience) ⁵	
	At least two pre-student teaching field experience courses, developmental in scope and sequence (may be combined courses including methods) ^{5, 6}	
Student teaching semester ⁷		
EDS 492	Student Teaching Seminar	1
	One semester of full time student teaching aligned with declared program: ^{3, 6}	11
EDS 490	Student Teaching: Early Childhood Education (birth-grade 3)	
EDS 491	Student Teaching: Elementary/Middle Education (K-9)	
EDS 495	Teaching Internship	
EDS 496	Student Teaching: Middle/High School Education (4-12)	

EDS 497 Student Teaching: Kindergarten through Grade 12 (K-12)

Total Credits **20-30**

- ¹ Counts toward General Education Program requirement: Self and Society (GE Category 6). Also satisfies Wisconsin Act 31 and Wis. Admin. Code § PI 34.022(3).
- ² Counts toward General Education Program requirement: Minority Cultures or Multiracial Women's Studies (GE Category 3). Also satisfies Wis. Admin. Code § PI 34.022(3)
- ³ See individual program requirements for which course is required in that specific program.
- ⁴ Also satisfies Wis. Admin. Code § PI 34.022(7).
- ⁵ Individual programs may have additional methods and/or field course requirements. See specific program requirements for details.
- ⁶ Also satisfies Wis. Admin. Code § PI 34.023(2).
- ⁷ Must complete all course requirements and other benchmarks prior to student teaching. For more information, please see the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>).

General education and WI statutory requirements for teacher education programs

Wisconsin Department of Public Instruction (DPI) requires all initial licensure programs to meet statutory Wisconsin Educator Standards as part of a teacher preparation program. (Wis. Admin. Code § PI 34.002 (https://docs.legis.wisconsin.gov/code/admin_code/pi/34/II/)). All teacher preparation programs at UWL are aligned to WI teacher standards/InTASC standards.

DPI requires all initial licensure programs to include a general education program as part of a bachelor's degree program or higher. (Wis. Admin. Code § PI 34.018(3) (https://docs.legis.wisconsin.gov/code/admin_code/pi/34/iv/018/3/)). All education programs must also include assessment of candidates' communication skills (Wis. Admin. Code § PI 34.021(1)(a) (https://docs.legis.wisconsin.gov/code/admin_code/pi/34/iv/021/1/a/)).

The two-year transfer policy does not exempt students from SOE-required general education, program-specific general education, or WI statutory requirements.

WI State statutory requirements

Wis. Admin. Code § PI 34.022 (https://docs.legis.wisconsin.gov/code/admin_code/pi/34/iv/022/) lists several specific requirements for teacher candidates, some of which are associated with particular programs. Additional details can be found on the appropriate program's catalog page.

- **Cooperative Marketing and Consumer Cooperatives:** ECO 110 or ECO 120 - applies to programs leading to licenses in social studies
- **Environmental Education and Conservation:** GEO 200 - applies to programs leading to licenses in early childhood, elementary and middle education, science and/or social studies
- **Equity & Minority Group Relations:** EDS 203 and EDS 206 - applies to all teacher education programs
- **Conflict Resolution:** applies to all teacher education programs (through student teaching experiences)
- **Teacher Responsibilities:** applies to all teacher education programs (through student teaching experiences)

- **Reading and Language Arts:** applies to programs leading to licenses in early childhood, elementary and middle education (through program-specific requirements)
- **Children with Disabilities:** applies to all teacher education programs (through program-specific SOE core requirements)
- **Professional Responsibilities:** applies to all teacher education programs (through field and student teaching experiences)

Required general education courses for all teacher education programs

In some cases, specific courses within the UWL General Education Program are required of all teacher education candidates in order to meet licensing and/or statutory requirements. Besides the below, individual programs may have additional required general education courses, as specified on the appropriate program catalog page.

Code	Title	Credits
UWL GE Category 1:		
Satisfies Wis. Admin. Code § PI 34.021(1)(a) requirement: Communication Skills		
CST 110	Communicating Effectively ¹	
ENG 110	College Writing ¹	
	or ENG 112 College Writing AP (Advanced Placement)	
UWL GE Category 3:		
Satisfies Wis. Admin. Code § PI 34.022(3) requirement: Equity & Minority Group Relations		
EDS 206	Multicultural Education	
UWL GE Category 6:		
Satisfies Wis. Admin. Code § PI 34.022(3) requirement: History, Culture, and Tribal Sovereignty of American Indian Tribes and Bands Located in Wisconsin		
EDS 203	School, Society, and Teachers	

¹ Must earn a grade of "C" or better to satisfy this requirement.

Retention policy

Teacher candidates may be retained in their teacher education program as long as they fulfill the following conditions:

1. Maintain at least a 2.75 combined cumulative GPA (3.00 for graduate candidates);
2. Meet required benchmark assessment criteria (testing, portfolio) required by the candidate's program;
3. Maintain appropriate professional disposition; *and*
4. Are otherwise in good standing with the university and EPC.

Teacher candidates who do not meet GPA requirements and/or who have been referred to **teacher candidate progress review** (TCPR) for dispositional concerns may be approved to continue in their program by the TCPR Committee.

Teacher candidate progress review (TCPR)

SOE faculty and staff (including clinical and student teaching personnel) recognize some candidates seeking certification may need additional supports to meet minimal professional standards; therefore, a committee has been established to identify and to counsel candidates in need of directed guidance. The guidance may include a plan, and if necessary, additional measures or follow up plans. In rare cases, the TCPR referral process may lead to the candidate's removal from the

teacher education program(s) if the support plan does not successfully remediate the concerns.

The SOE Teacher Candidate Progress Review (<https://www.uwlax.edu/soe/resources/resources-for-facultystaff/epc-committees/teacher-candidate-progress-review-committee-tcpr/>) 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 (<https://www.uwlax.edu/student-life/student-resources/student-handbook/>).

If issues related to the progress of candidates are identified, a referral is initiated using the Teacher Candidate Progress Review Referral Form, and the candidate receives a copy of the referral. The SOE Dean will forward a copy to the candidate's advisor, the academic services director/certification officer, department chair, and/or the content liaison, as 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 SOE Dean; 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 or if the student is in field experiences/student teaching, the candidate is automatically referred to the Teacher Candidate Progress Review Committee by the SOE Dean. 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 the candidate's GPA.

GPA-related automatic referrals:

If a candidate is unable to meet the minimum cumulative GPA requirement for graduation (2.75), the candidate is automatically referred to TCPR. The committee or its designee will evaluate program performance using the following alternative assessment plan (approved by WI DPI 1/20/2022):

1. The candidate provides a written statement explaining the reasons for their low GPA and articulating their plans for success in their final semester(s) of courses and during student teaching.
2. The candidate also provides two letters of recommendation, one from a cooperating teacher, and one from a faculty member. Letter writers are asked to speak to the candidate's content knowledge, pedagogical knowledge, and field experience(s), and may include

additional information about life experiences and academic skills that are relevant to the situation.

3. Candidates must have successfully demonstrated content knowledge either by passing the Praxis II exam, or by achieving at least a 3.0 GPA in the aligned content area based on courses identified in the approved New Licensure Program Report for their program and in the candidate's Advisement Report.
4. The portfolio of information is reviewed by the Academic Services Director/Teacher Certification Officer and SOE Dean. Candidates with GPAs above 2.50 are typically approved (see item 6 below) directly by the SOE Dean based on this alternative assessment portfolio, assuming the letters of support and candidate statement attest to the candidate's satisfactory content knowledge, pedagogical knowledge, and clinical experience.
5. Candidates with GPAs below 2.50 or who already have a TCPR support plan in place meet with the TCPR committee to hear their appeal and discuss their evidence. The committee assesses whether there is sufficient evidence demonstrating that the candidate has met performance expectations through this body of alternative measures, and makes a corresponding recommendation to the SOE Dean. The SOE Dean approves the use of alternative measures based on the committee recommendation.
6. Approval for the use of alternative measures of assessment of program performance are contingent upon successful completion of field I, field II, and student teaching (clinical experience assessment), and a passing score on the edTPA (pedagogical assessment).

Non-GPA-related automatic referrals:

1. An issue requiring 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 SOE Dean; 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 SOE Dean 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, they will be unable to continue in their 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 them 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, they 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.

Benchmark assessments (testing) policy

The WI Department of Public Instruction is specific in its requirements about the content of both general education and professional education. DPI requires teacher education candidates to complete a variety of benchmark assessments (tests) detailed below. Additional information can be found on the School of Education (<https://www.uwlax.edu/soe/undergrad/benchmark-assessments/>) website. The WI State Superintendent of Public Instruction determines passing scores. Teacher education candidates are expected to work closely with their academic advisor in order to understand these requirements and be sure they are met in a timely manner. Completion of DPI requirements for licensure may take longer than four academic years.

Assessments required prior to approval for student teaching:

Prior to enrolling in the student teaching/internship semester and in order to be recommended for licensure by the certification officer, candidates must provide:

1. One of the following to demonstrate content knowledge (Wis. Admin. Code § PI 34.021(1)(c) (https://docs.legis.wisconsin.gov/code/admin_code/pi/34/iv/021/1/c/)):
 - a. 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; or
 - b. A 3.0 GPA or higher in all certified content subject areas, as determined by grades earned in courses aligned with the content area. Specific courses aligned with the content knowledge GPA benchmark are indicated on each student's Advisement Report.
2. Demonstration of teaching reading competency (required **only** for candidates seeking a license to teach in Kindergarten to grade 5, and/or in special education) as required by Wis. Stat. § 118.19(14) (a) (<https://docs.legis.wisconsin.gov/statutes/statutes/118/19/14/a/>).
 - a. An official Wisconsin Foundations of Reading Test (FoRT) score report documenting a passing score of at least 240 on the FoRT090 or 233 on the FoRT190.
 - b. Special education teacher candidates may elect to complete an alternate assessment of reading competency to meet Wis. Admin. Code § PI 34.021(1)(f)(2) ([https://docs.legis.wisconsin.gov/document/administrativecode/PI%2034.021\(1\)\(f\)2.html](https://docs.legis.wisconsin.gov/document/administrativecode/PI%2034.021(1)(f)2.html)). Elementary/middle education (EME, grades K-9) & special education (grades K-12) majors must apply for **both** their Elementary and Middle School (2088) and Special Education (2081) licenses in order to use the alternative assessment in place of the FoRT. Candidates who choose to apply for **only** the Elementary & Middle School license (2088) must take and pass the FoRT to meet the reading competency requirement.
 - c. Teacher candidates completing the following dual certification programs do not need to pass the FoRT for licensure so long as they apply for **both** licenses being prepared. Candidates who choose to apply for **only** the Elementary & Middle School

license (2088) must take and pass the FoRT to meet the reading competency requirement.

- i. Elementary/middle education (EME, grades K-9) & french education (grades K-12) major
 - ii. Elementary/middle education (EME, grades K-9) & spanish education (grades K-12) major
 - iii. Elementary/middle education (EME, grades K-9) & TESOL (grades K-12) major
3. An official American Council Teaching of Foreign Languages score report demonstrating oral and written proficiency (Wis. Admin. Code § PI 34.021(1)(c) (https://docs.legis.wisconsin.gov/code/admin_code/pi/34/iv/021/1/c/)) with a rating of "Intermediate High" in French and/or Spanish (required **only** for candidates seeking a teaching license in French or Spanish).

Disclosure of criminal offenses policy

Students applying for admission to teacher education, field experiences, and student teaching placements will be asked at each stage to disclose any criminal charges filed against them through a self report form. Applicants with a felony conviction that would prohibit them from entering the teaching profession will not be admitted into any teacher education program. Student applicants with lesser charges, such as misdemeanors not involving children, shall be permitted to apply to teacher education programs.

Any student who has been convicted of a criminal offense must contact the Wisconsin Department of Public Instruction (<https://dpi.wi.gov/tepd/licensing/background/>) to discuss eligibility for a teaching license.

Student teaching and internship policy

The student teaching experience is completed during the final semester in residence. Students must apply for student teaching (<https://www.uwlax.edu/soe/field-and-student-teaching-experience/for-teacher-candidates/>) through the Office of Field Experience one year prior to the student teaching semester by the deadlines posted online for a fall or spring semester placement. There are special course fees associated with student teaching and internship experiences (additional information (<https://www.uwlax.edu/soe/field-and-student-teaching-experience/handbook/>) available on the SOE website).

As required by Wis. Admin. Code § PI 34.023(2) (https://docs.legis.wisconsin.gov/code/admin_code/pi/34/IV/023/), teacher candidates student teach for a full semester as calculated according to the calendar of the cooperating school. Most cooperating schools are located within approximately 50 miles of La Crosse.

To be eligible for student teaching, candidates must:

1. have completed all coursework to meet general education, program, and WI statutory requirements;
2. have and maintain at least 2.75 combined cumulative grade point average;
3. have successfully completed all benchmark assessments (testing requirements) for the appropriate certification area/discipline; *and*
4. have demonstrated appropriate professional disposition and be in good standing with the university and the School of Education.

During the student teaching semester, eligible candidates must be enrolled in one or more of the student teaching courses listed in the SOE core requirements (p. 589) aligned with their declared program and the concurrent student teaching seminar course.

Internships

To be eligible to apply for a student teaching internship, candidates must be formally admitted to the School of Education and must possess and maintain a combined cumulative grade point average of at least 3.00. Students must apply for a student teaching internship by completing the student teaching application (<https://www.uwlax.edu/soe/field-and-student-teaching-experience/for-teacher-candidates/>) through the Office of Field Experience one year prior to the student teaching semester by the deadlines posted online for a fall or spring semester placement. Interns are assigned to a school that is part of the Wisconsin Improvement Program (WIP) for an entire semester. The Office of Field Experience, with support of faculty recommendations, admits students to the internship program. There are additional fees associated with WIP internships (full details (<https://www.uwlax.edu/soe/field-and-student-teaching-experience/handbook/#tm-out-of-area-student-teaching-placements>) are available on the Field Experience website), and interns are paid a stipend determined by WIP.

Program completion

Comprehensive assessment system in teacher education

All teacher candidates seeking certification must successfully complete procedures related to program admission, progression, and exit criteria. The Comprehensive Assessment System at UWL tracks teacher candidates' progress toward meeting competencies in the InTASC (Interstate Teacher Assessment and Support Consortium) Model Core Teaching Standards, appropriate content standards, professional dispositions, and other Wisconsin teacher preparation requirements as described in the Wisconsin Administrative Code for Educator Licenses, PI 34. 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. The Comprehensive Assessment System is aligned with the assessment criteria specified in Wis. Admin. Code § PI 34.021 (https://docs.legis.wisconsin.gov/code/admin_code/pi/34/iv/021/).

Pedagogical knowledge and the 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. In addition, Wis. Admin Code § PI 34.021(d) (https://docs.legis.wisconsin.gov/code/admin_code/pi/34/iv/021/1/d/) requires that candidates for a teaching license demonstrate pedagogical knowledge. At UWL, the performance assessment that all candidates must successfully pass to demonstrate pedagogical knowledge is the edTPA (<https://www.uwlax.edu/soe/undergrad/benchmark-assessments/>).

Candidates who do not earn a passing score on the edTPA may be eligible for a partial or complete retake/resubmission. The UWL edTPA Retake Policy (<https://www.uwlax.edu/soe/field-and-student-teaching-experience/handbook/#tm-assessments-during-the-clinical-field-experience-program>) is available on the School of Education website.

Graduation for candidates unable to complete student teaching

Teacher candidates who complete all other university and teacher education program requirements, but who fail to successfully complete

the benchmark assessments and/or the student teaching/internship experience for extenuating reasons, may apply for admission to UWL's General Studies Program (p. 68) to earn a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) degree in general studies. Interested teacher candidates must complete an application and correspond with the Academic Services Director (ASD) of the College of Arts, Social Sciences, and Humanities (CASSH), the student's advisor, and with the ASD for the School of Education. This degree will not earn an endorsement for a WI teaching license.

Teaching license application

Wisconsin: Graduates desiring a license to teach in Wisconsin may submit an application through Educator Licensing Online (ELO) (<https://dpi.wi.gov/tepd/licensing/>). When all certification requirements are satisfactorily completed, the Academic Services Director/Teacher Certification Officer will upload program completion data for all candidates into ELO. After the program data has been uploaded into ELO, applicants will be able to complete the license application. There is an application fee (<https://dpi.wi.gov/tepd/licensing/application-fee/>) for an initial educator license.

Other States: Graduates seeking certification in other states should contact the state Department of Education in which certification is desired and submit the appropriate application materials. Candidates should be aware that license rules are different in all states, so they should seek information about licensing requirements 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 that must be signed by the Academic Services Director/Teacher Certification Officer.

Educational Studies Department (EDS)

School of Education

Department Chair: Heather Linville

335 Morris Hall; 608.785.8326

Email: hlinville (<http://catalog.uwlax.edu/undergraduate/educationalstudies/hlinville@uwlax.edu>)@uwlax.edu (hlinville@uwlax.edu)

Department of Educational Studies main office

335 Morris Hall; 608.785.8151

www.uwlax.edu/educational-studies (<http://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 primary purpose of the Department of Educational Studies (DES) is to advance teaching and learning while preparing teacher leaders for a global society. In collaboration with our public-school partners, our teacher preparation program contributes to the teaching profession by producing educators who ground curriculum in students' lives, embrace multicultural perspectives, uphold just teaching practices, value academically rigorous curriculum for all, and employ culturally and linguistically responsive methods. Our graduates are reflective practitioners who continuously improve their abilities and are responsive to best practices. DES houses programs that lead to licensure by the

Wisconsin Department of Public Instruction (DPI) through majors that include preparation in Early Childhood Education, Elementary/Middle School, Special Education, and Teaching English to Speakers of Other Languages (TESOL).

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. 70).

2023-24 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 July.

Department Chair

Heather Linville

Professor

Ann Epstein

Yuko Iwai

Heather Linville

Associate Professor

James Carlson

Wen-Chiang (Rita) Chen

Lema Kabashi

Heidi Masters

Leslie Rogers

Assistant Professor

Rosalie DeFino

Deanna Maynard

Matthew McParker

Lisa Pitot

Charlotte Roberts

Denise Rueter

Hyojong Sohn

Jancarlos (J.C.) Wagner Romero

Associate Teaching Professor

Valerie Krage

Administrative Support

Tracie Hodgdon

Majors

- Early childhood education (birth-grade 3) major - BS (p. 594)
- Elementary/middle education (grades K-9) major - BS (p. 596)
- Elementary/middle education (grades K-9) and French education (grades K-12) major - BS (p. 599) (*dual licensure*)
- Elementary/middle education (grades K-9) and Spanish education (grades K-12) major - BS (p. 602) (*dual licensure*)
- Elementary/middle education (grades K-9) and special education (grades K-12) major - BS (p. 606) (*dual licensure*)
- Elementary/middle education (grades K-9) and teaching English to speakers of other languages (grades K-12) major - BS (p. 609) (*dual licensure*)

Minors

- Teaching English to speakers of other languages minor (p. 613) (*does not lead to teaching license*)

Early Childhood Education (Birth-Grade 3) Major - Bachelor of Science (BS)

The primary purpose of the **Early Childhood Education (Birth-Grade 3) 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

Completion of the Early Childhood Education Program and associated benchmark assessments (<http://catalog.uwlax.edu/undergraduate/education/#SOE-program-requirements>) will lead to endorsement for the following Wisconsin teaching license:

- Early Childhood - Regular Education, birth - grade 3 (2088).

Students in all teacher education programs must satisfy the School of Education (SOE) core requirements (p. 589).

Students in all teacher education programs must be admitted to the School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) in order to complete their program requirements and be eligible for endorsement for the appropriate teaching license(s). Students majoring in early childhood education (birth - grade 3) must meet specific program admission criteria (p. 584).

Retention and advancement

Teacher candidates may be retained in their teacher education program provided they fulfill the conditions described in the SOE Retention Policy (<http://catalog.uwlax.edu/undergraduate/education/#retention>). Students must complete all course requirements and other benchmarks prior to student teaching as described in the Student Teaching and

Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>). Additional SOE program requirements, including the culminating assessment of pedagogical knowledge, are described on the SOE catalog page (<http://catalog.uwlax.edu/undergraduate/education/>).

Curriculum

The Early Childhood Education Program is aligned with InTASC Teacher Standards and the National Association for the Education of Young Children (NAEYC) Standards.

Required general education courses (21 credits)

Besides the courses specified below, early childhood education majors must satisfy additional general education requirements (<http://catalog.uwlax.edu/undergraduate/generaleducation/#generaleducationrequirementstext>). The General Education Program requires a total of 42 credits.

Code	Title	Credits
EDS 203	School, Society, and Teachers ^{1,9}	3
EDS 206	Multicultural Education ^{2,9}	3
MTH 115	Mathematics for Early Childhood and Elementary Teachers I ³	3
MTH 116	Mathematics for Early Childhood and Elementary Teachers II ³	2
HIS 110	World History ⁴	3
GEO 200	Conservation of Global Environments ⁵	3
	Physical science course from the GE Natural Lab Science list ⁶	4
Total Credits		21

Recommended general education courses

Code	Title	Credits
PHY 106	Physical Science for Educators ⁶	4
ART 302	Visual Language in the Global Classroom ⁷	3
HED 207	Youth Health Issues ⁸	3
One of the following:		
MTH 215	Mathematics for Middle School Teachers I ³	
MTH 216	Mathematics for Middle School Teachers II ³	

¹ Counts toward General Education Program requirement: Self and Society (GE Category 6).

² Counts toward General Education Program requirement: Minority Cultures or Multiracial Women's Studies (GE Category 3).

³ Counts toward General Education Program requirement: Mathematical/Logical Systems and Modern Languages (GE Category 2). MTH 115 and MTH 116 must be completed with a grade of "C" or better.

⁴ Counts toward General Education Program requirement: International and Multicultural Studies, World History (GE Category 4-1).

⁵ Counts toward General Education Program requirement: International and Multicultural Studies, Global and Multicultural Studies (GE Category 4-2). Also satisfies a WI statutory requirement.

⁶ Counts toward General Education Program requirement: Natural Laboratory Science (GE Category 5).

⁷ Counts toward General Education Program requirement: Arts (GE Category 8).

⁸ Counts toward General Education Program requirement: Health and Physical Well-Being (GE Category 9).

Professional courses not requiring admission to the School of Education (33 credits)

Code	Title	Credits
SPE 200	Foundations of Special Education ⁹	3
TSL 250	Educating Multilingual Learners	3
EDS 308	Foundations of Literacy	3
EDS 309	Teaching Global Perspectives Across the Curriculum	3
EDS 311	Curriculum and Pedagogy: Elementary/Middle Education	3
EDS 318	Literacy Methods I	3
ECE 214	Child Growth and Development for ECE: Birth-Age 3 ⁹	3
ECE 215	Child Growth and Development for ECE: Ages 4-8 (PK-Grade 3) ⁹	3
ECE 316	Early Childhood Administration, Advocacy, and Leadership	3
ECE 330	Social and Emotional Foundations of Learning	3
ECE 335	Learning with Nature	3
Total Credits		33

Professional courses requiring admission to the School of Education (45 credits)

Code	Title	Credits
SPE 300	Designing Sustainable Inclusive Classrooms	3
ECE 435	Creative Arts and Play in ECE	3
ECE 442	Emergent Literacy and Language Development in Young Children	3
Pre-field block courses (must be taken concurrently)		
ECE 413	Teaching Social Studies: Early Childhood/Elementary Education	3
ECE 418	Literacy Methods II: Early Childhood/Elementary Education	3
Field I block courses (must be taken concurrently)		
ECE 415	Field Experience I in Early Childhood Education: Grades K-3 ⁹	3
ECE 421	Science Methods: Early Childhood/Elementary Education ⁹	3
ECE 422	Mathematics Methods: Early Childhood/Elementary Education ⁹	2
Field II block courses (must be taken concurrently)		
ECE 424	Curriculum and Assessment for Preschool-Kindergarten ⁹	4
ECE 455	Field Experience II in Early Childhood Education: Birth-Kindergarten ⁹	3
ECE 460	School, Family and Community Partnerships ⁹	3
Student teaching semester ¹⁰		
EDS 492	Student Teaching Seminar ⁹	1
One of the following: ⁹		11
EDS 490	Student Teaching: Early Childhood Education (birth-grade 3)	
EDS 495	Teaching Internship	
Total Credits		45

⁹ Also satisfies an SOE core requirement.

¹⁰ Must complete all course requirements and other benchmarks prior to student teaching. For more information, please see the

Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>).

Additional teacher education requirements are listed on the School of Education (p. 582) catalog page.

Degree requirements

All teacher education students must complete the general education, School of Education, 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. 70)
- School of Education requirements (p. 582)
- Baccalaureate degree requirements (p. 595)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA. ^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA ^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
ENG 110 or 112 (Gen Ed Literacy-Written)	3 CST 110 (Gen Ed Literacy-Oral)	3
EDS 203 (Gen Ed Self & Society)	3 EDS 206 (Gen Ed Minority Cultures)	3
MTH 115 (Gen Ed Math/Logical Systems)	3 MTH 116 (Gen Ed Math/Logical Systems)	2
FYS 100 (Gen Ed First-Year Seminar)	3 GEO 200 (Gen Ed Global Studies)	3
HIS 110 (Gen Ed World History)	3 Gen Ed Humanistic Studies	3
	Gen Ed Arts ¹	2-3
	15	16
Year 2		
Fall	Credits Spring	Credits
EDS 308	3 SPE 200	3
EDS 309	3 EDS 311	3
ECE 214	3 EDS 318	3
TSL 250	3 ECE 215	3
Gen Ed Natural Lab Science-Physical ²	4 Gen Ed Math/Language/Logical Systems ⁴	2
Apply for admission to SOE ³		
	16	14
Year 3		
Fall	Credits Spring	Credits
ECE 413	3 SPE 300	3
ECE 418	3 ECE 415	3

ECE 442	3 ECE 421	3
ECE 335	3 ECE 422	2
ECE 330	3 ECE 316	3
Apply for Field Experience I ⁵	Gen Ed Arts ¹	2-3
	Apply for Field Experience II ⁵	
	Apply for Student Teaching ⁶	
	15	16
Year 4		
Fall	Credits Spring	Credits
ECE 455	3 All course requirements and other benchmarks must be completed prior to student teaching. ⁸	
ECE 460	3 EDS 492	1
ECE 424	4 EDS 490	11
ECE 435	3	
Gen Ed Health & Well-Being ⁷	3	
	16	12

Total Credits: 120

¹ ART 302 is recommended.

² PHY 106 is recommended.

³ See the SOE admissions website for complete admission and application details. Students are required to complete a criminal background check at the time of application for admission.

⁴ MTH 215 or MTH 216 recommended.

⁵ Students applying for field and student teaching placements will be asked to disclose any criminal charges (p. 592).

⁶ Students must apply for student teaching (<https://www.uwlax.edu/soe/field-and-student-teaching-experience/for-teacher-candidates/>) through the Office of Field Experience one year prior to the student teaching semester.

⁷ HED 207 is recommended.

⁸ For more information, please see the Student Teaching and Internships Policy (p. 592).

Elementary/Middle Education Major (Grades K-9) - Bachelor of Science (BS)

The Elementary/Middle Education (EME) programs prepare future teachers to teach the four "regular education" major subject areas (English and language arts, math, science, social studies) in grades K-9. This single certification program will prepare future teachers with the skills and dispositions to serve all students in their classrooms and allows them to specialize in one or more areas of interest through declaring a content minor or by taking a collection of electives.

DES offers four other pathways to this regular education teaching license that also prepare students for an additional license in one of the following high needs areas: special education (grades K-12), teaching English to speakers of other languages (TESOL) (grades K-12), Spanish (grades K-12), or French (grades K-12).

Major requirements

Completion of the Elementary/Middle Education Program and associated benchmark assessments (<http://catalog.uwlax.edu/undergraduate/education/#SOE-program-requirements>) will lead to endorsement for the following Wisconsin teaching license:

- Elementary and Middle School, grades K-9 (2088).

Students in all teacher education programs must satisfy the School of Education (SOE) core requirements (p. 589).

Students in all teacher education programs must be admitted to the School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) in order to complete their program requirements and be eligible for endorsement for the appropriate teaching license(s). Students majoring in elementary/middle education (grades K-9) must meet specific program admission criteria (p. 584).

Retention and advancement

Teacher candidates may be retained in their teacher education program provided they fulfill the conditions described in the SOE Retention Policy (<http://catalog.uwlax.edu/undergraduate/education/#retention>). Students must complete all course requirements and other benchmarks prior to student teaching as described in the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>). Additional SOE program requirements, including the culminating assessment of pedagogical knowledge, are described on the SOE catalog page (<http://catalog.uwlax.edu/undergraduate/education/>).

Curriculum

The Elementary/Middle Education Program is aligned with InTASC Teacher Standards and the national CAEP (elementary) and AMLE (middle-level) Standards.

Required general education courses (26 credits)

Besides the courses specified below, elementary/middle education majors must satisfy additional general education requirements (<http://catalog.uwlax.edu/undergraduate/generaleducation/#generaleducationrequirements>). The General Education Program requires a total of 42 credits.

Code	Title	Credits
EDS 203	School, Society, and Teachers ^{1,9}	3
EDS 206	Multicultural Education ^{2,9}	3
MTH 115	Mathematics for Early Childhood and Elementary Teachers I ³	3
MTH 116	Mathematics for Early Childhood and Elementary Teachers II ³	2
MTH 215	Mathematics for Middle School Teachers I ³	2
HIS 110	World History ⁴	3
GEO 200	Conservation of Global Environments ⁵	3
Select one of the following: ⁶		4
Biological Science course from GE Natural Lab Science list		
Physical Science course from GE Natural Lab Science list		
ART 302	Visual Language in the Global Classroom ⁷	3
Total Credits		26

Recommended general education courses

Code	Title	Credits
PHY 106	Physical Science for Educators ⁶	4
HED 207	Youth Health Issues ⁸	3

¹ Counts toward General Education Program requirement: Self and Society (GE Category 6).

- ² Counts toward General Education Program requirement: Minority Cultures or Multiracial Women's Studies (GE Category 3).
- ³ Counts toward General Education Program requirement: Mathematical/Logical Systems and Modern Languages (GE Category 2). Must be completed with a grade of "C" or better.
- ⁴ Counts toward General Education Program requirement: International and Multicultural Studies, World History (GE Category 4-1).
- ⁵ Counts toward General Education Program requirement: International and Multicultural Studies, Global and Multicultural Studies (GE Category 4-2). Also satisfies a WI statutory requirement.
- ⁶ Counts toward General Education Program requirement: Natural Laboratory Science (GE Category 5).
- ⁷ Counts toward General Education Program requirement: Arts (GE Category 8).
- ⁸ Counts toward General Education Program requirement: Health and Physical Well-Being (GE Category 9).

Additional required content courses (14-15 credits)

Elementary/middle education majors must complete the following additional content courses to meet accreditation standards and/or WI statutory requirements. Some courses are also in the General Education Program.

Code	Title	Credits
PSY 212	Lifespan Development ⁹	3
MTH 216	Mathematics for Middle School Teachers II ³	2
TSL 250	Educating Multilingual Learners	3
Select from the category not previously chosen for GE Category 5: ⁶		3-4
Biological Science		
Physical Science		
Select one of the following:		3
POL 101	American National Government ¹	
POL 102	State and Local Government ¹	
Total Credits		14-15

Courses not requiring admission to the School of Education (15 credits)

Code	Title	Credits
EDS 308	Foundations of Literacy	3
EDS 309	Teaching Global Perspectives Across the Curriculum	3
EDS 311	Curriculum and Pedagogy: Elementary/Middle Education	3
EDS 318	Literacy Methods I	3
SPE 200	Foundations of Special Education ⁹	3
Total Credits		15

Courses requiring admission to the School of Education (35 credits)

Code	Title	Credits
SPE 300	Designing Sustainable Inclusive Classrooms	3
Field I block courses (must be taken concurrently)		
EDS 402	Field Experience I: Elementary Level ⁹	3
EDS 413	Social Studies Methods ⁹	3
EDS 418	Literacy Methods II ⁹	3
Field II block courses (must be taken concurrently)		

EDS 421	Science Methods ⁹	3
EDS 422	Mathematics Methods ⁹	2
EDS 446	Field Experience II: Middle Level ⁹	3
EDS 452	Philosophy and Curriculum for Young Adolescent Learners	3
Student teaching semester ¹⁰		
EDS 492	Student Teaching Seminar ⁹	1
One of the following: ⁹		11
EDS 491	Student Teaching: Elementary/Middle Education (K-9)	
EDS 495	Teaching Internship	
Total Credits		35

⁹ Also satisfies an SOE core requirement.

¹⁰ Must complete all course requirements and other benchmarks prior to student teaching. For more information, please see the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>).

Additional teacher education requirements are listed on the School of Education (p. 582) catalog page.

Degree requirements

All teacher education students must complete the general education, School of Education, 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. 70)
- School of Education requirements (p. 582)
- Baccalaureate degree requirements (p. 598)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA¹,² in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1

Fall	Credits Spring	Credits
EDS 203 (Gen Ed Self & Society)	3 CST 110 (Gen Ed Literacy-Oral)	3
FYS 100 (Gen Ed First-Year Seminar)	3 EDS 206 (Gen Ed Minority Cultures)	3
ENG 110 or 112 (Gen Ed Literacy-Written)	3 MTH 116 (Gen Ed Math/Logical Systems)	2
MTH 115 (Gen Ed Math/Logical Systems)	3 GEO 200 (Gen Ed Global Studies)	3

HIS 110 (Gen Ed World History)	3 Gen Ed Humanistic Studies	3
	Gen Ed Health & Well-Being ¹	3
	15	17
Year 2		
Fall	Credits Spring	Credits
EDS 308	3 Gen Ed Natural Lab Science-Biological	4
EDS 309	3 SPE 200	3
EDS 311	3 EDS 318	3
PSY 212	3 TSL 250	3
POL 101 or 102	3 MTH 216	2
MTH 215	2	
Apply for admission to SOE ²		
	17	15
Year 3		
Fall	Credits Spring	Credits
ART 302 (Gen Ed Arts)	3 SPE 300	3
Gen Ed Arts (not from ART)	2-3 EDS 402	3
Gen Ed Natural Lab Science-Physical ³	4 EDS 413	3
University Elective	3 EDS 418	3
University Elective	3 University Elective	3
Apply for Field Experience I ⁴	Apply for Field Experience II ⁴	
	Apply for Student Teaching ⁵	
	15	15
Year 4		
Fall	Credits Spring	Credits
EDS 421	3 All course requirements and other benchmarks must be completed prior to student teaching. ⁵	
EDS 422	2 EDS 492	1
EDS 452	3 EDS 491	11
EDS 446	3	
University Elective	3	
	14	12
Total Credits: 120		

¹ HED 207 is recommended.² See the SOE admissions website for complete admission and application details. Students are required to complete a criminal background check at the time of application for admission.³ PHY 106 is recommended.⁴ Students applying for field and student teaching placements will be asked to disclose any criminal charges (<http://catalog.uwlax.edu/undergraduate/education/#disclosure-past-offenses>).⁵ Students must apply for student teaching (<https://www.uwlax.edu/soe/field-and-student-teaching-experience/for-teacher-candidates/>) through the Office of Field Experience one year prior to the student teaching semester.⁶ For more information, please see the Student Teaching and Internship Policy (p. 592).

Elementary/Middle Education (K-9) and French Education (K-12) Major - Bachelor of Science (BS)

The elementary/middle education (grades K-9) and French education (grades K-12) major provides a pathway for future teachers to be dual-

licensed in both regular education (English and language arts, math, science, social studies in grades K-9) and French (grades K-12). Teacher candidates seeking both licenses must complete both the EME-FRE major and a French content minor in order to be endorsed for both teaching licenses. Program requirements typically require five years to complete and include an immersion experience. Candidates may earn retroactive credits (p. 171) in French by placing into 200 or 300-level French courses.

The combination of a regular education (grades K-9) license and a French license will be particularly valuable to future teachers who are interested in teaching at an immersion or bilingual school, both of which are frequently run at the elementary level. Additionally, world language has been identified as a teacher shortage area in WI, and thus this additional pathway to World Language licenses serves an important need to provide more qualified French teachers in the state.

Major requirements

Completion of the Elementary/Middle Education and French Education Program and associated benchmark assessments (<http://catalog.uwlax.edu/undergraduate/education/#SOE-program-requirements>) will lead to endorsement for the following Wisconsin teaching licenses:

- Elementary and Middle School, grades K-9 (2088) and
- French, grades K-12 (1355).

Students in all teacher education programs must satisfy the School of Education (SOE) core requirements (p. 589).

Students in all teacher education programs must be admitted (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) to the School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) in order to complete their program requirements and be eligible for endorsement for the appropriate teaching license(s). Students majoring in elementary/middle education (grades K-9) and French education (grades K-12) must meet specific program admission criteria (p. 584).

Retention and advancement

Teacher candidates may be retained in their teacher education program provided they fulfill the conditions described in the SOE Retention Policy (<http://catalog.uwlax.edu/undergraduate/education/#retention>). Students must complete all course requirements and other benchmarks prior to student teaching as described in the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>). Additional SOE program requirements, including the culminating assessment of pedagogical knowledge, are described on the SOE catalog page (<http://catalog.uwlax.edu/undergraduate/education/>).

Beginning language proficiency

All students with French language on their transcripts and/or prior experience in French must take the UW System Placement exam and are required to enroll at their level of placement. Students with no evidence of prior study of French are required to begin French at FRE 101.

Curriculum

The Elementary/Middle Education and French Education Program is aligned with InTASC Teacher Standards, Wisconsin DPI World Language Standards, and national CAEP (elementary) and AMLE (middle-level) Standards.

Minor requirement

Elementary/middle education and French education majors must also complete a French minor (<http://catalog.uwlax.edu/undergraduate/globalcultureslanguages/french-minor/>) (21 credits) in order to be endorsed for a French, grades K-12 (1355) teaching license.

Required general education courses (26 credits)

Elementary/middle education and French education majors must satisfy additional general education requirements (<http://catalog.uwlax.edu/undergraduate/generaleducation/#generaleducationrequirements>). The General Education Program requires a total of 42 credits.

Code	Title	Credits
EDS 203	School, Society, and Teachers ^{1,9}	3
EDS 206	Multicultural Education ^{2,9}	3
MTH 115	Mathematics for Early Childhood and Elementary Teachers I ³	3
MTH 116	Mathematics for Early Childhood and Elementary Teachers II ³	2
MTH 215	Mathematics for Middle School Teachers I ³	2
HIS 110	World History ⁴	3
GEO 200	Conservation of Global Environments ⁵	3
Select one of the following: ⁶		4
Biological Science course from GE Natural Science Lab list		
Physical Science course from GE Natural Science Lab list		
ART 302	Visual Language in the Global Classroom ⁷	3
Total Credits		26

Recommended general education courses

Code	Title	Credits
PHY 106	Physical Science for Educators ⁶	4
HED 207	Youth Health Issues ⁸	3

¹ Counts toward General Education Program requirement: Self and Society (GE Category 6).

² Counts toward General Education Program requirement: Minority Cultures or Multiracial Women's Studies (GE Category 3).

³ Counts toward General Education Program requirement: Mathematical/Logical Systems and Modern Languages (GE Category 2). Must be completed with a grade of "C" or better.

⁴ Counts toward General Education Program requirement: International and Multicultural Studies, World History (GE Category 4-1).

⁵ Counts toward General Education Program requirement: International and Multicultural Studies, Global and Multicultural Studies (GE Category 4-2). Also satisfies a WI statutory requirement.

⁶ Counts toward General Education Program requirement: Natural Laboratory Science (GE Category 5).

⁷ Counts toward General Education Program requirement: Arts (GE Category 8).

⁸ Counts toward General Education Program requirement: Health and Physical Well-Being (GE Category 9).

Additional required content courses (23-24 credits)

Elementary/middle education and French education majors must complete the following additional content courses to meet accreditation standards and/or WI statutory requirements. Some courses are also in the General Education Program.

Code	Title	Credits
PSY 212	Lifespan Development ⁹	3
MTH 216	Mathematics for Middle School Teachers II ³	2
TSL 250	Educating Multilingual Learners	3
Select from the category not previously chosen for GE Category 5: ⁶		3-4
Biological Science		
Physical Science		
Select one of the following:		3
POL 101	American National Government ¹	
POL 102	State and Local Government ¹	
FRE 322	French without Borders ¹⁰	3
FRE 337	French 3.0: Focus on Science and Technology ¹⁰	3
French electives ¹⁰		3
Select one of the following:		
FRE 227	French for International Relations	
FRE 305	Exploring the Story	
FRE 317	Practice in Translation	
FRE 351	French Cinema	
FRE 395	French Literary Voices in English	
FRE 403	Studies in French/Francophone Literature	
FRE 450	National/International Intern Program	
FRE 498	Independent Study	
FRE 499	Independent Study	
or approved study abroad credit		
Total Credits		23-24

Courses not requiring admission to the School of Education (12 credits)

Code	Title	Credits
EDS 308	Foundations of Literacy	3
EDS 311	Curriculum and Pedagogy: Elementary/Middle Education	3
EDS 318	Literacy Methods I	3
SPE 200	Foundations of Special Education ⁹	3
Total Credits		12

Courses requiring admission to the School of Education (47 credits)

Code	Title	Credits
SPE 300	Designing Sustainable Inclusive Classrooms	3
Field I block courses (must be taken concurrently)		
EDS 402	Field Experience I: Elementary Level ^{9,11}	3
EDS 413	Social Studies Methods ⁹	3
EDS 418	Literacy Methods II ⁹	3
Field II block courses (must be taken concurrently)		
EDS 446	Field Experience II: Middle Level ^{9,11}	3
EDS 421	Science Methods ⁹	3
EDS 422	Mathematics Methods ⁹	2
EDS 452	Philosophy and Curriculum for Young Adolescent Learners ⁹	3
World language education courses		
GCL 310	Theories and Research in Second Language Acquisition	3
GCL 400	Teaching World Languages: Methods and Approaches ⁹	3

GCL 420	Teaching World Languages: Design and Application ^{9, 12}	3
TSL 345	Intercultural Interactions	3
Student teaching semester¹³		
EDS 492	Student Teaching Seminar ⁹	1
A combination of the following: ⁹		11
EDS 491	Student Teaching: Elementary/Middle Education (K-9)	
EDS 497	Student Teaching: Kindergarten through Grade 12 (K-12)	
EDS 495	Teaching Internship	
Total Credits		47

⁹ Also satisfies an SOE core requirement.

¹⁰ Credits taken to satisfy another requirement in this major cannot be used to meet French minor requirements.

¹¹ Field experience will be blended between regular education (elementary or middle) and French education.

¹² Includes experience with high school (grades 9-12) lesson planning and observations.

¹³ Must complete all course requirements and other benchmarks prior to student teaching. For more information, please see the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>).

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);
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.

Language proficiency for student teaching 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).

Additional teacher education requirements are listed on the School of Education (p. 582) catalog page.

Degree requirements

All teacher education students must complete the general education, School of Education, 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. 70)
- School of Education requirements (p. 582)
- Baccalaureate degree requirements (p. 601)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1

Fall	Credits Spring	Credits
EDS 203 (Gen Ed Self & Society)	3 EDS 206 (Gen Ed Minority Cultures)	3
CST 110 (Gen Ed Literacy-Oral)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
MTH 115 (Gen Ed Math/Logical Systems)	3 MTH 116 (Gen Ed Math/Logical Systems)	2
FYS 100 (Gen Ed First-Year Seminar)	3 GEO 200 (Gen Ed Global Studies)	3
HIS 110 (Gen Ed World History)	3 Gen Ed Humanistic Studies	3
FRE 300 ¹	3 FRE 301	3
	18	17

Year 2

Fall	Credits Spring	Credits
EDS 308	3 SPE 200	3
EDS 311	3 Gen Ed Natural Lab Science-Biological	4
PSY 212	3 EDS 318	3
POL 101 or 102 (Gen Ed Self & Society)	3 MTH 215 (Gen Ed Math/Logical Systems)	2
FRE 307	3 ART 302 (Gen Ed Arts)	3
Apply for admission to SOE ²	FRE Connections Category	3
	15	18

Year 3

Fall	Credits Spring	Credits Summer	Credits
Gen Ed Arts (not from ART)	3 FRE 337	3 Study Abroad Semester (Transfer Electives)	
MTH 216	2 Gen Ed Health & Well-Being ⁴	3 FRE Culture Category	3
FRE 322	3 FRE Elective	3 FRE Elective	3

Gen Ed Natural Lab Science-Physical ³	3 TSL 250	3 FRE Elective	3
GCL 310	3 Apply for Field Experience I ⁵		
TSL 345	3		
	17	12	9

Year 4

Fall	Credits Spring	Credits
SPE 300	3 EDS 421	3
EDS 402	3 EDS 422	2
EDS 413	3 EDS 452	3
EDS 418	3 EDS 446	3
GCL 400	3 GCL 420	3
Apply for Field Experience II ⁵		
Apply for Student Teaching ⁶		
	15	14

Additional year

Fall	Credits
All course requirements and other benchmarks must be completed prior to student teaching. ⁷	
EDS 491	6
EDS 497	5
EDS 492	1
	12

Total Credits: 147

- ¹ Depending on placement, additional courses may be required to meet the prerequisite for enrollment in FRE 300.
- ² See the SOE admissions website (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) for complete admission and application details. Students will be required to complete a criminal background check (p. 588) at the time of application for admission.
- ³ PHY 106 is recommended.
- ⁴ HED 207 is recommended.
- ⁵ Students applying for field and student teaching placements will be asked to disclose any criminal charges (p. 592).
- ⁶ Students must apply for student teaching (<https://www.uwlax.edu/soe/field-and-student-teaching-experience/for-teacher-candidates/>) through the Office of Field Experience one year prior to the student teaching semester.
- ⁷ For more information, please see the Student Teaching and Internship Policy (p. 592).

Elementary/Middle Education (K-9) and Spanish Education (K-12) Major - Bachelor of Science (BS)

The **Elementary/Middle Education (grades K-9) and Spanish Education (grades K-12) major** provides a pathway for future teachers to be dual-licensed in both regular education (English and language arts, math, science, social studies in grades K-9) and Spanish (grades K-12).

Teacher candidates seeking both licenses must complete **both** the EME-SPA major **and** a Spanish content minor in order to be endorsed for both teaching licenses. Program requirements typically require 5 years to complete and include an immersion experience. Candidates may earn retroactive credits (p. 171) in Spanish by placing into 200 or 300 level Spanish courses.

The combination of a regular education (grades K-9) license and a Spanish license will be particularly valuable to future teachers who are interested in teaching at an immersion or bilingual school, both of which are frequently run at the elementary level. Additionally, World Language has been identified as a teacher shortage area in WI, and thus this additional pathway to World Language licenses serves an important need to provide more qualified Spanish teachers in the state.

Major requirements

Completion of the Elementary/Middle Education and Spanish Education Program and associated benchmark assessments (<http://catalog.uwlax.edu/undergraduate/education/#SOE-program-requirements>) will lead to endorsement for the following Wisconsin teaching licenses:

- Elementary and Middle School, grades K-9 (2088) and
- Spanish, grades K-12 (1365).

Students in all teacher education programs must satisfy the School of Education (SOE) core requirements (p. 589).

Students in all teacher education programs must be admitted to the School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) in order to complete their program requirements and be eligible for endorsement for the appropriate teaching license(s). Students majoring in elementary/middle education (grades K-9) and Spanish education (grades K-12) must meet specific program admission criteria (p. 584).

Retention and advancement

Teacher candidates may be retained in their teacher education program provided they fulfill the conditions described in the SOE Retention Policy (<http://catalog.uwlax.edu/undergraduate/education/#retention>). Students must complete all course requirements and other benchmarks prior to student teaching as described in the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>). Additional SOE program requirements, including the culminating assessment of pedagogical knowledge, are described on the SOE catalog page (<http://catalog.uwlax.edu/undergraduate/education/>).

Beginning language proficiency

All students with Spanish language on their transcripts and/or prior experience in Spanish must take the UW System Placement exam and are required to enroll at their level of placement. Students with no evidence of prior study of Spanish are required to begin Spanish at SPA 103.

Curriculum

The Elementary/Middle Education and Spanish Education Program is aligned with InTASC Teacher Standards, Wisconsin DPI World Language Standards, and the national CAEP (elementary) and AMLE (middle-level) Standards.

Minor requirement

Elementary/middle education and Spanish education majors must also complete a Spanish minor (<http://catalog.uwlax.edu/undergraduate/globalcultureslanguages/spanish-minor/>) (21 credits) in order to be endorsed for a Spanish, grades K-12 (1365) teaching license.

Required general education courses (26 credits)

Besides the courses specified below, elementary/middle education and Spanish education majors must satisfy additional general education requirements (<http://catalog.uwlax.edu/undergraduate/generaleducation/#generaleducationrequirementstext>). The General Education Program requires a total of 42 credits.

Code	Title	Credits
EDS 203	School, Society, and Teachers ^{1,9}	3
EDS 206	Multicultural Education ^{2,9}	3
MTH 115	Mathematics for Early Childhood and Elementary Teachers I ³	3
MTH 116	Mathematics for Early Childhood and Elementary Teachers II ³	2
MTH 215	Mathematics for Middle School Teachers I ³	2
HIS 110	World History ⁴	3
GEO 200	Conservation of Global Environments ⁵	3
Select one of the following: ⁶		4
Biological Science course from GE Natural Science List		
Physical Science course from GE Natural Science List		
ART 302	Visual Language in the Global Classroom ⁷	3
Total Credits		26

Recommended general education courses

Code	Title	Credits
PHY 106	Physical Science for Educators ⁶	4
HED 207	Youth Health Issues ⁸	3

¹ Counts toward General Education Program requirement: Self and Society (GE Category 6).

² Counts toward General Education Program requirement: Minority Cultures or Multiracial Women's Studies (GE Category 3).

³ Counts toward General Education Program requirement: Mathematical/Logical Systems and Modern Languages (GE Category 2).

⁴ Counts toward General Education Program requirement: International and Multicultural Studies, World History (GE Category 4-1).

⁵ Counts toward General Education Program requirement: International and Multicultural Studies, Global and Multicultural Studies (GE Category 4-2). Also satisfies a WI statutory requirement.

⁶ Counts toward General Education Program requirement: Natural Laboratory Science (GE Category 5).

⁷ Counts toward General Education Program requirement: Health and Physical Well-Being (GE Category 9).

⁸ Counts toward General Education Program requirement: Health and Physical Well-Being (GE Category 9).

Additional required content courses (23-24 credits)

Elementary/middle education and Spanish education majors must complete the following additional content courses to meet accreditation standards and/or WI statutory requirements. Some courses are also in the General Education program.

Code	Title	Credits
PSY 212	Lifespan Development ⁹	3
MTH 216	Mathematics for Middle School Teachers II ³	2
TSL 250	Educating Multilingual Learners	3
Select from the category not previously chosen for GE Category 5: ⁶		3-4
Biological Science		
Physical Science		
Select one of the following:		3
POL 101	American National Government ¹	
POL 102	State and Local Government ¹	
Spanish content courses: Identities and perspectives ¹⁰		
Select two of the following:		6
SPA 352	Latin American Voices of Revolution	
SPA 353	Perspectives on Contemporary Spain: Culture and Society	
SPA 354	Artistic Expression and Society in the Spanish-Speaking World	
SPA 355	Latinx in the U.S.: Culture and Society	
SPA 369	Topics in Hispanic Cultures	
SPA 370	Spanish for the Health Professions	
SPA 380	Spanish Language in Contexts	
SPA 381	The Sounds of Spanish	
SPA 382	Spanish Storytelling	
Spanish content courses: Human conditions in globalized societies ¹⁰		3
Select one of the following:		
SPA 403	Studies in Hispanic Literature	
SPA 443	Studies in Hispanic Linguistics	
Total Credits		23-24

Courses not requiring admission to the School of Education (12 credits)

Code	Title	Credits
EDS 308	Foundations of Literacy	3
EDS 311	Curriculum and Pedagogy: Elementary/Middle Education	3
EDS 318	Literacy Methods I	3
SPE 200	Foundations of Special Education ⁹	3
Total Credits		12

Courses requiring admission to the School of Education (47 credits)

Code	Title	Credits
SPE 300	Designing Sustainable Inclusive Classrooms	3
Field I block courses (must be taken concurrently)		
EDS 402	Field Experience I: Elementary Level ^{9, 11}	3
EDS 413	Social Studies Methods ⁹	3
EDS 418	Literacy Methods II ⁹	3
Field II block courses (must be taken concurrently)		
EDS 446	Field Experience II: Middle Level ^{9, 11}	3
EDS 421	Science Methods ⁹	3
EDS 422	Mathematics Methods ⁹	2
EDS 452	Philosophy and Curriculum for Young Adolescent Learners ⁹	3

World language education courses

GCL 310	Theories and Research in Second Language Acquisition	3
GCL 400	Teaching World Languages: Methods and Approaches ⁹	3
GCL 420	Teaching World Languages: Design and Application ^{9, 12}	3
TSL 345	Intercultural Interactions	3
Student teaching semester ¹³		
EDS 492	Student Teaching Seminar ⁹	1
A combination of the following: ⁹		11
EDS 491	Student Teaching: Elementary/Middle Education (K-9)	
EDS 497	Student Teaching: Kindergarten through Grade 12 (K-12)	
EDS 495	Teaching Internship	
Total Credits		47

⁹ Also satisfies an SOE core requirement.

¹⁰ Credits taken to satisfy a Spanish content course requirement in this major cannot be used to meet Spanish minor requirements. Between the major and the minor, candidates complete a total of four courses from the "Identities and Perspectives" category.

¹¹ Field experience will be blended between regular education (elementary or middle) and Spanish education.

¹² Includes experience with high school (grades 9-12) lesson planning and observations.

¹³ Must complete all course requirements and other benchmarks prior to student teaching. For more information, please see the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>).

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 language immersion experience of at least 14 weeks (one semester); students should consult with a Spanish advisor when planning this experience;
3. Students are required to complete the 12 credit core of courses before studying abroad;
4. Spanish education majors may take up to six credits of the Level IV and V category abroad. Consult with Spanish advisor for applicability.

Language proficiency for student teaching 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).

Additional teacher education requirements are listed on the School of Education (p. 582) catalog page.

Degree requirements

All teacher education students must complete the general education, School of Education, 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. 70)
- School of Education requirements (p. 582)
- Baccalaureate degree requirements (p. 605)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1,2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
ENG 110 or 112 (Gen Ed Literacy-Written)	3 CST 110	3
EDS 203 (Gen Ed Self & Society)	3 EDS 206 (Gen Ed Minority Cultures)	3
MTH 115 (Gen Ed Math/Logical Systems)	3 MTH 116 (Gen Ed Math/Logical Systems)	2
HIS 110 (Gen Ed World History)	3 GEO 200 (Gen Ed Global Studies)	3
FYS 100 (Gen Ed First-Year Seminar)	3 Gen Ed Humanistic Studies	3
Communities-Oral Proficiency 300-level Course ¹	3 Communities-Writing Proficiency 300-level Course	3
18		17

Year 2		
Fall	Credits Spring	Credits
EDS 308	3 SPE 200	3
EDS 311	3 EDS 318	3
PSY 212	3 Gen Ed Natural Lab Science-Biological	4
POL 101 or 102	3 MTH 215	2
Communities-Oral Proficiency 300-level Course (not already used)	3 ART 302 (Gen Ed Arts)	3

Apply for admission to SOE ²	Communities-Writing Proficiency 300-level Course (not already used)	3	
	15	18	
Year 3			
Fall	Credits	Spring	Credits Summer Credits
Gen Ed Arts (not from ART)	2-3 SPA 403		3 Study Abroad Semester (Transfer Courses)
MTH 216	2 TSL 250		3 SPA 443 3
Gen Ed Natural Lab Science-Physical ³	4 Identities and Perspectives Course: Language-focused		3 Identities and Perspectives Course: Language-focused (not already used) 3
GCL 310	3 Identities and Perspectives Course: Literature-focused (not already used)		3 Identities and Perspectives Course: Literature-focused (not already used) 3
TSL 345	3 Gen Ed Health & Well-Being ⁴		3
Identities and Perspectives Course: Literature-focused	3 Apply for Field Experience I ⁵		
	17	15	9
Year 4			
Fall	Credits	Spring	Credits
SPE 300	3 EDS 421		3
EDS 402	3 EDS 422		2
EDS 413	3 EDS 452		3
EDS 418	3 EDS 446		3
GCL 400	3 GCL 420		3
Apply for Field Experience II ⁵			
Apply for Student Teaching ⁶			
	15	14	
Additional year			
Fall	Credits		
All course requirements and other benchmarks must be completed prior to student teaching. ⁷			
EDS 491	6		
EDS 497	5		
EDS 492	1		
	12		
Total Credits: 150			

- ⁵ Students applying for field and student teaching placements will be asked to disclose any criminal charges (p. 592).
- ⁶ Students must apply for student teaching (<https://www.uwlax.edu/soe/field-and-student-teaching-experience/for-teacher-candidates/>) through the Office of Field Experience on year prior to the student teaching semester.
- ⁷ For more information, please see the Student Teaching and Internship Policy (p. 592).

Elementary/Middle Education (K-9) and Special Education (K-12) Major - Bachelor of Science (BS)

The **elementary/middle education (grades K-9) and special education (grades K-12) major** provides a pathway for future teachers to be dual-licensed in both regular education (English and language arts, math, science, social studies in grades K-9) and cross-categorical special education (grades K-12).

Both federal and state law includes provisions for supporting students with disabilities in K-12 classrooms. The Individuals with Disabilities Education Act (IDEA, 2004) was adopted and modified in WI in Act 258 in 2006. These laws require schools/districts to assess and provide services for children with disabilities. For decades, schools' predominant model was a "pull-out" model, where students with disabilities were pulled out of general classrooms and supported by Special Education professionals in a separate setting. However, the pull-out model is most often not the "Least Restrictive Environment" (LRE) for students. (LRE, as established in IDEA regulations, must be offered to students who require special education services.) For more than 80% of students requiring special education services, the LRE is the general education setting. The inclusive model, in which all children are included in the general classroom and instruction is differentiated, requires that educators be equipped with the skills to understand, assess, and support the needs of students with disabilities in general education classrooms. The EME/SPE program will prepare future teachers with the skills and dispositions to better understand learner development, explore critically important special education topics such as the intersectionalities between disabilities, race, and other markers of difference, and employ research-based strategies both in inclusive classrooms and in specialized settings.

Major requirements

Completion of the Elementary/Middle Education and Special Education Program and associated benchmark assessments (<http://catalog.uwlax.edu/undergraduate/education/#SOE-program-requirements>) will lead to endorsement for the following Wisconsin teaching licenses:

- Elementary and Middle School, grades K-9 (2088) and
- Cross-Categorical Special Education, grades K-12 (2081).

Students in all teacher education programs must satisfy the School of Education (SOE) core requirements (p. 589).

Students in all teacher education programs must be admitted to the School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) in order to complete their program requirements and be eligible for endorsement for the appropriate teaching license(s). Students majoring in elementary/middle education (grades K-9) and special

¹ Depending on placement, additional courses may be required to meet the prerequisite for enrollment in a SPA 300-level course.

² See the SOE admissions website (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) for complete admission and application details. Students will be required to complete a criminal background check (p. 588) at the time of application for admission.

³ PHY 106 is recommended.

⁴ HED 207 is recommended.

education (grades K-12) must meet specific program admission criteria (p. 584).

Retention and advancement

Teacher candidates may be retained in their teacher education program provided they fulfill the conditions described in the SOE Retention Policy (<http://catalog.uwlax.edu/undergraduate/education/#retention>). Students must complete all course requirements and other benchmarks prior to student teaching as described in the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>). Additional SOE program requirements, including the culminating assessment of pedagogical knowledge, are described on the SOE catalog page (<http://catalog.uwlax.edu/undergraduate/education/>).

Curriculum

The Elementary/Middle Education and Special Education Program aligned with InTASC Teacher Standards, the national CAEP (elementary) and AMLE (middle-level) Standards, and the CEC Special Education Professional Preparation Standards.

Required general education courses (26 credits)

Besides the courses specified below, elementary/middle education and special education majors must satisfy additional general education requirements (<http://catalog.uwlax.edu/undergraduate/generaleducation/#generaleducationrequirements>). The General Education Program requires a total of 42 credits.

Code	Title	Credits
EDS 203	School, Society, and Teachers ^{1,9}	3
EDS 206	Multicultural Education ^{3,9}	3
MTH 115	Mathematics for Early Childhood and Elementary Teachers I ³	3
MTH 116	Mathematics for Early Childhood and Elementary Teachers II ³	2
MTH 215	Mathematics for Middle School Teachers I ³	2
HIS 110	World History ⁴	3
GEO 200	Conservation of Global Environments ⁵	3
Select one of the following: ⁶		4
Biological Science course from GE Natural Science List		
Physical Science course from GE Natural Science List		
ART 302	Visual Language in the Global Classroom ⁷	3
Total Credits		26

Recommended general education courses

Code	Title	Credits
PHY 106	Physical Science for Educators ⁶	4
HED 207	Youth Health Issues ⁸	3

¹ Counts toward General Education Program requirement: Self and Society (GE Category 6).

² Counts toward General Education Program requirement: Minority Cultures or Multiracial Women's Studies (GE Category 3).

³ Counts toward General Education Program requirement: Mathematical/Logical Systems and Modern Languages (GE Category 2). Must be completed with a grade of "C" or better.

⁴ Counts toward General Education Program requirement: International and Multicultural Studies, World History (GE Category 4-1).

⁵ Counts toward General Education Program requirement: International and Multicultural Studies, Global and Multicultural Studies (GE Category 4-2). Also satisfies a WI statutory requirement.

⁶ Counts toward General Education Program requirement: Natural Laboratory Science (GE Category 5).

⁷ Counts toward General Education Program requirement: Arts (GE Category 8).

⁸ Counts toward General Education Program requirement: Health and Physical Well-Being (GE Category 9).

Additional required content courses (14-15 credits)

Elementary/middle education and special education majors must complete the following additional content courses to meet accreditation standards and/or WI statutory requirements. Some courses are also in the General Education Program.

Code	Title	Credits
PSY 212	Lifespan Development ⁹	3
MTH 216	Mathematics for Middle School Teachers II ³	2
TSL 250	Educating Multilingual Learners	3
Select the category not previously chosen for GE Category 5: ⁶		3-4
Biological Science		
Physical Science		
Select one of the following:		3
POL 101	American National Government ¹	
POL 102	State and Local Government ¹	
Total Credits		14-15

Courses not requiring admission to the School of Education (18 credits)

Code	Title	Credits
EDS 308	Foundations of Literacy	3
EDS 309	Teaching Global Perspectives Across the Curriculum	3
EDS 311	Curriculum and Pedagogy: Elementary/Middle Education	3
EDS 318	Literacy Methods I	3
SPE 200	Foundations of Special Education ⁹	3
SPE 340	Collaborative Partnerships and Transitions for Students with Disabilities	3
Total Credits		18

Courses requiring admission to the School of Education (49-50 credits)

Code	Title	Credits
Field I block courses (must be taken concurrently)		
EDS 402	Field Experience I: Elementary Level ⁹	3
EDS 413	Social Studies Methods ⁹	3
EDS 418	Literacy Methods II ⁹	3
Field II block courses (must be taken concurrently)		
EDS 446	Field Experience II: Middle Level ⁹	3
EDS 421	Science Methods ⁹	3
EDS 422	Mathematics Methods ⁹	2
EDS 452	Philosophy and Curriculum for Young Adolescent Learners	3

Special education courses

SPE 300	Designing Sustainable Inclusive Classrooms	3
SPE 420	Advanced Literacy and Math Practices for K-12 Students with Persistent Academic Challenges	3
SPE 452	Assessment in Special Education	3
Special education field block (must be taken concurrently)		8-9
Select one of the following options:		
Option A: Local Experience (9 credits)		
SPE 424	Advanced Practices for Students with Challenging Behaviors	
SPE 455	Methods in Cross-Categorical Special Education (K-12)	
SPE 460	Field Experience in Special Education (K-12)	
Option B: Luxembourg Experience (8 credits) ¹⁰		
SPE 425	Advanced Practices for Students with Challenging Behaviors in an International Setting	
SPE 435	Methods in Cross-Categorical Special Education in an International Setting	
SPE 465	Field Experience in Special Education in an International Setting	
Student teaching semester¹¹		
EDS 492	Student Teaching Seminar ⁹	1
A combination of the following: ⁹		11
EDS 491	Student Teaching: Elementary/Middle Education (K-9)	
EDS 497	Student Teaching: Kindergarten through Grade 12 (K-12)	
EDS 495	Teaching Internship	
Total Credits		49-50

⁹ Also satisfies an SOE core requirement.

¹⁰ This experience occurs during the summer on-site in Luxembourg. Students are responsible for the costs associated with the study abroad experience.

¹¹ Must complete all course requirements and other benchmarks prior to student teaching. For more information, please see the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>).

Additional teacher education requirements are listed on the School of Education (p. 582) catalog page.

Degree requirements

All teacher education students must complete the general education, School of Education, 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. 70)
- School of Education requirements (p. 582)
- Baccalaureate degree requirements (p. 608)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1, 2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1		
Fall	Credits Spring	Credits
CST 110 (Gen Ed Literacy-Oral)	3 ENG 110 or 112 (Gen Ed Literacy-Written)	3
EDS 203 (Gen Ed Self & Society)	3 EDS 206 (Gen Ed Minority Cultures)	3
MTH 115 (Gen Ed Math/ Logical Systems)	3 MTH 116 (Gen Ed Math/ Logical Systems)	2
FYS 100 (Gen Ed First-Year Seminar)	3 GEO 200 (Gen Ed Global Studies)	3
HIS 110 (Gen Ed World History)	3 Gen Ed Humanistic Studies	3
POL 101 or 102	3 Gen Ed Health & Well-Being ¹	3
	18	17
Year 2		
Fall	Credits Spring	Credits
EDS 308	3 SPE 200	3
EDS 309	3 EDS 318	3
EDS 311	3 Gen Ed Natural Lab Science-Physical ³	4
PSY 212	3 MTH 216	2
Gen Ed Natural Lab Science-Biological	4 TSL 250	3
MTH 215	2 Apply for Field Experience I ⁴	
Apply for admission to SOE ²		
	18	15
Year 3		
Fall	Credits Spring	Credits
SPE 300	3 SPE 460	3
EDS 402	3 SPE 455	3
EDS 413	3 SPE 424	3
EDS 418	3 SPE 340	3
ART 302 (Gen Ed Arts)	3 SPE 452	3
Apply for Special Education Field Experience ⁴	Apply for Field Experience II ⁴	
	Apply for Student Teaching ⁵	
	15	15
Year 4		
Fall	Credits Spring	Credits
EDS 421	3 All course requirements and other benchmarks must be completed prior to student teaching. ⁶	
EDS 422	2 EDS 492	1
EDS 452	3 EDS 491	6
EDS 446	3 EDS 497	5
Gen Ed Arts (not from ART)	2-3	
SPE 420	3	
	16	12
Total Credits: 126		

- ¹ HED 207 is recommended.
- ² See the SOE admissions website (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) for complete admission and application details. Students will be required to complete a criminal background check (p. 588) at the time of application for admission.
- ³ PHY 106 is recommended.
- ⁴ Students applying for field and student teaching placements will be asked to disclose any criminal charges (p. 592).
- ⁵ Students must apply for student teaching (<https://www.uwlax.edu/soe/field-and-student-teaching-experience/for-teacher-candidates/>) through the Office of Field Experience one year prior to student teaching semester.
- ⁶ For more information, please see the Student Teaching and Internship Policy (p. 592).

Elementary/Middle Education (Grades K-9) and TESOL (Grades K-12) Major - Bachelor of Science (BS)

The **elementary/middle education (grades K-9) and teaching English to speakers of other languages (grades K-12) major** provides a pathway for future teachers to be dual-licensed in both regular education (English and language arts, math, science, social studies in grades K-9) and English as a Second Language (grades K-12). Both federal and state law include provisions for supporting English learners (ELs) in K-12 classrooms. Title VI of the Civil Rights Act of 1964 (Title VI) requires that schools and districts take affirmative steps to ensure that multilingual students can meaningfully participate in their educational programs and services, while the Equal Educational Opportunities Act (EEOA) mandates that public schools and state educational agencies (SEAs) must act to overcome language barriers that impede equal participation by students in their instructional programs. The proportion of EL students in K-12 classrooms is increasing, yet there is a shortage of EL certified teachers in WI. There is a critical need to prepare more qualified EL teachers to support our K-12 learners locally and across the state. This program will prepare future teachers with the skills and dispositions to differentiate instruction to serve all students in their classrooms.

Major requirements

Completion of the Elementary/Middle Education and Teaching English to Speakers of Other Languages Program and associated benchmark assessments (<http://catalog.uwlax.edu/undergraduate/education/#SOE-program-requirements>) will lead to endorsement for the following Wisconsin teaching licenses:

- Elementary and Middle School, grades K-9 (2088) and
- English as a Second Language, grades K-12 (ESL, 1395).

Students in all teacher education programs must satisfy the School of Education (SOE) core requirements (p. 589).

Students in all teacher education programs must be admitted to the School of Education (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) in order to complete their program requirements and be eligible for endorsement for the appropriate teaching license(s). Students majoring in elementary/middle education (grades K-9) and teaching English to speakers of other languages (grades K-12) must meet specific program admission criteria (p. 584).

Students majoring in elementary/middle education (grades K-9) and teaching English to speakers of other languages (grades K-12) must complete the TESOL field experience component during Winter session in Puerto Rico. Costs associated with this experience are the responsibility of the student.

Retention and advancement

Teacher candidates may be retained in their teacher education program provided they fulfill the conditions described in the SOE Retention Policy (<http://catalog.uwlax.edu/undergraduate/education/#retention>). Students must complete all course requirements and other benchmarks prior to student teaching as described in the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>). Additional SOE program requirements, including the culminating assessment of pedagogical knowledge, are described on the SOE catalog page (<http://catalog.uwlax.edu/undergraduate/education/>).

Language proficiency program requirements

Students must complete both A and B requirements prior to student teaching.

A. Proficiency in a world language (no credits) as demonstrated by one of the following:

- Advanced Placement (AP) world language exam score of 3 or higher
- Placing into a 102-level or higher world 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 101-level or higher world language course (taught in the world language) taken at UWL or another accredited institution of higher education. See below world language course list.¹

Code	Title	Credits
World language requirement courses: ¹		
ARA 101	Elementary Arabic I	4
ARA 102	Elementary Arabic II	4
ARA 201	Intermediate Arabic I	4
ARA 202	Intermediate Arabic II	4
CHI 101	Chinese in a Global Society I	4
CHI 102	Chinese in a Global Society II	4
CHI 201	Chinese Language and Culture in Action I	4
CHI 202	Chinese Language and Culture in Action II	4
CHI 301	Advanced Chinese	3
ESL 250	Oral English Skills: Issues and Controversies in the U.S.	4
ESL 252	Written English Skills: Researching Your Community	4
FRE 101	French in a Global Society I	3
FRE 102	French in a Global Society II	3
FRE 201	French Language and Cultures in Action I	3
FRE 202	French Language and Cultures in Action II	3
FRE 300	Visual Encounters	3
FRE 301	Sound, Speech, and Proficiency	3
GCL 101	Elementary Languages I	4

GCL 102	Elementary Languages II	4
GCL 201	Intermediate Languages I	4
GCL 202	Intermediate Languages II	4
GER 101	German in a Global Society I	4
GER 102	German in a Global Society II	4
GER 201	German Language and Cultures in Action I	4
GER 202	German Language and Cultures in Action II	3
GER 300	Advanced German	3
HMG 204	Hmong Heritage Language: Intermediate	4
HMG 304	Hmong Heritage Language: Advanced	4
JPN 101	Elementary Japanese I	4
JPN 102	Elementary Japanese II	4
JPN 201	Intermediate Japanese I	4
JPN 202	Intermediate Japanese II	4
RUS 101	Russian in a Global Society I	4
RUS 102	Russian in a Global Society II	4
RUS 201	Russian Language and Cultures in Action I	4
RUS 202	Russian Language and Cultures in Action II	4
SPA 101	Spanish in a Global Society I	4
SPA 102	Spanish in a Global Society II	4
SPA 103	Spanish in a Global Society I & II	4
SPA 201	Spanish Language and Cultures in Action I	4
SPA 202	Spanish Language and Cultures in Action II	4

¹ World language classes numbered 102, 103, 201, and 202 taken at UWL also count toward general education credits.

B. Proficiency in English (no credits) as demonstrated by a grade of "B" or better in one of the following courses:

Code	Title	Credits
English language requirement courses:		
ENG 110	College Writing	3
ENG 112	College Writing AP (Advanced Placement)	3
ENG 303	Special Topics in Writing and Rhetoric Studies	3
ENG 304	Writing in the Arts and Humanities	3
ENG 306	Writing in Education	3
ENG 309	Writing in the Sciences	3

Curriculum

The Elementary/Middle Education and Teaching English to Speakers of Other Languages (TESOL) Program is aligned with InTASC Teacher Standards, the national CAEP (elementary) Standards and AMLE (middle level) Standards, and CAEP/TESOL (ESL) Standards.

Required general education courses (26 credits)

Besides the courses specified below, elementary/middle education and teaching English to speakers of other languages majors must satisfy additional general education requirements (<http://catalog.uwlax.edu/undergraduate/generaleducation/#generaleducationrequirements>). The General Education Program requires a total of 42 credits.

Code	Title	Credits
EDS 203	School, Society, and Teachers ^{1,9}	3
EDS 206	Multicultural Education ^{2,9}	3
MTH 115	Mathematics for Early Childhood and Elementary Teachers I ³	3

MTH 116	Mathematics for Early Childhood and Elementary Teachers II ³	2
MTH 215	Mathematics for Middle School Teachers I ³	2
HIS 110	World History ⁴	3
GEO 200	Conservation of Global Environments ⁵	3
Select one of the following: ⁶		4
Biological Science course GE Natural Science List		
Physical Science course from GE Natural Science List		
ART 302	Visual Language in the Global Classroom ⁷	3
Total Credits		26

Recommended general education courses

Code	Title	Credits
PHY 106	Physical Science for Educators ⁶	4
HED 207	Youth Health Issues ⁸	3

¹ Counts toward General Education Program requirement: Self and Society (GE Category 6).

² Counts toward General Education Program requirement: Minority Cultures or Multiracial Women's Studies (GE Category 3).

³ Counts toward General Education Program requirement: Mathematical/Logical Systems and Modern Languages (GE Category 2). Must be completed with a grade of "C" or better.

⁴ Counts toward General Education Program requirement: International and Multicultural Studies, World History (GE Category 4-1).

⁵ Counts toward General Education Program requirement: International and Multicultural Studies, Global and Multicultural Studies (GE Category 4-2). Also satisfies a WI statutory requirement.

⁶ Counts toward General Education Program requirement: Natural Laboratory Science (GE Category 5).

⁷ Counts toward General Education Program requirement: Arts (GE Category 8).

⁸ Counts toward General Education Program requirement: Health and Physical Well-Being (GE Category 9).

Additional required content courses (14-15 credits)

Elementary/middle education and teaching English to speakers of other languages majors must complete the following additional content courses to meet accreditation standards and/or WI statutory requirements. Some courses are also in the General Education Program.

Code	Title	Credits
PSY 212	Lifespan Development ⁹	3
MTH 216	Mathematics for Middle School Teachers II ³	2
TSL 250	Educating Multilingual Learners	3
Select the category not previously chosen for GE Category 5: ⁶		3-4
Biological Science		
Physical Science		
Select one of the following:		3
POL 101	American National Government ¹	
POL 102	State and Local Government ¹	
Total Credits		14-15

Courses not requiring admission to the School of Education (30 credits)

Code	Title	Credits
EDS 308	Foundations of Literacy	3
EDS 309	Teaching Global Perspectives Across the Curriculum	3
EDS 311	Curriculum and Pedagogy: Elementary/Middle Education	3
EDS 318	Literacy Methods I	3
SPE 200	Foundations of Special Education ⁹	3
TESOL Courses		
ENG 331	Introduction to Linguistics: Sounds and Words	3
GCL 310	Theories and Research in Second Language Acquisition	3
TSL 345	Intercultural Interactions	3
TSL 400	Teaching English to Speakers of Other Languages (TESOL) Policies and Program Models	3
TSL 463	Teaching English to Speakers of Other Languages (TESOL) Methods ⁹	3
Total Credits		30

Courses requiring admission to the School of Education (38 credits)

Code	Title	Credits
SPE 300	Designing Sustainable Inclusive Classrooms	3
Field I block courses (must be taken concurrently)		
EDS 402	Field Experience I: Elementary Level ⁹	3
EDS 413	Social Studies Methods ⁹	3
EDS 418	Literacy Methods II ⁹	3
Field II block courses (must be taken concurrently)		
EDS 421	Science Methods ⁹	3
EDS 422	Mathematics Methods ⁹	2
EDS 446	Field Experience II: Middle Level ⁹	3
EDS 452	Philosophy and Curriculum for Young Adolescent Learners	3
TESOL Field (taken Winter intersession in Puerto Rico)		
TSL 460	TESOL Field Experience	3
Student teaching semester ¹¹		
EDS 492	Student Teaching Seminar ⁹	1
A combination of the following: ⁹		11
EDS 491	Student Teaching: Elementary/Middle Education (K-9)	
EDS 497	Student Teaching: Kindergarten through Grade 12 (K-12)	
EDS 495	Teaching Internship	
Total Credits		38

⁹ Also satisfies an SOE core requirement.

¹⁰ Includes experience with high school learners (grades 9-12).

¹¹ Must complete all course requirements and other benchmarks prior to student teaching. For more information, please see the Student Teaching and Internship Policy (<http://catalog.uwlax.edu/undergraduate/education/#student-teaching>).

Additional teacher education requirements are listed on the School of Education (p. 582) catalog page.

Degree requirements

All teacher education students must complete the general education, School of Education, 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. 70)
- School of Education requirements (p. 582)
- Baccalaureate degree requirements (p. 612)

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.
4. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.^{1,2}
5. At least 40 credits must be earned in 300/400 level courses. Transfer courses earned or transferred at the 300/400 level apply to this requirement.
6. Complete major and minor requirements with at least a 2.00 GPA^{1, 2} in each major and minor (and concentration or emphasis, if selected).
7. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 42).)
8. 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.

² The grade point average recorded at the time the degree is awarded will not be affected by future enrollment.

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>) 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 college academic services director in their college/school for assistance with course and schedule planning. Refer to the general education requirements (p. 70) for more specific details.

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

Note: New students and transfer students with 15 or fewer credits earned are required to take FYS 100 First-Year Seminar (3 cr.) during one of their first two semesters at UWL.

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 in planning their academic career. Actual degree plans may differ.

Year 1			
Fall	Credits	Spring Credits	
ENG 110 or 112 (Gen Ed Literacy-Written)	3	CST 110 (Gen Ed Literacy-Oral)	3
EDS 203 (Gen Ed Self & Society)	3	EDS 206 (Gen Ed Minority Cultures)	3
MTH 115 (Gen Ed Math/Logical Systems)	3	MTH 116 (Gen Ed Math/Logical Systems)	2
FYS 100 (Gen Ed First-Year Seminar)	3	GEO 200 (Gen Ed Global Studies)	3
HIS 110 (Gen Ed World History)	3	Gen Ed Humanistic Studies	3
		Gen Ed Natural Lab Science-Biological	4
15		18	
Year 2			
Fall	Credits	Spring Credits	
EDS 308	3	SPE 200	3
EDS 309	3	TSL 250	3
EDS 311	3	TSL 345	3
ENG 331	3	EDS 318	3
PSY 212	3	MTH 216	2
MTH 215	2	Gen Ed Arts (not from ART)	2-3
Apply for admission to SOE ¹			
17		16	

Gen Ed Natural Lab Science-Physical ²	4	EDS 402	3
Gen Ed Health & Well-Being ³	3	EDS 413	3
POL 101 or 102	3	EDS 418	3
GCL 310	3	TSL 400	3
Apply for Field Experience I ⁴		Apply for Field Experience II ⁴	
		Apply for Student Teaching ⁵	
	16	3	15

Year 4			
Fall	Credits	Spring	Credits
EDS 421	3	All course requirements, language proficiency program requirements, and other benchmarks must be completed prior to student teaching. ⁶	
EDS 422	2	EDS 492	1
EDS 452	3	EDS 497	5
EDS 446	3	EDS 491	6
	11		12

Total Credits: 123

¹ See the SOE admissions website (<https://www.uwlax.edu/soe/undergrad/admission-to-soe/>) for complete admission and application details. Students will be required to complete a criminal background check (p. 588) at the time of application for admission.

² PHY 106 is recommended.

³ HED 207 is recommended.

⁴ Students applying for field and student teaching placements will be asked to disclose any criminal charges (p. 592).

⁵ Students must apply for student teaching (<https://www.uwlax.edu/soe/field-and-student-teaching-experience/for-teacher-candidates/>) through the Office of Field Experience one year prior to the student teaching semester.

⁶ For more information, please see the Student Teaching and Internship Policy (p. 592).

Teaching English to Speakers of Other Languages (TESOL) Minor

(All colleges)

18 credits (not including language proficiency requirements)

This minor does not lead to endorsement for a WI teaching license. Students seeking an English as a Second Language (ESL) teaching license should consult the School of Education (<http://catalog.uwlax.edu/undergraduate/education/>) for appropriate programs.

Language proficiency admission requirements for all TSL minors

Students must complete both A and B requirements to be admitted into the TSL minor.

A. Proficiency in a world language (no credits) as demonstrated by one of the following:

- Advanced Placement (AP) world language exam score of 3 or higher
- Placing into a 201-level or higher world 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 world language course (taught in the world language) taken at UWL. See below world language course list.¹

Code	Title	Credits
World language requirement courses: ¹		
ARA 102	Elementary Arabic II	4
ARA 201	Intermediate Arabic I	4
ARA 202	Intermediate Arabic II	4
CHI 102	Chinese in a Global Society II	4
CHI 201	Chinese Language and Culture in Action I	4
CHI 202	Chinese Language and Culture in Action II	4
CHI 301	Advanced Chinese	3
ESL 250	Oral English Skills: Issues and Controversies in the U.S.	4
ESL 252	Written English Skills: Researching Your Community	4
FRE 102	French in a Global Society II	3
FRE 201	French Language and Cultures in Action I	3
FRE 202	French Language and Cultures in Action II	3
FRE 300	Visual Encounters	3
FRE 301	Sound, Speech, and Proficiency	3
GCL 102	Elementary Languages II	4
GCL 201	Intermediate Languages I	4
GCL 202	Intermediate Languages II	4
GER 102	German in a Global Society II	4
GER 201	German Language and Cultures in Action I	4
GER 202	German Language and Cultures in Action II	3
GER 300	Advanced German	3
HMG 204	Hmong Heritage Language: Intermediate	4
HMG 304	Hmong Heritage Language: Advanced	4
JPN 102	Elementary Japanese II	4
JPN 201	Intermediate Japanese I	4
JPN 202	Intermediate Japanese II	4
RUS 102	Russian in a Global Society II	4
RUS 201	Russian Language and Cultures in Action I	4
RUS 202	Russian Language and Cultures in Action II	4
SPA 102	Spanish in a Global Society II	4
SPA 103	Spanish in a Global Society I & II	4
SPA 201	Spanish Language and Cultures in Action I	4
SPA 202	Spanish Language and Cultures in Action II	4

¹ World language classes taken at UWL also count toward general education credits.

B. Proficiency in English (no credits) as demonstrated by a grade of "B" or better in one of the following courses:

Code	Title	Credits
English language requirement courses:		
ENG 110	College Writing	3

ENG 112	College Writing AP (Advanced Placement)	3
ENG 303	Special Topics in Writing and Rhetoric Studies	3
ENG 304	Writing in the Arts and Humanities	3
ENG 306	Writing in Education	3
ENG 309	Writing in the Sciences	3

Curriculum

Core

Code	Title	Credits
TSL 250	Educating Multilingual Learners	3
TSL 345	Intercultural Interactions	3
TSL 463	Teaching English to Speakers of Other Languages (TESOL) Methods	3
ENG 331	Introduction to Linguistics: Sounds and Words	3
GCL 310	Theories and Research in Second Language Acquisition	3
Total Credits		15

Electives

Code	Title	Credits
Select from the following to reach at least 18 credits:		
TSL 425	Global Issues in TESOL	3
TSL 450	TESOL National/International Internship Program	1-3
TSL 460	TESOL Field Experience ²	3
TSL 498	Independent Study	1-3
ANT 196	Introduction to Linguistic Anthropology	3
ANT 375	Language, Power, and Inequality	3
ENG 332	Introduction to Linguistics: Phrases and Sentences	3
ENG 334	Language Study for Teachers	3
PSY 436	Psychology of Language	3

² Offered during Winter session as a study abroad in Puerto Rico.

Graduate & Extended Learning - Undergraduate

Dean: Meredith Thomsen
205 Morris Hall
608.785.6500 or 866.895.9233
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www.uwlax.edu/gel (<https://www.uwlax.edu/gel/>)
www.uwlax.edu/graduate-studies (<https://www.uwlax.edu/graduate-studies/>)
www.uwlax.edu/ex (<https://www.uwlax.edu/ex/>)

Graduate & Extended Learning was formed by the merger of Graduate Studies and Extended Learning. We connect the university to the community by offering innovative educational opportunities. Our goal is to help our partners learn, grow, explore, and achieve more. Our work falls into five main categories, outlined below.

Graduate education

Graduate & Extended Learning supports the work of graduate students, faculty, and programs. We coordinate several tuition award programs, grants to support graduate student projects, and a number of graduate student awards and competitions. We host Hooding Ceremonies for programs that do not hold their own graduation events. Finally, we take lead role in enacting the action steps identified within the Graduate Education Strategic Plan.

Conference and event services

We have expertise in conference and event planning, both for in-person and online formats. We can help you navigate campus protocols and processes, or help you plan an event in another city. We also run registration and membership processes for events and organizations. Finally, we can arrange for the creation, tracking and awarding of Continuing Education Units (CEUs) for professional events, as appropriate.

Youth outreach programming

We partner with UWL faculty and other educators to offer high-quality enrichment classes for upper elementary, middle, and high school students in topics spanning the arts, humanities and the sciences. We bring youth to campus for a number of events which help them see a future for themselves in higher education. We offer test preparation courses for ACT, GRE, GMAT, and LSAT. Finally, we coordinate the UWL Concurrent Enrollment Program, allowing regional high school students to earn college credit for UWL courses taught within their own high schools.

Work with UWL departments and staff

We support UWL departments in offering online degree and certificate programs. Some are offered in collaboration with other campuses, through UW Extended Campus. Others are 100% developed by UWL personnel. We partner with UWL faculty and staff to develop credit and non-credit outreach programs, helping them connect to the community. Finally, we support UWL personnel in hosting events and conferences, assisting them in professional service to their academic disciplines.

Professional development

We offer an array of credit and non-credit learning opportunities, some of which are of interest to a general audience and some of which are developed in partnership with a regional employer. Strengths include the topics of health and wellness, environmental science, social justice, and education. Many of our conferences include Continuing Education Units (CEUs), documenting the value of these events as professional development opportunities.

Murphy Library

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110 Murphy Library; 608.785.8805
Email: jjax@uwlax.edu

Administrative Supervisor: Sean Hurtubise
111 Murphy Library, 608.785.8520
Email: shurtubise@uwlax.edu

1631 Pine St, La Crosse, WI 54601
608.785.8505 (general number)
608.785.8639 (fax)
Email: libraryoffice@uwlax.edu

www.uwlax.edu/murphylibrary (<http://www.uwlax.edu/murphylibrary/>)

Departments/units (p. 616) Mission & values (p. 616)
Services to students (p. 616)

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; 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. 617)

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

Murphy Library services are guided by the ALA Library Bill of Rights (<http://www.ala.org/advocacy/intfreedom/librarybill/>).

To fulfill the Library's mission, the Library Director, Library Department and Library Staff uphold the principles of the ALA Code of Ethics (<http://www.ala.org/tools/ethics/>), augmented by 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 (<https://www.uwlax.edu/murphylibrary/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/e-books, streaming video, and other multimedia
- University archives
 - La Crosse history
 - Rare books
- Digital collections
- Alice Hagar Curriculum Center
- Government collections and depository (Federal and State)
- Guides and reference materials

• Services

- Consultations with a librarian (by appointment, walk-up, phone, email, and chat)
 - Research assistance/guidance
 - Use of technology
 - Borrowing materials
 - Reserving materials and room(s)
 - Tutorials and videos on using the library and finding scholarly resources
 - Tours
 - Purchase recommendations
- Interlibrary loan
- UW System resource sharing
- Course materials on reserve
- Technology
 - PC and Mac computers
 - B/W and color printing
 - Scanning stations

- Laptops for check-out
- Moveable large screen monitors
- Moveable whiteboards
- Whiteboard tables
- Scientific calculators
- Adaptive technology like keyboard and mouse
- Fax
- **Spaces**
 - Collaborative Learning Commons on the ground floor
 - Quiet second floor and basement
 - Alice Hagar Curriculum Center
 - Group study rooms
 - Study carrels
 - Silent study room
 - Murphy's Mug café

Library Department

Murphy Library

Department Chair: David Mindel

118 Murphy Library; 608.785.8945

Email: dmindel@uwlax.edu

www.uwlax.edu/murphylibrary/about-the-library/library-department/
(<https://www.uwlax.edu/murphylibrary/about-the-library/library-department/>)

As faculty in a student-centered teaching library, Library Department members strive to ensure that UWL students graduate as information literate citizens with the ability to recognize when information is needed, and with the ability to locate, evaluate, and use information effectively and ethically. We set Murphy Library's curriculum for teaching, which encompasses all aspects of librarianship. We are responsible for managing information by selecting, organizing, providing access to, and preserving physical and online information resources, and we take responsibility for assisting and educating others in the effective utilization of such resources. We contribute to the growth and progress of the discipline of library and information science through scholarship, and we serve our colleagues, peers, and community through professional service activities.

2023-24 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 July.

Associate Professor

Teri Holford

John Jax

David Mindel

Assistant Professor

Pamela Cipkowski

Michael Current

Laura Godden

Elizabeth Humrickhouse

Amber Leibundgut-Peterson

Madan Mohan

Michael Olson

Scott Pfitzinger

Chelsea Wyman

University Staff

Elizabeth Bass

Kevin Dinsmore

Sean Hurtubise

Lauren Klitzke

Jonathan Majak

Shealyn McMahon

Dirck Nagy

Nikki Pegarsch

Terrence Stika

Dwayne Webb

Course Descriptions - Undergraduate

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; only open to CBA majors or when required by another major/minor. Offered Fall, 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, Spring, Summer.

ACC 235 Cr.3

Survey of Accounting

This course covers basic principles and procedures of financial and managerial accounting. Financial accounting topics include financial statements, the impact of transactions, and financial statement analysis. Managerial accounting topics include product costing, pricing, cost-volume-profit analysis, and budgeting. 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. Course does not satisfy accounting major requirements. Students may not earn credit for the accounting minor in both ACC 301 and ACC 330. Offered Occasionally.

ACC 311 Cr.3

Intermediate Accounting I

The first course in the financial accounting course sequence, this course is designed for students considering an accounting major or minor. This course involves the intensive study of both theory and practice, as they relate to the preparation and analysis of the balance sheet, income statement, retained earnings statement, and statement of cash flows. Additional specific topics include receivables, inventory, fixed assets, and intangibles. Prerequisite: ACC 221; admission to business or declared accountancy major/minor. Offered Fall, Spring.

ACC 312 Cr.3

Intermediate Accounting II

An extension of the theory and application of accounting principles involved in the financial analysis of liabilities and stockholder's equity of the accounting entity. Problem areas in accounting and financial reporting are emphasized. Prerequisite: ACC 311; admission to business. Offered Fall, Spring.

ACC 313 Cr.3

Intermediate Accounting III

A continuation of ACC 311 and ACC 312 with an emphasis on more complex intermediate financial accounting topics. Includes a review of investments, derivatives, revenue recognition, pensions, accounting errors, full disclosure, and the financial reporting implications of taxes. Prerequisite: ACC 312; 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 311. 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, STAT 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 311; 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 311; 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 311. 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 311 with a grade of "C" or better; admission to the business program. Offered Fall.

ACC 400 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 Cr.3

Business Law for Accountants

The study of law as it relates to the professional accountant's need for an understanding of the legal environment. Among topics included are accountant's legal responsibility, federal security regulation, antitrust laws, employer-employee relationship, bankruptcy, forms of business organization, estates and trusts, commercial paper, contracts, sales, real estate and ethics. Prerequisite: BLAW 205; senior standing; accountancy major; admission to business. Offered Fall, Spring.

ACC 421 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 313; junior standing; admission to business. Offered Fall, Spring.

ACC 430 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 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: STAT 145, ACC 313, 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; BLAW 205; ECO 110, ECO 120, ECO 230; 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

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 Biological Anthropology

This course introduces the basic fields of biological 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. 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: ANT 202, GEO 202, HIS 202, POL 202, SOC 202. Offered Annually.

+ANT 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, ENG 212, PHL 212, POL 212. Offered Annually.

ANT 215 Cr.3

Refugees, Displaced Persons and Transnational Communities

This course explores the lives of refugees, displaced persons and the emergence of transnational communities. Emphasis is placed on the causes of refugee movements; policies and practices concerning the status and rights of refugees; and asylum and resettlement in other countries. A comparative approach is used to draw attention to how people cope with displacement and transnational migration and establish new roots in the country of resettlement. 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. (Cross-listed with ANT/ARC; may only earn credit in one department.) Offered Occasionally.

ANT/ARC 305 Cr.3

Indigenous Agricultural Societies: Past and 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. (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. 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. Offered Every Third Semester.

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. 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. Offered Occasionally.

ANT/ARC 325 Cr.3

North American Anthropology and Archaeology

An intensive survey of the cultures of North America north of the Rio Grande, beginning with arrival of the first people in the New World, through the early period of European contact, ending in the mid-nineteenth century. Cultural adaptation and change within each major ecological region will be considered. This course will not be considering contemporary Native American issues. (Cross-listed with ANT/ARC; 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 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/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. 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. Offered Occasionally.

+ANT/RGS 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. (Cross-listed with ANT/RGS; 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. 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 US; 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. 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/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; archaeology major: cultural anthropology emphasis; junior standing. (Cross-listed with ANT/ARC; may only earn credit in one department.) Pass/Fail grading. Offered Fall.

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.4

Ethnographic Methods

Ethnography is a central method in anthropology. This course provides students with the basics of ethnographic research through hands-on group activities with local community partners. Students read a variety of texts that describe and apply various approaches towards ethnographic research. Using a combination of lecture, discussion, and hands-on activities, the course covers all phases of ethnographic research as students gain skills in a variety of methods in preparation for their capstone thesis projects. Activities include human subjects training; developing research questions; participant observations, surveys, and interviewing; using qualitative data analysis software for processing and analyzing data; and presenting research findings to diverse audiences. In addition, this course includes examining how ethnographic skills can be useful for future career plans. 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. Lect. 3, Lab 2. Prerequisite: ANT 101 or ANT 195 or ANT 202 or ANT 212. Offered Fall.

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.1-15

Internship in Anthropology

This course is an academically relevant field experience for majors and minors in anthropology. The field experience will be supervised by the anthropology staff. No more than six credits may be applied to the cultural anthropology emphasis and no more than three credits to the anthropology minor. Repeatable for credit - maximum 15. Prerequisite: junior standing with at least a 2.50 GPA. 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 101 or ANT 202 or ANT 212. 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 495 Cr.3

Senior Thesis in Cultural Anthropology

This course is the last course in the archaeological studies major with an emphasis in cultural anthropology course sequence and is normally taken during the student's final year. The course is designed to assist students in fulfilling the graduation requirement of completing a senior thesis in their archaeological studies major: cultural anthropology emphasis. Prerequisite: ANT 195; senior standing. Consent of instructor. Offered Spring.

ANT 496 Cr.3

Honors Thesis in Cultural Anthropology

This is the capstone course for archaeological studies majors with an emphasis in cultural anthropology enrolled in the Cultural Anthropology Honors Program. Honors students take this course in lieu of ANT 495, 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 Spring Research Colloquium for students completing their archaeological studies major: cultural anthropology emphasis. Prerequisite: ANT 195; senior standing. Consent of instructor. Offered Spring.

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.

Arabic (ARA) - Courses

Courses

ARA 101 Cr.4

Elementary Arabic I

This course will acquaint students with the working vocabulary, dialogue skills, and pronunciation needed for elementary Arabic reading and writing. Linguistic development will include basic listening skills, elementary conversation, appreciation of the many Arabic dialects, and knowledge of Arab culture. Offered Fall.

+ARA 102 Cr.4

Elementary Arabic II

This is the second semester of first year Arabic. This course is designed to reinforce and build upon what was covered during the first semester. The 5Cs of communication, culture, connections, comparisons, and communities are at the center of the course. The course will be taught using a communicative approach, meaning that our focus is on real-world situations in which you can use the language in meaningful ways. Prerequisite: ARA 101. Offered Spring.

+ARA 201 Cr.4

Intermediate Arabic I

This course will be a continuation of the first-year, introductory courses in spoken and written Arabic. Prerequisite: ARA 102. Offered Fall.

+ARA 202 Cr.4

Intermediate Arabic II

This course will continue to develop the skills previously acquired and increase knowledge about syntactical and morphological structures of Modern Standard Arabic. The overall goal of this course is to increase students' proficiency level and enable students to do more with the Arabic language. Successful completion of this course would provide students with the groundwork for rapidly advancing in the Arabic language and the tools for further study and research in a formal classroom setting or on their own. Prerequisite: ARA 201. Offered Spring.

Archaeology (ARC) - Courses

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 one credit seminar provides students with an orientation to the archaeological studies major and the cultural anthropology emphasis. It is designed for second semester freshmen and sophomore level students. It is also appropriate for transfer students at any level. This course provides information regarding the successful completion of the archaeological studies major and/or cultural anthropology emphasis. In addition, students will be engaged in various tasks designed to identify and/or clarify career goals, increase understanding of archaeology and anthropology as applied fields, and familiarize themselves with tools for conducting research. Pass/Fail grading. Offered Occasionally.

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 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, Chimú, and of course, the Inca. Offered Occasionally.

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/HIS 302 Cr.3

Egyptian Hieroglyphs: The Language and Culture of Ancient Egypt

Ever wonder what all those birds, snakes and other symbols on Ancient Egyptian monuments mean? In this course you will find out! This course is an introduction to the language and culture of Ancient Egypt. We will learn to read the hieroglyphic script used by the Egyptians to record aspects of their culture and daily lives for over 3,000 years. While learning the basics of Middle Egyptian grammar, the classical form of the language, we will explore aspects of Egyptian culture through their own words. Through translating sentences and basic texts, we will experience first-hand the classical form of the language used for writing everything from business receipts and letters, to historical documents and literary works, to esoteric theological texts which record details of their belief system. Topics to be covered are the origins of writing in Egypt, historical development of the language, daily religion, beliefs in the afterlife, the family, social structure, literature and the role of writing in Egyptian culture. From students of archaeology or linguistics, history or modern languages, or anyone who has ever seen an artifact from Ancient Egypt and wanted to know what the hieroglyphs say, this class has something for everyone! No prior knowledge of ancient Egypt or Egyptian language is needed or required, only a desire to gain insight into the thoughts of people who lived thousands of years ago. 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 100 or ARC 196 or ANT 101. Offered Occasionally.

ARC/ANT 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. (Cross-listed with ANT/ARC; may only earn credit in one department.) Offered Occasionally.

ARC/ANT 305 Cr.3

Indigenous Agricultural Societies: Past and 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. (Cross-listed with ANT/ARC; may only earn credit in one department.) Offered Occasionally.

ARC 311 Cr.3

European Prehistory

This course introduces students to the rich archaeological heritage of Europe from its initial colonization by our hominid ancestors to the end of the Iron Age. Topics to be explored include the evolution and dispersal of early hominids and modern humans, hunter-gatherer societies, the adoption of agriculture, the development of social complexity, and the rise of Europe's first civilizations. 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.

ARC/ANT 325 Cr.3

North American Anthropology and Archaeology

An intensive survey of the cultures of North America north of the Rio Grande, beginning with arrival of the first people in the New World, through the early period of European contact, ending in the mid-nineteenth century. Cultural adaptation and change within each major ecological region will be considered. This course will not be considering contemporary Native American issues. (Cross-listed with ANT/ARC; 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.

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.

ARC/ANT 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.

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.

ARC 345 Cr.3

Zooarchaeology

This course is an introduction to the subdiscipline of zooarchaeology. It is a hands-on, experiential learning class in which students will develop skills to analyze animal bones from archaeological contexts, including species and element identification, quantification methods, mortality profile construction, and pathology assessment. Students will apply these techniques to address broader archaeological issues, such as hunting and herding strategies, origins of animal domestication, seasonality assessment, environmental reconstruction, and social/ritual use of animals and their products. Offered Occasionally.

ARC/ANT 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 350 Cr.1-6

Independent International Research in Archaeology

An individually designed, directed archaeological research project in an international setting dealing with a significant field, laboratory, museum or archival/library research problem. The course permits in-depth, independent research using international sources, facilities, and resource persons. Requires a high degree of motivation and the ability to work independently. Repeatable for credit - maximum six. Only three credits may apply to the major. Prerequisite: junior standing. Consent of department. Offered Occasionally.

ARC/ANT/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.

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 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/ANT 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; archaeology major: cultural anthropology emphasis; junior standing. (Cross-listed with ANT/ARC; may only earn credit in one department.) 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, 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.

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.6

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. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: ARC 200; 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. 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.

ARC/ANT 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; senior standing. Consent of instructor. Offered Spring.

ARC 498/598 Cr.1-3

Seminar in Archaeology

Intensive study of a specific area or problem of archaeology. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Repeatable for credit - maximum 12 between ARC 498/598 and ANT 499. Departmental option for pass/fail grading. Prerequisite: 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. Consent of instructor. Offered Spring.

Art (ART) - Courses

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.4

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. 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. 2, Studio 4. Offered Fall, Spring.

+ART 172 Cr.3

Photography Survey

This course is a thematic examination of photography as a contemporary art form. Through lectures, films, hands on assignments and 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, issues of identity 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 205 Cr.4

Painting Media I

This course provides an introduction to the techniques and materials of painting in acrylic, oil, or watermedia. Emphasis is on components of painting space, color, volume, value, and scale. Various stylistic approaches and sources are explored through a study of historical and contemporary practices in painting. Lect. 2, Studio 4. Prerequisite: ART 162 or ART 262. Offered Fall, Spring.

ART 206 Cr.4

Introduction to Digital Art and Design for Non-Art Majors

This is an introductory studio art course surveying the growing field of digital art and design. This class will explore the process of visual expression, communication with attention to aesthetic considerations, and art created using a wide range of digital media. This class will also introduce digital tools to produce original, creative work. Using creative software, students will create a diverse array of art and design works, spanning digital imaging, compositing, and video editing. As with all fine arts studio courses, conceptual creative approach and development is prioritized. A basic knowledge of computer use is required. Lect. 2, Studio 4. Prerequisite: not open to art majors or minors. Offered Fall, Spring.

ART 207 Cr.4

Introduction to Digital Art and Design

This is an introductory studio art course surveying the growing field of digital art and design. The curriculum provides students with a solid base and an inquisitive edge on which to continue building in advanced courses in digital media. This class will explore the process of visual expression, communication with attention to aesthetic considerations, and art created using a wide range of digital media. This class will also introduce digital tools to produce original, creative work. Using creative software, students will create a diverse array of art and design works, spanning digital imaging, compositing, and video editing. As with all fine arts studio courses, conceptual creative approach and development is prioritized. A basic knowledge of computer use is required. Lect. 2, Studio 4. Offered Fall, Spring.

ART 212 Cr.4

Sculpture for Non-Art Majors

This course is a studio-based introduction to materials, methods, and concepts used in the creation of sculptural art and three-dimensional design. Students will engage in a variety of assignments and exercises designed to develop and enhance visual awareness, creative thinking, personal expression and technical refinement. In addition to creative projects and studio work, students will analyze and think critically about basic visual concepts as they apply to developments in historical and contemporary sculpture and participate in supplemental writing, group discussion, and class critiques. Lect. 2, Studio 4. Prerequisite: not open to art majors or minors. Offered Fall, Spring.

ART 213 Cr.4

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 eight, with instructor permission. Lect. 2, Studio 4. Prerequisite: not open to art majors or minors, except the art therapy minor. Offered Fall, Spring.

ART 214 Cr.4

Introduction to Sculpture

This course is a studio-based introduction to materials, methods, and concepts used in the creation of sculptural art and three-dimensional design. Students will engage in a variety of assignments and exercises designed to develop and enhance visual awareness, creative thinking, personal expression and technical refinement. In addition to creative projects and studio work, students will analyze and think critically about basic visual concepts as they apply to developments in historical and contemporary sculpture and participate in supplemental writing, group discussion, and class critiques. Lect. 2, Studio 4. Offered Fall, Spring.

+ART 215 Cr.3

Introduction to Museum Studies

Museums are more popular than ever before. This course, designed for students interested in museological practices and museum careers, will focus on art museums, but will also embrace history, anthropology, archeology and public administration, to examine the institutional and ethical dimensions of presenting culture in a dedicated space. It will introduce students to how museums operate, and explore critical issues of power, privilege and diversity. We will look at museum missions, collection practices, exhibition strategies, and audience appeal. With that in mind, we will examine the various ideologies at play in museums today, and the ethics of cultural representation and "ownership" of cultural artifacts. Offered Spring.

ART 216 Cr.4

Introduction to Ceramics

This is a studio course which explores the process and materials of ceramics. 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. 2, Studio 4. Offered Fall, Spring.

ART 218 Cr.4

Print Media I

This course is the first of a two-part introductory series of studio courses designed for students interested in exploring the possibilities of the printed image. The course is structured around two modules, each focusing on traditional analog and contemporary digital approaches to screen printing and relief printmaking. Students will learn about the role these media had in the history of art and visual communication and examine their range of applications existing within contemporary fine art practice. Class participants will be required to produce a body of work utilizing the materials covered in class. Instruction includes tutorials, slide presentations, visiting artist lectures, assigned projects, readings, and critiques. Lect. 2, Studio 4. Prerequisite: ART 162 or ART 262. Offered Fall, Spring.

ART 221 Cr.4

Introduction to Metalsmithing

This course provides the student's introductory experience to a studio-based approach to 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 through investigations of introductory nonferrous metal fabrication and construction techniques utilized in the creation of jewelry and metal objects. The course will explore conceptual problem solving, introductory constructions/fabrication techniques, and an investigation into the inherent qualities of non-ferrous materials. Cutting, soldering, finishing, surface enrichment, cold connections, forming, forging, and raising will be covered in this course. Lect. 2, Studio 4. Offered Fall, Spring.

ART 222 Cr.4

Metalsmithing for Non-Art Majors

This course provides an introductory experience to a studio-based approach to 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 through investigations of introductory nonferrous metal fabrication and construction techniques utilized in the creation of jewelry and metal objects. The course will explore conceptual problem solving, introductory constructions/fabrication techniques and an investigation into the inherent qualities of non-ferrous materials. Cutting, soldering, finishing, surface enrichment, cold connections, forming, forging, and raising will be covered in this course. Lect. 2, Studio 4. Prerequisite: not open to art majors or minors. Offered Fall.

ART 223 Cr.4**Introduction to Blacksmithing**

This course provides an introductory experience to a studio-based approach to 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 through the design and development of traditional and experimental blacksmithing techniques. The course will explore conceptual problem solving, introductory forging and fabrication techniques and an investigation into the inherent qualities of ferrous materials. Hot forging, bending, cutting, welding, finishing, surface enrichment, and traditional joinery will be covered in this course. Lect. 2, Studio 4. Offered Fall.

+ART 251 Cr.3**Survey of Art History**

This course is 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 262 Cr.4**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. 2, Studio 4. Prerequisite: ART 162. Offered Fall, Spring.

+ART 272 Cr.4**Photography and Imaging I**

This studio course serves as an introduction to digital photography, including digital camera functions, exposure techniques, digital workflow, image processing, and inkjet printing. Students learn the technical mechanics of the medium and are given hands-on projects to further their understanding of photography in aesthetic and conceptual terms. Students are encouraged to explore the possibilities of the medium, think critically about photographic works, and embrace creative risk as they learn and refine their craft. Class time will consist of demonstrations, lectures, discussions, studio/lab sessions, and group critiques. To complete the assignments for this course, each student must have access to an external hard drive and a digital camera with manual exposure control and the ability to capture RAW files. A limited number of cameras are available for rent through the UWL Photography Lab. Lect. 2, Studio 4. 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. Offered Fall, Spring.

ART 304 Cr.4**Color Theory**

This course is 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. 2, Studio 4. Prerequisite: ART 205. Offered Occasionally.

ART 305 Cr.4**Painting Media II**

This intermediate level painting course expands upon the concepts introduced in ART 205 with an emphasis on creative development within the discipline. Students develop unique visual language, creative expression, and conceptual understanding through active participation in painting, studio practice, and critiques. Lect. 2, Studio 4. Prerequisite: ART 205. Offered Fall, Spring.

ART 306 Cr.4**Drawing and Painting Media**

This course explores a variety of media and techniques and provides an expanded experience with drawing and painting. Students will be encouraged to work thematically as they build a portfolio with breadth in media and depth of expression. Studio practice emphasizes the hybridization of personal expression and the relationship between scale, media, and image; such issues will be examined in a variety of formats and techniques. Studio work will focus on experimentation beyond traditional drawing practice. Sources and examples by artists from the past—as well as the present—will be used to direct the students in this class toward inventive solutions for the assigned projects. The materials emphasized in this course include pen, ink, graphite, collage, acrylic, oil stick, and digital imaging. Lect. 2, Studio 4. Prerequisite: ART 162 or one 200-level studio course. Offered Fall, Spring.

ART 308 Cr.4**Intermediate Digital Art and Design**

This course is an intermediate studio designed to investigate the concepts and practices of digital media as a basis for art production and making contributions to the field of visual culture. Observation, material manipulation, time/space consideration, and technical reconsideration are skills that will be specifically developed throughout the course. Students in this course will create a diverse array of digital artworks, spanning digital imaging and compositing, sound design, video art, motion graphics, and fine art engagement with the web. As with all fine arts studio courses, conceptual creative approach and development is prioritized. Lect. 2, Studio 4. Prerequisite: ART 206 or ART 207. Offered Fall, Spring.

ART 314 Cr.4

Intermediate Sculpture

This is an intermediate level course designed to expand and build on previous knowledge and experiences with sculptural material, methods, and concepts. In addition, students will be introduced to new media and more complex techniques and processes in sculpture. Greater emphasis will be placed on personal expression and creative strategies for communicating and aligning individual skills with conceptual ideas. Lect. 2, Studio 4. Prerequisite: ART 212 or ART 214. Offered Fall, Spring.

ART 315 Cr.3

Writing About Art

This is an advanced course with a focus on research, analytical skills and writing about art. Students analyze essays by different artists, scholars, and critics, and will learn the practice of different forms of art writing, including formal analysis, wall text, exhibition review, and research paper. Prerequisite: ART 251. Offered Spring.

ART 316 Cr.4

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. 2, Studio 4. Prerequisite: ART 162; ART 213 or ART 216. Offered Fall, Spring.

ART 318 Cr.4

Print Media II

This course is the second of a two-part introductory series of studio courses designed for students interested in exploring the printed image's possibilities. The course is structured around two modules, each focusing on traditional analog and contemporary digital approaches to lithography and intaglio printmaking. Students will learn about the role these media had in the history of art and visual communication and examine their range of applications existing within contemporary fine art practice. Class participants will be required to produce a body of work utilizing the materials covered in class. Instruction includes tutorials, slide presentations, visiting artist lectures, assigned projects, readings, and critiques. Lect. 2, Studio 4. Prerequisite: ART 218. Offered Fall, Spring.

ART 320 Cr.4

Intermediate Metalsmithing: Forging and Raising

This studio course will focus on the design and development of traditional and experimental hollowware and metalsmithing techniques. It will introduce students to hand and machine practices relative to the raising and forming processes of metalwork. The course will explore conceptual problem solving, sheet metal forming methods, inherent qualities of non-ferrous materials, and a continuation of applying design elements and principles to projects and experiences. Synclastic and anticlastic raising, non-ferrous metal forging and forming, and hydraulic press forming will be covered in this course. Lect. 2, Studio 4. Prerequisite: ART 221 or ART 222. Offered Spring.

ART 321 Cr.4

Intermediate Metalsmithing

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 metalwork. The course will explore conceptual problem solving, gravity and centrifugal casting methods, inherent qualities of non-ferrous materials, and a continuation of applying design elements and principles to projects and experiences. Lost-wax casting, soldering, finishing, and faceted stone-setting will be covered in this course. Lect. 2, Studio 4. Prerequisite: ART 221 or ART 222. Offered Fall, Spring.

ART 323 Cr.4

Intermediate Blacksmithing

This intermediate studio course will focus on the design and development of traditional and experimental blacksmithing techniques. It will provide a hands-on opportunity for students to expand creative and technical skills related to hot-forged metal objects. This course builds on the technical foundation learned in ART 223, while challenging students to embrace non-traditional techniques and increase the scale of their metal object. This course will explore the inherent qualities of ferrous materials, and a continuation of applying design elements and principles to projects and experiences. Repeatable for credit - maximum eight. Lect. 2, Studio 4. Prerequisite: ART 223. Offered Fall.

ART 331 Cr.3

Art and the Environment in the United States

This course presents a thematic overview of the visual arts of the United States - from pre-colonization to today - focused on the interrelationships between the natural environment and human society. Students study a diversity of artistic responses to the environment, including artworks that 1) depict landscapes and environments; 2) are sited in or made from the land; 3) engage with environmental issues such as biodiversity, deforestation, and climate crisis. In addition to art historical study, students also reflect on their own social responsibility about the environment by participating in an applied art project. Offered Fall.

+ART 332 Cr.3

Themes of Contemporary Art

Have you ever seen an artwork and thought to yourself, "A four-year-old could do that?" This class introduces the contemporary art world and considers how artists of the past thirty years have challenged our understanding of what art is and can be. We will explore the rise of postmodernism and new forms of art making, the intersection of art and social movements, issues of identity and representation, censorship, the art market, and how contemporary artists are engaging with some of the most important issues of our day. Prerequisite: junior standing. Offered Spring.

ART 335 Cr.3

Art and Gender

This course examines artists, art historians, critics, and curators who identify as cisgender women, transgender, and non-binary across geographies and societies. We study a diversity of artistic responses spanning from the 1970s to today that confront, challenge, and investigate issues of gender. Topics include the canon, "artistic genius," the male gaze, the gendered body, intersections of sex, race, class and more. This class includes lectures and discussions, individual and group work. A museum visit forms a part of this course, as we examine how practices of display shape understanding of gender within the spaces of art. Offered Spring.

ART 341 Cr.3

Selected Topics in Art History

This course is 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. Offered Spring.

ART/PSY 350 Cr.3

The Practice of Art Therapy

As the theoretical orientation course in the art therapy minor, the class addresses current issues in the field of art therapy. Taking a multidisciplinary approach, students will explore art therapy theories, art therapy assessments, and the historical use of art therapy materials and media. Prerequisite: PSY 204 or PSY 212. (Cross-listed with ART/PSY; may only earn credit in one department.) Consent of department. Offered Occasionally.

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 361 Cr.3

Field Experience in Art Education I

This course is designed to equip teacher candidates with a theoretical and practical foundation for visual art instruction. Through an integrated field experience, candidates will reflect on and engage in curriculum planning and instruction as it applies to visual literacy, the WI Core Standards for Art, the WI InTASC Teaching Standards, and WI DPI licensure requirements. A consistent schedule in the K-12 field placement will be established and maintained. Students will be expected to observe and reflect on the learning environment, classroom management approaches, learning differences, adaptations, visual supports, and studio procedures while also engaging in practical aspects of instruction (as determined by their university supervisor and cooperating teacher). Prerequisite: concurrent enrollment in ART 401 or ART 403; admission to teacher education. Consent of instructor. Offered Fall, Spring.

ART 362 Cr.4

Drawing III

This is a studio course emphasizing growth in observation and interpretation of complex visual forms. Students 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," ART 162, 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. 2, Studio 4. Prerequisite: ART 262. Offered Fall, Spring.

ART 372 Cr.4

Photography and Imaging II

This intermediate photography course explores techniques of digital capture, photographic editing software, image compositing, large-scale digital printing, and studio lighting. Students produce creative projects and investigate the work of a wide range of digital photographers and related artists. Class time consists of demonstrations, lectures, discussions, studio sessions, and group critiques. To complete the assignments for this course, each student must have access to an external hard drive and a digital camera with manual exposure control and the ability to capture RAW files. A limited number of cameras are available for rent through the UWL Photography Lab. Lect. 2, Studio 4. Prerequisite: ART 272. Offered Fall, Spring.

ART 373 Cr.4

Documentary Strategies in Photography

This course introduces students to various strategies in documentary photography. It entails an examination of the photographic document as it functions as evidence, a catalyst to social reform, and a cultural representation of reality. Coursework explores the objectivity of the social document and new documentary approaches in a fine art context. Class time includes demonstrations, lectures, discussions, studio sessions, and group critiques. To complete the assignments for this course, each student must have access to an external hard drive, and a digital camera with manual exposure control and the ability to capture RAW files. A limited number of cameras are available for rent through the UWL Photography Lab. Lect. 2, Studio 4. Prerequisite: ART 372. Offered Spring - Odd Numbered Years.

ART 375 Cr.4

Special Projects in Photography

This intermediate studio course encourages the development of independent, long-term student projects and portfolio-building. Coursework includes group and individual critique, studio work, discussions, readings, writing, and technical demonstrations. Repeatable for credit - maximum eight. Lect. 2, Studio 4. Prerequisite: ART 272. Consent of instructor. Offered Occasionally.

ART 376 Cr.4

Portraiture in Photography

This intermediate studio course explores photographic portraiture. Studio projects examine various strategies of creating portraits, photographic techniques, lighting, and the history of portraiture in art. Coursework includes hand-on studio projects, group critiques, readings, discussions, lecture, and demonstrations. To complete the assignments for this course, each student must have access to an external hard drive, and a digital camera with manual exposure control and the ability to capture RAW files. A limited number of cameras are available for rent through the UWL Photography Lab. Lect. 2, Studio 4. Prerequisite: ART 372. Offered Fall - Odd Numbered Years.

ART 378 Cr.4

Advanced Digital Photography and Imaging

This class uses photographic software to explore the conceptual and practical fundamentals of photography in the digital era. Studio projects explore creative possibilities of composited photographs and the impact of digital technology on contemporary photographic practice. The coursework comprises hands-on studio time, lectures, readings, discussion, technical demonstrations, and group critiques. To complete the assignments for this course, each student must have access to an external hard drive and a digital camera with manual exposure control and the ability to capture RAW files. A limited number of cameras are available for rent through the UWL Photography Lab. Lect. 2, Studio 4. Prerequisite: ART 372. Offered Spring - Even Numbered Years.

ART 401 Cr.3

Methods in Art Education I: Foundational Practices

This course is one of two required offerings for art education majors who plan to teach visual art and design in the K-12 classroom. Practical, theoretical, and philosophical aspects of teaching art will be emphasized in relation to literacy-building, visual culture, skill and concept development, classroom management, foundational disciplines, and studio procedures. Foundational practices and theories of art education will be regarded and evaluated such as discipline-based art education, thematic teaching and learning, the connections between art and culture, adaptive art, and the elements and principles of art and design. Students will incorporate WI Act 31, the Wisconsin Core Arts Standards and Wisconsin InTASC Standards in the development of their unit and lesson plans, curriculum, and assessments while being in accordance with licensure standards for teaching and learning for elementary (K-5) and secondary levels (grades 6-12). Prerequisite: concurrent enrollment in ART 361 or ART 461; admission to teacher education; declared art education major. Consent of instructor. Offered Spring.

ART 403 Cr.3

Methods in Art Education II: Contemporary Practices

This course is one of two required offerings for art education majors who plan to teach visual art and design in the K-12 classroom. Practical, theoretical, and philosophical aspects of teaching art will be emphasized in relation to curricular design, cultural competence, visual thinking, creativity and problem-solving, critique, studio habits, and creating community through classroom management strategies. Contemporary pedagogies of art education will be regarded and evaluated such as choice-based art education, culturally relevant teaching and learning, equity and inclusion, art as social justice, adaptive art in special education, digital art/media, and interdisciplinary models. Students will incorporate WI Act 31, the Wisconsin Core Art & Design Standards, and Wisconsin InTASC Teaching Standards in the development of curriculum while being in accordance with WI DPI licensure requirements for visual arts at the elementary (K-5) and secondary levels (grades 6-12). Prerequisite: concurrent enrollment in ART 361 or ART 461; admission to teacher education. Offered Fall.

ART 405 Cr.4

Expanded Practices in Painting Media

This course provides 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 content and expression through individual projects and research. Repeatable for credit - maximum eight. Lect. 2, Studio 4. Prerequisite: ART 305 or ART 306. Offered Fall, Spring.

ART 408 Cr.4

Advanced Digital Art and Design

This course is an advanced studio for students interested in developing more experimental projects using digital media. Students will complement historic and theoretical readings with their own research and will develop a larger independent project along their own areas of interest. Emphasis is on critical thinking, reflexive creative practice, and synthesis of research, production, and presentation. Students will work with an independent focus in the latter half of the semester building a substantive portfolio piece. As with all fine arts studio courses, conceptual creative approach and development is prioritized. Repeatable for credit - maximum eight. Lect. 2, Studio 4. Prerequisite: ART 308. Offered Fall, Spring.

ART 413 Cr.1-4

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 eight for majors, maximum of four for non-majors or minors. Prerequisite: junior standing. Consent of instructor. Offered Occasionally.

ART 414 Cr.4

Advanced Sculpture

The course introduces students to advanced sculpture materials and techniques. Students are challenged to develop individual direction, application of advanced techniques, and experimentation beyond traditional sculpture. This course requires individual commitment to conceptual development, research, and increased awareness of contemporary sculptural discourse. Students will focus on creating a body of sculptural work that highlights technical ability and artistic vision. Emphasis is on documentation, presentation, and career development. Repeatable for credit - maximum eight. Lect. 2, Studio 4. Prerequisite: 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.4

Advanced Ceramics

This is 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 eight. Lect. 2, Studio 4. Prerequisite: ART 251; ART 316. Offered Fall, Spring.

ART 418 Cr.4

Expanded Practices in Print Media

For many contemporary artists, the techniques of print media are naturally part of their larger pallet of art practice, but the end results are not categorized as prints or made with a desire to engage in a larger conversation about traditional printmaking. This advanced studio art course will focus on the contemporary state of fine art print media and explore innovative and experimental approaches to print that expand the notions and practice of the traditional medium. Throughout the semester, students will be introduced to experimental printmaking techniques and alternative approaches to print that seek to blur the boundaries between printmaking, photography, drawing, and installation. The course will focus on both individual and group projects that explore ways in which the studio and printing process can be used as a means of dissemination, collaboration, and social engagement. Repeatable for credit - maximum eight. Lect. 2, Studio 4. Prerequisite: ART 218 or ART 318. Consent of instructor. Offered Fall, Spring.

ART 419 Cr.4

Advanced Print Media Workshop

This course is a self-directed studio art course for senior-level students who wish to further develop their technical knowledge and conceptual understanding of contemporary print media while beginning to focus on their professional careers after graduation. The course will explore a variety of advanced printing techniques, which will largely be determined by the class' interests and the discretion of the instructor. Students will be expected to set personal goals and generate a body of self-initiated creative research projects informed by discussions with course faculty, assigned readings, and group discussions and critiques. This course will be equally focused on helping students maintain a creative artistic practice after graduating. It will also cover professional topics, including print framing and exhibition proposals, print conferences, artist residencies/networks, and ways to build a printmaking studio at home. Repeatable for credit - maximum eight. Lect. 2, Studio 4. Prerequisite: ART 318. Consent of instructor. Offered Fall, Spring.

ART 421 Cr.4

Advanced Metalsmithing

This studio course will focus on advanced techniques utilized in the creation of jewelry and metal objects. Areas of focus include sheet metal manipulation to create dimension or depth through forming and surface enrichment. The course will explore conceptual problem solving, creating relief through hand and machine practices, the inherent qualities of non-ferrous materials, and a continuation of applying design elements and principles to projects and experiences. Individual research, chasing, hydraulic press forming, and pattern development are emphasized. Repeatable for credit - maximum eight. Lect. 2, Studio 4. Prerequisite: ART 321. Offered Fall, Spring.

ART 425 Cr.1-4

Perspectives in Art

In this course, students explore a specific art media on campus or in the international environment. The course will stress intensive individual research and/or creative endeavor. Repeatable for credit - maximum eight. Prerequisite: ART 162; completion of intro-advanced sequence in a studio media. Consent of instructor. Offered Fall, Spring.

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 461 Cr.3

Field Experience in Art Education II

This course is designed to build on prior field experience to equip teacher candidates with a conceptual framework, pedagogy, and practicum for teaching visual art. Through an integrated field experience, candidates will engage in curriculum design, instruction, and assessment as it applies to the WI Core Standards for Art, the WI InTASC Teaching Standards, WI DPI licensure requirements, and their future career. A multi-day, consistent schedule in the K-12 field experience placement classroom will be established and maintained. Students will be expected to engage in classroom instruction while practicing conflict-resolution, management strategies, building relationships, collaborating, and maintaining inclusive approaches to teaching and learning (as determined by their university supervisor and cooperating teacher). Prerequisite: concurrent enrollment in ART 401 or ART 403; admission to teacher education. Consent of instructor. Offered Fall, Spring.

ART 462 Cr.4

Advanced Drawing

This studio course emphasizes thematic and conceptual growth in drawing with self-directed and mentored projects. Students explore, examine and develop a concept in drawing by analyzing and integrating contemporary drawings practices. Utilizing the expertise and experience gained in studio media, students will experiment in alternative drawing media to seek connections among various studio practices including installation and performance. Repeatable for credit - maximum eight. Lect. 2, Studio 4. Prerequisite: ART 362. Offered Annually.

ART 475 Cr.1-4

Perspectives in Art: Photography

This course allows students to further explore photography on campus or in an international environment. This course promotes intensive research/creative endeavor, independent project design, and development of long-term projects. Repeatable for credit - maximum eight. Prerequisite: ART 372. Consent of instructor. Offered Occasionally.

ART 476 Cr.4

Experimental Photography and Imaging

This course encourages advanced students to experiment with image making techniques. These include image-capture, traditional darkroom methods, non-narrative sequencing, non-silver processes, surface manipulation, the photograph as a sculptural object, photo-collage, and many other possibilities beyond the conventional representational photograph. The "camera" itself is reexamined by exploring the camera obscura, pinhole photography, cell phones, the scanner and video as legitimate tools for creating photographic works. Lectures and films will acquaint students with the history of experimental photography. Lect. 2, Studio 4. Prerequisite: ART 372. Offered Fall - Even Numbered Years.

ART 498 Cr.3

Professional Practices and Exhibition

This capstone course is intended to assist students in the final stages of their education and help in the establishment of career goals beyond the college experience. Further the course will expose students to the theory and practice of the exhibition and presentation of artwork. This course will prepare students for the senior exhibition by fostering an understanding of professional presentation and an appreciation of the methodologies of presentation. Prerequisite: art major; senior standing. Consent of department. Offered Fall, Spring.

Biology (BIO) - Courses

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. 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 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 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 212 Cr.3

Biology of Health and Disease

The health of humans and other biological systems is explored from the cell to the community level. Homeostatic mechanisms that maintain health will be discussed starting at molecular and progressing to organismal mechanisms. Causes of disease and disruptions in health are examined with emphasis on prevention, diagnosis and treatment modalities in individuals and populations. Credits earned will not count towards biology major or minor requirements. Prerequisite: grade of "C" or better in BIO 100 or BIO 105. Offered Spring, Summer.

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 105. Offered Occasionally.

BIO 289 Cr.1

Introduction to Scientific Research

This course is a directed independent study project or research assistance experience within the discipline, but outside that offered through regularly scheduled courses, under the direction of the supervising faculty member. Repeatable for credit - maximum four. Departmental option for pass/fail or letter grade. Consent of instructor. Pass/Fail grading. Offered Fall, Spring, Summer.

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 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 306 Cr.4

Genetics

A comprehensive study of the basic principles of heredity, including Mendelian and Molecular Genetics. Lect. 3, Lab 2. Prerequisite: 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 prosections. 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 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 prosections. Lect. 3, Lab 2. Prerequisite: earn a "C" or better in BIO 105, CHM 103, and 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 105; one additional semester of biology; and a minimum of three semesters of chemistry through organic chemistry. Offered Fall, Spring.

BIO 321 Cr.4

Ornithology

This course covers evolution, anatomy, physiology, ecology, and conservation of birds. It includes field identification with emphasis on Wisconsin forms. There will be a required weekend field trip on either the last weekend in April or the first weekend in May, dependent on the semester and final exam schedule. Lect. 3, 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 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 Spring.

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 105; one additional biology course; one semester of chemistry. Offered Fall.

BIO/CHM/PHY 356 Cr.2

Curriculum and Assessment in Math and Science

Students 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 365 Cr.3

Scientific Visualization

The ability to powerfully and effectively convey biological concepts and subjects can depend on the clarity, accuracy, and aesthetics of visualizing subject matter. We will learn skills of the scientific illustrator working in biology and produce a series of graphics with the intent to use in oral presentations, posters, publications, and portfolios. This course is designed to challenge scientist, graphic designer, and artist working specifically in the realm of biology. We will explore topics in biology, because depicting a subject accurately means knowing one's subject intimately. Visualization techniques will include pen and ink and other traditional illustration techniques, digital image creation and manipulation, macrophotography, microscope use, intro to 3D visualization, thermography, etc. Lab 4. Prerequisite: BIO 100 or BIO 105; BIO 203 or ART 262. Offered Fall - Even Numbered Years.

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 most concentrations. Prerequisite: BIO 105. Offered Fall.

BIO 401/501 Cr.4

Comparative Vertebrate Anatomy

Comparative anatomy is fundamental for investigating vertebrate function and evolutionary biology. The course integrates anatomy, evolution, and development of the chordate body, system-by-system and across the group's diversity from flying and running vertebrates to sea squirts and lampreys. Labs will raise insight and skill through comprehensive, respectful dissection of minks, dogfish sharks, lampreys, and representative organ specimens. One lab period per week is dedicated to a main dissection and exploration of anatomy. The next lab period integrates lecture, dissection refinement, and collaborative reinforcement of learning. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 4. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: BIO 203 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 Occasionally.

BIO 415 Cr.3

Neuroethology

Neuroethology is the study of the neural basis of natural animal behaviors. This course will integrate animal behavior, physiology, comparative anatomy, and neuroscience. Course topics will include the study of a variety of animal species with unique behaviors such as echolocation in bats and cetaceans, social communication in songbirds, jamming avoidance in electric fish, or auditory mapping in owl predation. Prerequisite: BIO 105; CHM 103; NEU 200 or BIO 203 or BIO 312. Offered Fall.

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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: BIO 307 or BIO 341; STAT 145 or MTH 265 or equivalent experience with statistics; 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: BIO 313 or NUT 200; junior standing. Offered Fall, Spring.

BIO 429/529 Cr.3

Evolution

Consideration of the principles and the record of organic evolution of plants and animals. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: BIO 306; junior standing. Offered Fall, Spring.

BIO 432/532 Cr.2

Biology of Cancer

A survey of the current knowledge of cancer biology. The course will include lectures on a wide range of cancer topics, including: characteristics of cancer cells, carcinogenesis, cancer genes, tumor classification, invasion, metastasis, inheritance, immunology, drug development, treatment, and prevention. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: BIO 303 or BIO 313; BIO 306 or MIC 416; junior standing. Offered Fall, Spring.

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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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, Spring.

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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lab 3. Prerequisite: taken concurrently with BIO 435; junior standing. Offered Fall, Spring.

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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: BIO 203 or BIO 304; MIC 230; junior standing. (Cross-listed with BIO/MIC, may only earn credit in one department.) Offered Fall - Odd 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: BIO 306, BIO 313; CHM 300 or CHM 304; junior standing. Offered Spring.

BIO 444/544 Cr.4

Entomology

Insects and their close relatives are ubiquitous, affecting humans' lives in profound ways. We will investigate the anatomy, behavior, evolution, and ecology of insects, as well as how insects impact human culture. Discussions, presentations, illustrations, field research, curation of specimens, and other activities offer opportunities for students to apply insect research knowledge and skills. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 3, Lab 2. Prerequisite: BIO 203; junior standing. Offered Fall - Odd Numbered Years.

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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: BIO 105; BIO 203 or PSY 331 or NEU 200; junior standing. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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.

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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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/CHM/MTH/PHY 451 Cr.2

Curriculum and Content in Science and Mathematics

This is a methods course for science education and mathematics education majors that focuses on how content knowledge and pedagogical content knowledge are used to inform instruction. The course will focus on exploration of state and national standards, academic language, and methods of assessment. Prerequisite: EDS 203, EDS 206; concurrent enrollment in the department's section of BIO/CHM/MTH/PHY 454 or BIO/CHM/MTH/PHY 455; admission to teacher education. (Cross-listed with BIO/CHM/MTH/PHY; may only earn credit in one department.) Consent of instructor. Offered Spring.

BIO/CHM/PHY 452 Cr.2

The Learner and Learning in Science

This is a methods course for science education majors that focuses on learning theories, equitable practices, and culturally relevant pedagogy. The course will draw on recommendations from state and national standards. Prerequisite: EDS 203, EDS 206; concurrent enrollment in the department's section of BIO/CHM/MTH/PHY 454 or BIO/CHM/MTH/PHY 455; admission to teacher education. (Cross-listed with BIO/CHM/MTH/PHY; may only earn credit in one department.) Consent of instructor. Offered Fall.

BIO/CHM/PHY 454 Cr.2

Field Experience I in Science Education

This course is the first field experience in a school environment. Candidates will plan and teach lessons within the designated grade range of 4-12. Candidates will be introduced to classroom management and conflict resolution. A multi-day, consistent schedule in the middle or high school field experience classroom will be established by the course instructor in consultation with the teacher candidate and cooperating teacher. Prerequisite: EDS 203, EDS 206; concurrent enrollment in the department's section of BIO/CHM/PHY 451 or BIO/CHM/PHY 452; admission to teacher education. (Cross-listed with BIO/CHM/PHY; may only earn credit in one department.) Consent of instructor. Offered Fall, Spring.

BIO/CHM/PHY 455 Cr.2

Field Experience II in Science Education

This course is the second field experience in a school environment. Candidates will plan and teach lessons within the designated grade range of 4-12. Candidates will be introduced to classroom management and conflict resolution. A multi-day, consistent schedule in the middle or high school field experience classroom will be established by the course instructor in consultation with the teacher candidate and cooperating teacher. Prerequisite: EDS 203, EDS 206; concurrent enrollment in the department's section of BIO/CHM/PHY 451 or BIO/CHM/PHY 452; admission to teacher education. (Cross-listed with BIO/CHM/PHY; may only earn credit in one department.) Consent of instructor. Offered Fall, Spring.

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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 3. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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 consciousness. BIO 467 is an optional laboratory course which can be taken concurrently. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: BIO 105, CHM 103, and either BIO 312 or NEU 200; junior standing. Offered Annually.

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. This course is taught largely at a graduate level. 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 course is taught largely at a graduate level. This lab is optional for those enrolled in BIO 466/566. Lab 3. Prerequisite: BIO 306; BIO 466 concurrently; junior standing. Offered Fall.

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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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 members, 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 483/583 Cr.3

Cell Signaling

Cell signaling controls the inner workings of organisms, allowing them to survive, reproduce, develop, respond, and adapt. Course topics will include how cells perceive changes in the environment by receptors, how they transmit the signal from receptors to other signaling molecules, and how signaling results in a cellular response. The course will integrate cell biology, genetics, and biochemistry. It will also complement several biology topics such as biology of cancer, developmental biology, molecular biology, and endocrinology. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CHM 325, CHM 417, or both BIO 306 and BIO 315 (BIO 315 may be taken concurrently); junior standing. Offered Annually.

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 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 instructor. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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 Occasionally.

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 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.

Business Law (BLAW) - Courses

Courses

BLAW 205 Cr.3

The Legal and 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.

BLAW 305 Cr.3

Business Law

This course 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. The course takes the knowledge and concepts learned in BLAW 205 and delves significantly deeper into the interplay between business and law. Prerequisite: BLAW 205; admission to business. Offered Occasionally.

BLAW 405 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: BLAW 205; admission to business. Offered Fall, Spring.

BLAW 415 Cr.3

Current Topics in Law

Examination of current legal problems as they relate to business. Prerequisite: admission to business. Offered Occasionally.

Chemistry (CHM) - Courses

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 Occasionally.

+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: grade of "C" or better in MTH 150 or placement into MTH 151 or higher. Students who are currently enrolled in CHM 103 may not register for this course again until after priority registration (unless they have instructor/department consent). 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. Students who are currently enrolled in CHM 104 may not register for this course again until after priority registration (unless they have instructor/department consent). 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

The Chemical Community

A sophomore level course for chemistry and biochemistry majors that exposes students to scientific communication (writing, speaking, presenting), the chemical literature and how to search it, potential careers in chemistry and career preparation, student opportunities such as internships and undergraduate research, and current and historical topics in chemistry including ethics in science. Students are expected to participate in discussions and complete various writing and presentation assignments. Prerequisite: CHM 104; sophomore standing; chemistry or biochemistry major. Offered Fall.

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.4

Fundamental Organic Chemistry

This course is a study of the properties, reactions, and applications of the major classes of organic compounds that commonly appear in biological and environmental processes and systems. Theories relating structures of organic molecules to their chemical reactions are presented as unifying principles. Cross-disciplinary applications of organic chemistry to the life sciences and environmental concerns are included. This terminal organic chemistry course is recommended for students in the biological and allied health sciences when only one semester of organic chemistry is required. Course is applicable only to the following Chemistry and Biochemistry Department programs: the chemistry education major and minor, and the chemistry minor. Lect. 3, Disc. 1. 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, Summer.

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 302 Cr.1

Fundamental Organic Chemistry Laboratory

This is an introduction to common principles of molecular behavior and laboratory practices in organic chemistry. Applications of organic chemistry to the life sciences and environmental concerns are emphasized. This fundamental organic chemistry laboratory is recommended for students in the allied health sciences when an organic laboratory course is needed. Lab 3. Course is applicable only to the following chemistry and biochemistry programs: Chemistry Education major and minor, and the Chemistry minor. Prerequisite: CHM 300 or CHM 304 or concurrent registration. Students cannot earn credit in both CHM 302 and CHM 305. Offered Fall, Spring, Summer.

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 halogenated 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

This course is 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 enrollment. Students cannot earn credit in both CHM 302 and CHM 305. Offered Fall, Spring, Summer.

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 312 Cr.3

Atmospheric Chemistry

This course is an overview of atmospheric chemistry including the ozone layer and ozone holes, tropospheric chemistry (both natural and the effects of air pollution), the greenhouse effect and the impact of human activities on climate change. It may also include topics related to urban and indoor air quality and means of generating energy that result in lower greenhouse gas emissions to the atmosphere. Prerequisite: CHM 300 or CHM 303. Offered Spring.

CHM 313 Cr.2

Physical Chemistry Laboratory

A laboratory course designed to teach, illustrate, and strengthen basic concepts in experimental physical chemistry. Topics include thermodynamics, kinetics, introductory spectroscopy, and occasional advanced topics in physical chemistry. Students will be exposed to current techniques and equipment used in investigating physical chemistry questions. An emphasis is placed on the development of proficiency in both oral and written scientific communication. Lab 6. Prerequisite: CHM 309. Offered Spring.

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.4

Chemistry of Materials

This course introduces you to the world of materials science and the role that chemistry plays in both synthesis and applications of various materials. Students will begin with an overview of specific classes of materials such as metals, polymers, ceramics, semiconductors and carbon-based nanomaterials with a focus on commercially relevant systems. This knowledge will then be applied to understand composite materials and how they are used in specific applications such as fuel cells, batteries, solar cells and electrolyzers. A preliminary knowledge of organic nomenclature and analytical chemistry is a prerequisite. Laboratory exercises will be designed to complement your learning in lecture as well as augment skills in scientific writing. Lect. 3, Lab 3. Prerequisite: CHM 301; CHM 300 or CHM 303. Offered Spring.

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

This course is the study of the fundamental chemical processes in biological systems emphasizing the structure and function of biological macromolecules, metabolism and the regulation of cellular processes, transport mechanisms, nature of biological energy, and applications to cellular and organismal function. Lect. 3, Lab 3. Prerequisite: CHM 300 or CHM 304 are required; a 300 or 400-level chemistry course with a lab (excluding CHM 461, CHM 489, and CHM 499) is recommended. 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.3

Fundamentals of Inorganic Chemistry

This is a foundational course in inorganic chemistry intended to provide exposure to and understanding of the composition, structure, bonding properties and reactivity of inorganic compounds. Prerequisite: grade of "C" or better in CHM 104. Offered Fall.

CHM/BIO/PHY 356 Cr.2

Curriculum and Assessment in Math and Science

Students 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. Lect. 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

This is an advanced course in organic chemistry intended to provide students with organic synthesis techniques that can be applied to other chemically-related fields. Synthesis, characterization, and separation techniques will be applied to organic compounds. Instrumental techniques such as nuclear magnetic resonance, infrared spectroscopy, gas chromatography, and mass spectrometry will be utilized, and appropriate use of chemical literature will be included. Prerequisite: CHM 305 or grade of "B" or better in CHM 302. Offered Fall - 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 Cr.3

Aquatic and Soil Chemistry

This course examines the role of chemistry in shaping our environment, focusing specifically on aquatic and terrestrial systems. Students will learn how to apply fundamental chemical principles to complex real systems in order to characterize environmental behavior. Learning to understand and predict the fate of organic and inorganic pollutants in soil-water systems will be emphasized. Special topics that relate to current events will also be explored, and the connection between environmental issues and social/economic challenges will be examined. Prerequisite: CHM 300 or CHM 303. Offered Fall.

CHM 413 Cr.2

Environmental Chemistry Laboratory

This course is an exploration of chemical reactivity and measurement in atmospheric, terrestrial, and aquatic ecosystems. Students collect and analyze samples and perform experiments that validate major environmental topics. Lab experiments include measurement of the physical/chemical properties of air, water, and soil relative to environmental standards and toxic thresholds, as well as investigations of the chemistry of greenhouse gases, contaminants, indoor pollution, and acid rain. Lab 4. Prerequisite: CHM 300 or CHM 303 or CHM 301. Offered Fall.

CHM 417/517 Cr.4

Biochemistry I: Macromolecules

This course is the 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. Lect 3, Lab 3. Prerequisite: "C" or better in CHM 300 or CHM 304 is required; a 300 or 400-level chemistry course with a lab (excluding CHM 461, CHM 489, and CHM 499) is recommended; junior standing. BIO 315 or MIC 425 also recommended. Students with credit in CHM 325 cannot earn credit in CHM 417. Offered Fall.

CHM 418 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 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 424 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 Cr.2

Inorganic Synthesis and Methods

This course is designed to cover the synthesis, characterization methods, and applications of inorganic-based materials. The techniques presented are immersed in numerous areas of chemistry disciplines ranging from inorganic to organic, analytical to nuclear, materials to physical, and even environmental to biochemistry. Both air-stable and air-sensitive methods will be covered and applications to real world situations will be the foundation for this course. Lab 6. Prerequisite: CHM 331 or concurrent enrollment; one 300-level laboratory course from CHM 301, CHM 302, CHM 305, CHM 313, CHM 322, or CHM 325. Offered Fall.

CHM 441 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 445/545 Cr.3

Biochemistry of Antimicrobials

A survey of the biochemistry and chemistry of drugs used to treat infectious diseases, including antibiotics, antivirals, antifungals, and anti-parasitic drugs. This course surveys biochemical mechanisms of action of clinically used antimicrobials, biochemical mechanisms of antimicrobial resistance, the biosynthesis of antimicrobials by microorganisms, chemical synthesis of antimicrobials, and approaches for the discovery of new antimicrobials. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: BIO 203 or BIO 315 or MIC 230; CHM 325 or CHM 417; junior standing. Offered Spring.

CHM 450 Cr.1-2

Internship in Chemistry or Biochemistry

This course is an academically relevant field experience in chemistry or biochemistry within 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. Repeatable for credit - maximum four. Consent of department. Pass/Fail grading. Offered Fall, Spring, Summer.

CHM/BIO/MTH/PHY 451 Cr.2

Curriculum and Content in Science and Mathematics

This is a methods course for science education and mathematics education majors that focuses on how content knowledge and pedagogical content knowledge are used to inform instruction. The course will focus on exploration of state and national standards, academic language, and methods of assessment. Prerequisite: EDS 203, EDS 206; concurrent enrollment in the department's section of BIO/CHM/MTH/PHY 454 or BIO/CHM/MTH/PHY 455; admission to teacher education. (Cross-listed with BIO/CHM/MTH/PHY; may only earn credit in one department.) Consent of instructor. Offered Spring.

CHM/BIO/PHY 452 Cr.2

The Learner and Learning in Science

This is a methods course for science education majors that focuses on learning theories, equitable practices, and culturally relevant pedagogy. The course will draw on recommendations from state and national standards. Prerequisite: EDS 203, EDS 206; concurrent enrollment in the department's section of BIO/CHM/MTH/PHY 454 or BIO/CHM/MTH/PHY 455; admission to teacher education. (Cross-listed with BIO/CHM/MTH/PHY; may only earn credit in one department.) Consent of instructor. Offered Fall.

CHM/BIO/PHY 454 Cr.2

Field Experience I in Science Education

This course is the first field experience in a school environment. Candidates will plan and teach lessons within the designated grade range of 4-12. Candidates will be introduced to classroom management and conflict resolution. A multi-day, consistent schedule in the middle or high school field experience classroom will be established by the course instructor in consultation with the teacher candidate and cooperating teacher. Prerequisite: EDS 203, EDS 206; concurrent enrollment in the department's section of BIO/CHM/PHY 451 or BIO/CHM/PHY 452; admission to teacher education. (Cross-listed with BIO/CHM/PHY; may only earn credit in one department.) Consent of instructor. Offered Fall, Spring.

CHM/BIO/PHY 455 Cr.2

Field Experience II in Science Education

This course is the second field experience in a school environment. Candidates will plan and teach lessons within the designated grade range of 4-12. Candidates will be introduced to classroom management and conflict resolution. A multi-day, consistent schedule in the middle or high school field experience classroom will be established by the course instructor in consultation with the teacher candidate and cooperating teacher. Prerequisite: EDS 203, EDS 206; concurrent enrollment in the department's section of BIO/CHM/PHY 451 or BIO/CHM/PHY 452; admission to teacher education. (Cross-listed with BIO/CHM/PHY; may only earn credit in one department.) Consent of instructor. Offered Fall, Spring.

CHM 461 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.

CHM 479 Cr.1-4

Field Research Station Experience

This course explores real-world applications of chemical principles and analyses in an off-campus setting. This is an immersive experience at a partner research facility. Students interact with field research station scientists who share their expertise on the local system being studied. We study chemical tools and methods and experience these methods applied on site. The course includes data analysis. Topics may include the chemical principles of acid-base equilibrium, chemical solubility, spectrophotometric methods, fluorescence, plastics and materials, detection of molecules, and chemical separations. The course integrates scientific understanding with the local history and current impact of human cultures. The course includes reading scientific literature and news articles on current events related to the location of the field research station. Communication skills are developed via oral presentations and written formats to both scientists and non-scientists. The goals are to understand how chemical concepts are applied in the field and how scientific data can guide local communities. Repeatable for credit at different locations - maximum four. A maximum of two credits may apply to the chemistry major with environmental science concentration. Lect .5, Lab .5, Field .5. Prerequisite: one of the following: CHM 301, CHM 302, CHM 305, CHM 313, CHM 325, CHM 413, CHM 417, or CHM 461. Offered Occasionally.

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/research under the direction and supervision of a member of the chemistry faculty. 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. Consent of department. Offered Fall, Spring, Summer.

Child/Youth Care (CYC) - Courses

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: grade of "B" or better in PSY 212. Offered Annually.

CYC 310 Cr.3

Social Policy for Children and Families

This course is designed to examine current and proposed child and family policies. Specifically, the goals of the course are to enhance students' understanding of (a) the basics of child and family development and the complex nature of childhood risk and resilience; (b) current policies and safety net programs, particularly in the areas of child protection and family strengthening, their evolution over time, and their strengths and weaknesses; (c) recent reform efforts and new directions in policy; and (d) building community connections. Prerequisite: grade of "C" or better in CYC 301; PSY 212. Offered Annually.

CYC 411 Cr.3

Family Systems Theory

This course focuses on the study of the family as a system. Students will examine developmental stages, life cycle patterns, and family interactions using a systems framework. The application of family systems theory to at-risk families will be discussed. Prerequisite: PSY 212. Offered Annually.

CYC 495 Cr.3

Capstone in Child Youth Care

This course is designed to review and unify basic concepts regarding the care of children and youth, particularly those considered "at-risk." Particular emphasis will be on the multi-level factors that impact the well being of children and youth, ethics and legal issues, diversity, and program assessment. A systems approach for understanding the vulnerable or at-risk youth will provide a broad framework and the course will be taught from a problem-based learning perspective. Prerequisite: grade of "C" or better in CYC 301; junior standing; minimum of 18 credits of the CYC minor course work completed. Offered Annually.

Chinese (CHI) - Courses

Courses

CHI 100 Cr.1

Basic Spoken Chinese

This is a one-credit course designed to introduce the fundamentals of spoken Chinese. This course will focus solely on speaking and listening in Chinese and will not teach written Chinese. All vocabulary and texts will be in the standard Romanization of Chinese (Pin Yin). The goal of this course is to familiarize students with the Chinese pronunciation system and to carry on simple conversations on topics related to college and daily life. Offered Spring.

CHI 101 Cr.4

Chinese in a Global Society I

The first of two introductory courses, this course familiarizes students with the Chinese pronunciation and writing systems and develops their basic communicative competence in the four skills of listening, reading, speaking, and writing. It also develops students' cross-cultural awareness while building communicative strategies. Offered Fall.

+CHI 102 Cr.4

Chinese in a Global Society II

This course further develops basic communicative competence in the four skills of listening, speaking, reading, and writing. It also develops students' cross-cultural awareness while building their communicative strategies. Prerequisite: CHI 101 or placement. Offered Spring.

+CHI 201 Cr.4

Chinese Language and Culture in Action I

This course continues to develop students' communicative competence in the four skills of listening, reading, speaking, and writing. It also develops students' cross-cultural awareness and competence while building communicative strategies. Prerequisite: CHI 102 or placement. Offered Fall.

+CHI 202 Cr.4

Chinese Language and Culture in Action II

The second of two intermediate-level Chinese courses, this course continues to develop students' communicative competence in the four skills of listening, reading, speaking, and writing. It also develops students' cross-cultural awareness and competence while building their communicative strategies. 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

This course is heavily student-oriented and learning community-based. It holds a weekly discussion of current events in the Chinese-speaking world based on readings, news articles, and videos in English. Topics are chosen, organized, and presented by students, based on their own interests. This course aims at developing students' intercultural competence, critical thinking, and learner autonomy. Repeatable for credit - maximum three. Consent of instructor. Offered Fall.

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 nonblood 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 and 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 1, Lab 2. 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 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 body 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 hematology and body fluid specimens. Six-week rotation. Prerequisite: CLI 395 and CLI 410; admission to Clinical Lab Science Program; acceptance to a 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 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 NAACLS accredited clinical lab science program. Offered Fall, Summer.

CLI 470/570 Cr.8

Diagnostic Microbiology

This 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CLI 440; admission to Clinical Lab Science Program; acceptance into a NAACLS accredited clinical lab science program. Offered Spring.

CLI 480/580 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: admission to Clinical Lab Science Program; acceptance to a NAACLS accredited internship site. Offered Fall.

CLI 484/584 Cr.2

Laboratory Management

This course will discuss laboratory management issues along with theory, practical application, and evaluation of principles/models. Development of critical thinking, problem solving, teamwork, communication, professionalism, research, management, and leadership skills will be emphasized. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CSH major; junior standing. Offered Spring.

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

Courses

+CST 110 Cr.3

Communicating Effectively

This course introduces students to key communication concepts and skills that will encourage them to become more competent and culturally sensitive communicators. Students will develop speaking, relational and listening skills as they explore interpersonal, group/team and public communication topics. This course will help students become more effective and ethical communicators in a highly diverse society. Offered Fall, Spring, Summer.

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 Fall, Spring.

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 Occasionally.

CST 211 Cr.3

Communication and Civic Engagement

The world is full of so many problems; how can one person hope to make a positive change? Communication and Civic Engagement will answer this question, both in theory and in practice. The course surveys basic concepts of rhetoric, or persuasive symbol use, and their intersection with civic life. Students will engage with principles of deliberative public discourse and dialogue to explore the meanings and responsibilities of engaged, civil, public citizenship. Focus is placed on recognizing, analyzing, and constructing arguments and dialogues in the public sphere. Course principles will be enacted through a semester-long civic engagement project in which students will be empowered to make meaningful change in their own communities. Prerequisite: CST 110. Offered Annually.

CST 230 Cr.3

Interpersonal Communication

This course is an introduction to the concepts, theories and research in the field of interpersonal communication. Interpersonal communication impacts our relationships with family members, friends, romantic partners, and coworkers. Special consideration is given to verbal and nonverbal messages and the meaning and impact they have on our relationships and our personal identities (e.g., gender, culture, ability, race, socioeconomic background). Prerequisite: CST 110. Offered Fall, Spring.

CST 260 Cr.3

Professional Communication

This 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 information and persuasive messages, while incorporating presentational technology. Students will also learn how to conduct effective training sessions. Prerequisite: CST 110. Offered Annually.

+CST 271 Cr.3

Media and Society

This course explores media and their economic, social, political, and cultural implications in individual and social life. Students will have the opportunity to engage with concepts and theories relating to media industries and production, media audiences, media effects on social and cultural change, social and cultural issues created or sustained by media, critical analysis of media messages, and issues relating to evolving media technologies. 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 299 Cr.1

Public Speaking Center Tutor Practicum

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, reflections, and discussions, peer consultants will develop skills in facilitating one-on-one consultations, providing constructive criticism, and guiding student-speakers through meaningful revision. Students should take this course during their first semester of work in the Public Speaking Center. Students who repeat the course will engage more deeply with the content and be expected to take on leadership roles. Repeatable for credit - maximum three. Prerequisite: CST 110. Consent of instructor. Pass/Fail grading. 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; sophomore 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 used 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 Annually.

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 322 Cr.3

Communication and Sport

This course will examine sports discourse from a broad communication perspective. The course is designed to unpack sports discourse, messages, the sports industry, and organizations using a variety of communication concepts and theories. Students in this course will learn to evaluate and develop arguments about representations of athletes, organizations, and other sports media figures. Prerequisite: CST 190. 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 331 Cr.3

Communicating Social Support

This course focuses on the task, relationship, and identity factors in constructing social support messages in interpersonal relationships. Based on work by communication scholars, this class will focus on theoretical and experiential applications to various kinds of support messages, including physical, emotional, and identity support. Focus on both support seeking and support offering will be examined from multiple communication perspectives. 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 theory and practice of communication across boundaries of gender, sexuality and sexual identities. Focuses on social construction of gender, and the communicative performance of gender across inter-sectional lines, such as race, ethnicity, social class, and sexual identities. Encourages the critique of communication as it establishes and normalizes certain gender identities and performances over others. Fosters critical thinking of identity and social construction of self. Prerequisite: CST 230 or RGS 100. Offered Fall, Spring.

CST 336 Cr.3

Family Communication

Family relationships are formed, maintained, and negotiated through communication, and this course uses communication theories and concepts to deepen our understanding of families. Topics may include diverse family types, power, families as systems, conflict, family stories and rituals. Overall, this course provides a theoretical and conceptual examination of families while broadening our cultural understanding of family relationships. 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, excluding CST 110. Offered Occasionally.

CST 338 Cr.3

Media and Sexuality

This course examines the role media play in constructing, disseminating, and influencing images and understandings of sexuality. The course will use media studies research and theory to explore representational practices along with their relationship to industry conventions, media texts, and user engagements. Students will learn the principles of media studies approaches to sexuality studies, particularly as they relate to LGBT Studies and Queer Theory. They will also gain a better understanding of the history of media representations of sexuality and their relationship to particular moments in social, political, cultural, and economic history. Particular attention will be placed on how sexual identities intersect with and shape other categories of identity (including gender, race, ethnicity, class, ability, etc.). Prerequisite: CST 190 or CST 271 or RGS 100. Offered Occasionally.

CST 339 Cr.3

Communication and Aging

This course will examine existing and emerging research within communication and aging studies and emphasize an interpersonal life-span approach toward understanding the social interaction that occurs in later life. Issues that affect older people such as work, leisure, retirement, media use, health, death and dying and family and personal relationships will be explored. Barriers such as sight, hearing, cognitive impairments, memory, language and touch will be examined as they affect older adults when communicating with others. This course will offer both a theoretical and applied perspective to aging and communication. Students also will learn how to be an advocate for older adults who are unable to care for themselves. Prerequisite: CST 110. 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 communication challenges. Prerequisite: CST 190. 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 cover letters, resumes, and portfolios), performance reviews, information gathering and persuasive. 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 353 Cr.3

Workplace Relationships

This course is designed to enhance students' understanding of the multiple workplace relationships employees may experience in their organization. Students are introduced to types and flows of workplace communication, the relationship of employees to their organization, dyadic workplace relationships, as well as functions and dysfunctions of workplace relationships. Particular emphasis is placed on understanding workplace relationships through experiential learning, engaging in case studies and reflections, and reading existing literature. Students leave the course with the ability to explain and navigate the development, maintenance, and dissolution of multiple workplace relationships. Prerequisite: CST 110. Offered Occasionally.

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. Offered Occasionally.

CST 358 Cr.3**New Media and Technologies in Modern Organizations**

This course will enhance students' understanding of new and emerging information and communication technologies (ICTs) being used in modern organizational settings. Students will be introduced to a number of emerging ICTs and will learn to use them effectively, appropriately, and ethically within the context of a workplace environment. Particular emphasis is placed on professional communication as organizational members communicate and collaborate in the workplace. Through hands-on learning, students will develop necessary skills and theoretical perspectives for communicating in our modern organizations. Prerequisite: CST 260. Offered Annually.

CST 360 Cr.3**Public Relations**

This course is an introduction to the field of public relations. The course will cover topics that include a history of the practice of public relations, the understanding of various publics and their needs, the importance of the management of public opinion, and the techniques and channels used to communicate messages and manage relationships with relevant publics. Students will actively engage in the practice of public relations through the application of principles essential to the field. 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. Offered Annually.

CST 371 Cr.3**Media Industries and Audiences**

This course is designed to enhance students' understanding of both media industries and media audiences. Through a combination of history, theory, and method the course explores the various ways that media industries and audiences operate, as well as how they are constructed and studied. Ultimately, this course connects the creation, dissemination, and consumption of media goods to larger social, political, economic, and cultural issues. It traces how ideas, attitudes, and information are created by media industries and consumed by media audiences and the larger impact this has on cultural formations. Prerequisite: CST 190 or CST 271. Offered Occasionally.

CST 373 Cr.3**Television & Media Histories**

This course introduces students to histories of television and other digital media programming that may include specific shows, trends, industry practices, and TV's greater significance in U.S. society. Students watch television, read histories of television, and write critical analyses of television that connect programming to aesthetic, economic, and regulatory influences while exploring the overall socio-cultural implications of television. Students work with current and past talent and producers at local area television stations to create and analyze primary artifacts (such as scripts, memos, and other production materials as well as creating oral histories) that will be archived in Special Collections at Murphy Library at UWL. Prerequisite: CST 190, CST 271. Offered Occasionally.

CST 377 Cr.3**Digital Media Production**

This hands-on course will give students the skills they need to understand, engage with, and produce creative digital media from a communication studies perspective. Students will learn key concepts related to media communication through photography, editing, digital and web design, social media, podcasting, video production, and digital media storytelling. Students will work individually and in small crews producing projects for their personal web portfolios while developing marketable skills in digital media. Prerequisite: CST 190 or CST 271; CST major/minor or digital media studies and design minor. Offered Occasionally.

CST 378 Cr.3**Emerging Media and Communication Technology**

This course offers an overview of the socio-technical, cultural, and psychological aspects of emerging media, exploring the characteristics of emerging media and their related technology, together with their effects on the process and dynamics of human communication and society. The dynamics of emerging media will be explored, including its relationships to a variety of communication contexts, including interpersonal, organizational, and public discourse. Students will read critical essays about Internet culture and theories of emerging media. Prerequisite: CST 190. Offered Annually.

CST 379 Cr.3**Interactive and Experiential Media**

This course is an introduction to interactive and experiential media, with a focus on creating engaging and immersive digital experiences for audiences. "Interactive and experiential media" refer to various media forms that include websites, games, apps, virtual reality, augmented reality, and other digital platforms. Students stay up to date on the latest trends and technologies and develop in-demand skills in producing and researching interactive and experiential media. Students learn the principles of interactive media design and research. They become familiar with the tools used in the creation and analysis of interactive and experiential media. They apply their knowledge by creating, testing, and assessing interactive media projects. Offered Occasionally.

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. 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

Practical Applications in Public Speaking Center Tutoring

This course is designed to offer supervision and course credit for Public Speaking Center peer consultants. Students will work regular hours in the Public Speaking Center and complete a project related to work in the Public Speaking Center. Projects include organizing and hosting a workshop, regular administrative work in the Public Speaking Center (such as web/social media work, hiring and recruiting, scheduling), or other positions within the Murphy Learning Center. Failure to complete a project within the course of the semester will result in a failing grade. Repeatable for credit - maximum six. Prerequisite: CST 110. Consent of instructor. 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

Argumentation

This course examines elements and strategies of argumentation. It focuses on evidence, reasoning, refutation, fallacies, strategies, and methods of argument analysis. Students practice individual and group argumentation, including parliamentary procedure. Prerequisite: junior standing. Offered Occasionally.

CST 412 Cr.3

Community Advocacy and Social Change

This course examines the communication dynamics involved when communities of people assemble, organize, and advocate to challenge injustice and oppression. Emphasis is placed on the persuasive rhetorical strategies used within and by social movements to raise consciousness, attract members, generate support, harness media resources, appeal to various audiences, and navigate counter-movements and suppression. Through examination of historical and contemporary examples, students will analyze, understand, and employ communication strategies directed toward social justice and change. The course will engage with a diverse range of American and/or international social movements and consider a wide variety of persuasive strategies and tactics. Prerequisite: CST 190; junior standing. Offered Annually.

CST 413 Cr.3

Persuasive Campaigns

This course presents 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 Annually.

CST 415 Cr.3

Advanced Topics in Public Communication and Advocacy

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 Occasionally.

CST 419 Cr.3

Communication, Media and Identity

This course critically examines the role of media in enabling, facilitating, or challenging the performances, social constructions and representations of gender, sexuality, race, and class in society. We will explore theories and topics relating to the relationship between media and identity in contexts that are both individual and social. The course focuses on 1) critical analyses of media representations of gender, race, sexuality, class, other primary facets of identity, and intersections therein; 2) audience interpretations of media representations; and 3) media resistance and advocacy. Focus will be placed on a range of mediated contexts through which identity is constructed and performed, including television, advertising, film, and web-based media. Prerequisite: CST 110, CST 190. Offered Annually.

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; at least one of the following 300 level courses: CST 330, CST 332, CST 333, CST 334, CST 336, CST 338 or CST 339; junior standing. Offered Fall, Spring.

CST 450 Cr.1-6

Internship in Communication Studies

The internship in communication studies is an academically relevant work experience focusing on career development through professional contexts. CST students pursue internships in CST-related fields.

The number of credit hours earned depends on the number of hours worked throughout the duration of the internship. Internship credit is earned during the period the work is completed. The student is responsible for: securing an internship, identifying and working with a CST faculty supervisor to create an internship proposal and determine a final project, and completing required CST internship paperwork in order to gain departmental approval prior to registration. See the CST Department website for additional information about the approval and registration process. Repeatable for credit - maximum six. Prerequisite: declared communication studies major; completion of 12 credits in communication studies, including CST 110, CST 190, and six other CST credits; junior standing. Consent of department. Pass/Fail grading. Offered Annually.

CST 452 Cr.3

Contemporary Approaches to Organizational Communication

This course is an investigation of contemporary 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. Offered Spring.

CST 481 Cr.3

Applied Leadership Experience

The applied leadership experience course is a capstone to the leadership development minor and designed to guide students through a leadership immersion experience. As such, students are required to be the designated leader of a group, lead an implementation of a product, process, policy or procedure, or have an important role on a change-oriented/social justice group or team. Students will reflect on their leadership experiences in terms of course content covered in the core and emphasis area classes of the leadership development minor. Students who are eligible for this course will complete an application and description of their leadership immersion experience for approval and permission to enroll. Prerequisite: CST 280, CST 380. Consent of instructor. Offered Annually.

CST 489 Cr.3

Advanced Topics in Media Studies

This course is an in-depth exploration of media studies theories and applications related to media industries, texts, and/or audiences. Methods applied and types of media studied will vary depending on instructor's expertise. Theories and research methods used by noted media studies scholars will be discussed and critiqued, and students will engage in their own research and/or practical applications guided by selected media studies theories and methods. Prerequisite: CST 190 or CST 271; junior standing. Offered Occasionally.

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

Students will conduct an individual investigation of a specific research question that results in a formal written research report. Some projects may involve a digital production or applied projects that also address an original question or problem and follow the research process. Required classroom attendance and regular consultation with their research adviser contribute to the success of the project, and final results are presented in a formal poster presentation. Prerequisite: grade of "C" or better in CST 498; senior standing; admission to the communication studies major. Offered Fall, Spring.

Community Health Education (CHE) - Courses

Courses

CHE 220 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. 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 of a health education specialist, this course requires groups of students to assess community needs and resources as well as plan health education programs. Following models commonly used in public health, students 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 are used when prioritizing needs and planning interventions. Students learn about the necessity of early alignment between assessment and health education program goals and objectives. Professional competencies related to evaluating capacity and prompting community involvement are emphasized as essential to planning best practices solutions to community health needs. Prerequisite: PH 335, PH 340; CHE 360, CHE 370; junior standing. Offered Fall, Spring.

CHE 400/500 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: PH 335; PH 340; CHE 360; CHE 370; junior standing. Offered Fall, Spring.

CHE 405 Cr.3

Physical Activity and Public Health

This course is designed for public health and community health educators who plan to work with individuals, clients, and/or patients in a variety of health, clinical, and community settings. Students will come away with an understanding of how to advance the use of physical activity for the prevention and treatment of chronic disease and other health issues. The course will explore how physical activity improves health, including cardiorespiratory and metabolic diseases, overweight and obesity, musculoskeletal disorders, cancers, and mental health. Data on the prevalence and economic costs of physical inactivity are presented to demonstrate the scope of the health issues and the importance of addressing them. Evidence-based strategies for increasing physical activity in individuals and communities using three approaches (informational, behavioral and social, and environmental and policy) will be explored. Strategies for implementing physical activity opportunities in communities will also be addressed. Prerequisite: junior standing. Offered Spring.

CHE 430/530 Cr.3

Grant Writing and Resource Management

The grant seeking enterprise is studied and applied to community and public health organizations, in areas of perceived community need. Content includes locating and communicating with funding agencies, writing and reviewing grant proposals, analyzing requests for proposals, using technology in grant seeking, and implementing and evaluating grant funded projects. Project planning and administrative competencies are incorporated. Budget planning and grant administration is identified and applied. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CHE 350 or CHE 380; CHE 400; junior standing. 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 475/575 Cr.1-3

Workshop in Health Education

Group study of varying health education topics, community agencies, and educational institutions. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Repeatable for credit under different topics - maximum six credits. 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 350 or CHE 380; CHE 400. 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

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 Engineering (CPE) - Courses

Courses

CPE 105 Cr.1

Introduction to the Computing Environment

This course introduces students to the use of the UNIX/Linux environment for file and process management, programming workflow, and the automation of computing tasks. The ethical responsibilities of shared computing resources are emphasized. Offered Fall.

CPE 212 Cr.3

Digital Logic

This course is an introduction to the fundamentals of digital logic circuit analysis and design. Basic Boolean logic primitives are introduced and described in truth tables, schematics and Boolean expressions. Combinational logic circuits are minimized with DeMorgan's Law and Karnaugh Maps. Level-sensitive and edge-triggered sequential logic elements are used as building blocks for finite state machines. Circuits are simulated using a structural hardware description language. Prerequisite: CS 120; concurrent enrollment in CS 270. Offered Spring.

CPE 301 Cr.3

Introduction to Transient Analysis

This course introduces students to fundamentals of electrical circuit response over a period of time defined by the user and various analysis techniques for the response of first and second order electric circuits. The topics include time domain analysis of dynamic linear (first and second order) circuits, introduction to Laplace transformations, the use of Laplace transform in circuit analysis, and introduction to Fourier series analysis and its applications in circuits. Prerequisite: MTH 308; PHY 334. Offered Fall.

CPE 302 Cr.3

Introduction to Control Systems

This course introduces students to control systems, the study of the analysis and regulation of the output behavior of dynamic systems subject to input signals, including the modeling, analysis, and design of linear feedback control systems. The emphasis of this course is on the basic theories and feedback controller design methods of linear time-invariant systems. Prerequisite: MTH 308; PHY 334. Offered Occasionally.

CPE 309 Cr.3

Systems Development

This course is an introduction to systems programming and the UNIX/Linux user-space interface to the operating system. Low-level C programming constructs are discussed and used to write efficient and robust systems code. The various tools used in file inspection, systems development and maintaining a portable build environment are also examined. Prerequisite: CPE 105; CS 270. Offered Fall.

CPE 321 Cr.3

Introduction to Digital Signal Processing

This course is an introduction to the fundamentals of digital signals and systems. Various representations for discrete time signals will be introduced. Students will learn sampling theory, aliasing and reconstruction. The Discrete Fourier Transform will be used to determine the frequency content of signals. Linear time-invariance will be introduced and used as a basis for developing complex systems. Prerequisite: MTH 308; PHY 334. Offered Spring.

CPE 395 Cr.1-3

Independent Study

Individualized study of topics in Computer Engineering not covered by courses regularly taught in the department. Repeatable for credit - maximum six. Prerequisite: junior standing. Offered Fall, Spring, Summer.

CPE 406 Cr.3

Architecture of Parallel Systems

This course covers the fundamental architectural requirements of parallel computer systems. Students will study the programming models used in parallel code and the assumptions made by parallel programmers for various programming models. The course then explores the underlying architectural decisions that can be made and how they either support or violate the assumptions of these parallel programming models. Topics include cache coherence, cache consistency, and processor interconnect. Prerequisite: CS 441. Offered Occasionally.

CPE 419 Cr.1-3

Topics in Computer Engineering

A special topics course in computer engineering that will function as a forum for new ideas and testing ground for new courses. Repeatable for credit - maximum six. Prerequisite: junior standing. Offered Occasionally.

CPE 420 Cr.3

Digital Design

This course covers the design and implementation of large, complex digital systems. Students will describe designs with fully-synthesizable, behavioral Verilog. The efficiency of designs will be analyzed for bottlenecks that can be solved with architectural and/or implementation optimizations. Emphasis will be placed on the test of systems. Functional testing will include the use of simulation test benches with calls to high-level languages. Prerequisite: CPE 212; CS 370. Offered Occasionally.

CPE 446 Cr.3

ASIC Design

This is a course in digital ASIC design, including a deeper insight into the design of high-performance and power-efficient CMOS circuits. The parasitics inherent to MOSFETs are used as a basis for transistor sizing. Techniques for estimating wire loads are discussed. CMOS circuits will implement cells of arbitrary digital logic functions for both static and dynamic logic. Prerequisite: CPE 212; CS 370; PHY 335. Offered Occasionally.

CPE 463 Cr.3

Advanced Computer Architecture

In this course in modern computer architecture, students will study advanced techniques for extracting instruction-level parallelism from single-threaded programs. The in-order superscalar execution model will be introduced, and then extended to include the out-of-order execution model in two forms - Tomasulo's algorithm and the MIPS R10k architecture. Students will be introduced to branch prediction and prefetching as mechanisms for alleviating bottlenecks in all processor models. Prerequisite: CS 370. Offered Occasionally.

CPE 466 Cr.3

Code Generation and Optimization

This course studies the algorithms used by a modern optimizing compiler for generating efficient, high-performance program executables that still maintain correct program semantics. The course uses the compiler intermediate representation as a starting point for a variety of code transformations necessary for local and global optimizations, profile-guided optimizations, constructing large optimization regions, register allocation, and instruction scheduling. Prerequisite: CS 370. Offered Occasionally.

CPE 478 Cr.3

Virtual Machines

This course explores the design of virtual machines and their related systems. Students will study efficient emulation of user-level programs, both within the same instruction set as the host machine, as well as across instruction sets. System-level considerations will be introduced to expand the reach of possible virtualization strategies. Both hardware and software techniques for efficient virtualization will be employed. Prerequisite: CPE 309; CS 441. Offered Spring.

CPE 481 Cr.1

Professionalism in Engineering

This course surveys issues related to the professional responsibility in engineering careers. Guidance in ethical decision-making and where to find assistance in navigating ethical dilemma are discussed. The importance of professional societies and their codes of conduct are emphasized. Students will recognize the importance of, and strategies to engage in, life-long learning within their field. Prerequisite: junior standing. Offered Fall.

CPE 483 Cr.1

Engineering Project Management

This course is an introduction to the issues relevant to managing engineering projects. Topics include effective group organization, decision making, time and cost estimation, progress tracking, defect tracking, conflict resolution and leadership. Additional topics may include case studies in management strategies, tools for managing products and projects, and process improvement techniques. Prerequisite: STAT 245; junior standing. Offered Spring.

CPE 498 Cr.2

Senior Capstone

This course is a major computer engineering group project that requires a detailed analysis of the problem domain, organization into groups, effective management, detailed design, implementation and demonstration. The project will be guided by a department faculty member with interests in computer engineering. Submission of a written project report is required, followed by an oral examination by the Project Evaluation Committee in the department. Repeatable for credit - maximum four. Prerequisite: senior standing. Pass/Fail grading. Offered Fall, Spring.

CPE 499 Cr.1-3

Research in Computer Engineering

This course is an opportunity to become acquainted with literature in the computer engineering field and to work on a professional level research project within an area of interest of the computer engineering faculty.

A seminar reviewing the results of the study will be a requirement for completion of the course. Repeatable for credit - maximum six.

Prerequisite: junior standing. Consent of instructor. Offered Fall, Spring, Summer.

Computer Science (CS) - Courses

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 115 Cr.3

Introduction to Python Programming

This course is an introduction to the fundamentals of software development using Python for students with no prior programming knowledge. Topics include variables, data structures, arithmetic and logical operators, selection control, repetition control, methods, parameter passing, basic data analysis, and rudimentary software engineering techniques. Topics on basic data analysis include relevant tools and Application Programming Interfaces (APIs) for working with and visualizing small to medium-sized data sets from files and online sources. Students complete numerous programming projects using the Python language. Prerequisite: not open to students with credit in CS 120. Offered Spring.

+CS 120 Cr.4

Software Design I

This course is 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 160 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 Fall.

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, generics, 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

Introduction to Assembler Programming, C Programming and Computer Organization

This course involves programming in machine, assembler and C languages and an introduction to computer organization. Machine language, assembler language and computer organization topics include basic instruction types, data representation, addressing modes, registers, the ALU, computer memory, and interrupt handling. C languages topics include control structures, data types, arrays, structs, files, pointers, dynamic memory, compiling and linking. 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

This course is 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: grade of "C" or better in 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, CS 364. 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 Spring - Odd Numbered Years.

CS 351 Cr.3

Simulation

This course explores how complex systems can be modeled and simulated using computer programs with an emphasis on models that are discrete, dynamic, and stochastic. Students will formulate models using both event-oriented and process-oriented modeling paradigms, implement the models in code, run computational experiments to gather output, and analyze and interpret the results. Topics include Monte Carlo simulation, discrete-event simulation, probability and random variables, pseudorandom number generation, and output analysis. 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 356 Cr.3

Software Exploitation

This course examines techniques for exploiting vulnerable software. Topics include binary reverse engineering, source code analysis, intrusion, and exploitation. The course will also discuss matters of reconnaissance, privilege escalation, lateral movement, obfuscation, and exfiltration. Students are expected to write low-level exploits using modern tools and deploy them against vulnerable services in a laboratory environment. Prerequisite: CS 270, CS 340. Offered Annually.

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

Hardware/Software Integration

This is a course in hardware and software interfacing for microcontrollers. This course includes inter-component communication using I2C, SPI and UART. Practical issues are discussed including signal integrity, debounce, level-shifting, and clock and power distribution. Lect. 2, Lab 2. Prerequisite: CS 272; or CPE 212, PHY 334, and PHY 335. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 202; CS 340; junior standing. Offered Spring.

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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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). This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 270; CS 340; junior standing. Offered Fall, 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 441; junior standing. Offered Occasionally.

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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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, user interface design principles, methods and tools for user interface development, evolution of user interfaces, evaluation of user interfaces, and case studies. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 340; junior standing. Offered Fall - Odd Numbered Years.

CS 452/552 Cr.3

Artificial Intelligence

This course is an introduction to the fundamental principles of artificial intelligence. Topics include search strategies, adversarial search, constraint satisfaction, planning and scheduling, logic and inference, accounting for uncertainty, and probabilistic reasoning. Projects include writing a substantial artificial intelligence application program. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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. Topics include encryption, authentication, access control, types of attacks and mitigations, software security, network security protocols, and the concepts of trust, privacy and ethics. Students are expected to compare security policies and techniques, apply concepts using modern tools and techniques, and explore recent security events. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 270, CS 340; junior standing. Offered Spring.

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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 356; junior standing. Offered Occasionally.

CS 457/557 Cr.3

Machine Learning

This course is an investigation of programs that can dynamically adapt their behavior. The course focuses on two main ideas: data classification and deciding about actions. In both cases, a learning algorithm is one that improves performance, either by generating a more accurate classifier, or by finding a choice of action that leads to better outcomes. Students will learn various computational and mathematical models and techniques that can be applied to such problems. Topics include regression algorithms, decision trees, Markov processes, neural networks, reinforcement learning algorithms, and deep learning techniques. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 340; junior standing. Offered Fall - Even Numbered Years.

CS 461/561 Cr.3

Introduction to Data Science

This course examines key components of the data science lifecycle, including data collection and cleaning, exploratory data analysis and visualization, and extracting insight via statistical models and machine learning algorithms for regression, classification, and clustering. Algorithmic efficiency and scalability will be emphasized, and techniques for working with big data will be introduced. Students will use a modern programming language (e.g., R, Python) with appropriate packages suitable for data analysis. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 340; STAT 245 or CS 351; junior standing. Offered Alternate 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, system software and storage structures for databases, concurrency control, crash recovery, database administration, parallel and distributed databases, object-oriented databases. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 370; junior standing. Offered Occasionally.

CS 471/571 Cr.3

Computer Networks

This course is 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 340, CS 372; junior standing. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 340; MTH 207; junior standing. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 340; MTH 207; junior standing. 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 461 Cr.3

Leadership 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/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.

Diagnostic Medical Sonography (DMS) - Courses

Courses

DMS 301 Cr.3

Introduction to Diagnostic Medical Ultrasound

In this course students will prepare for the new and challenging demands of sonography training in a hospital. Clinical policies and procedures are emphasized. Course content includes materials emphasizing personal adaptation skills and staff development issues, nursing procedures, ethics, and skills to become a better student. An overview of basic sonographic terminology, technique, and equipment form the framework for future study. Students will have the opportunity to demonstrate their knowledge of sterile technique. Lect. 2, Lab 2. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Fall.

DMS 302 Cr.3

Vascular Sonography I

Hemodynamics of the arterial and venous vasculature will be discussed. Lower extremity venous normal and abnormal will be discussed. Extracranial and intracranial cerebrovascular anatomy, normal and abnormal will be discussed. Students will become familiar with the clinical symptoms and specific ultrasound protocols for normal and abnormal cases associated with lower extremity venous and cerebrovascular disease. Lect. 2, Lab 2. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Fall.

DMS 303 Cr.3

Vascular Sonography II

Peripheral vascular direct and indirect, lower extremity arterial, upper extremity arterial, and upper extremity venous examinations, normal and abnormal will be discussed. Students will become familiar with the clinical symptoms and specific ultrasound protocols for normal and abnormal cases associated with peripheral vascular disease. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Spring.

DMS 304 Cr.3

Sonographic Principles and Instrumentation

This course enables students to become familiar with the physical principles governing the use of medical ultrasound equipment. Emphasis will be on diagnostic imaging systems, but students will also become acquainted with therapeutic devices including shock wave and thermal delivery systems. Basic principles of acoustic transmission and reflection in tissues are covered at an elementary level. Design and performance of transducers, pulse-echo imaging equipment, Doppler and color flow equipment, and physical therapy systems are emphasized. The physics leading to image artifacts is described, as are methods for evaluating performance of ultrasound devices. Finally, acoustical exposure measurements and levels from diagnostic equipment are discussed, as well as biological effects and risk. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Spring.

DMS 310 Cr.3

General/Vascular Clinical Education I

Students are scheduled for clinical practicum at participating clinical education centers. Clinical experience rotations for this Practicum I include abdominal imaging, OB/GYN imaging, and vascular technology. During this practicum, students will be assigned competencies and objectives to complete. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Fall.

DMS 311 Cr.3

General/Vascular Clinical Education II

Students are scheduled for clinical practicum at participating clinical education centers. Clinical experience rotations for Practicum II include abdominal imaging, OB/GYN imaging and vascular technology. During this practicum, students will be assigned competencies and objectives to complete. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Spring.

DMS 312 Cr.3

General/Vascular Clinical Education III

Students are scheduled for clinical practicum at participating clinical education centers. Clinical experience rotations for Practicum III include abdominal imaging, OB/GYN imaging and vascular technology. During this practicum, students will be assigned clinical competencies and objectives to complete. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Summer.

DMS 313 Cr.3

Echocardiography/Vascular Clinical Education I

Students are scheduled for clinical practicum at participating clinical education centers. Clinical experience rotations for Practicum I includes adult echocardiography and vascular technology. During this practicum, students will be assigned clinical competencies and objectives to complete. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Fall.

DMS 314 Cr.3

Echocardiography/Vascular Clinical Education II

Students are scheduled for clinical practicum at participating clinical education centers. Clinical experience rotations for Practicum II includes adult echocardiography and vascular technology. During this practicum, students will be assigned competencies and objectives to complete. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Spring.

DMS 315 Cr.3

Echocardiography/Vascular Clinical Education III

Students are scheduled for clinical practicum at participating clinical education centers. Clinical experience rotations for Practicum III includes adult echocardiography, pediatric echocardiography, and vascular technology. During this practicum, students will be assigned clinical competencies and objectives to complete. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Summer.

DMS 316 Cr.3

Cardiovascular Physiology in Sonography

This course will discuss cardiac physiology, mechanical events, timing of mitral and aortic flow, auscultation, phonocardiography, hemodynamics and Doppler applications to echocardiography, Doppler methods and formulas, concepts of dP/dt , index of myocardial performance, and evaluation of LV systolic and diastolic filling. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Fall.

DMS 317 Cr.3

Cardiovascular Principles in Sonographic Imaging

This course will discuss cardiovascular anatomy, ultrasound image orientation, scan planes, routine views, sonographic anatomy, the normal ultrasound exam protocol for the echocardiogram, left ventricle function indicators, hemodynamics and Doppler applications to echocardiography, spectral Doppler measurements, indirect measurements, Doppler methods, right heart pressures, and introductory echocardiography findings in the following disease states: aortic stenosis, aortic regurgitation, mitral stenosis, and mitral regurgitation assessment. Lect. 2, Lab 2. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Fall.

DMS 318 Cr.3

Embryology of the Heart in Echocardiography

This course is a study of the development of the cardiovascular system and the pediatric heart to include normal anatomy and congenital heart disease. This course will cover embryology of the heart, the pediatric echocardiography exam and protocols, and congenital heart disease. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Spring.

DMS 319 Cr.3

Adult Echocardiography I

This course will discuss cardiac anatomy and physiology, prosthetic valves, diastology, and cardiac valvular pathology seen on echocardiograms in the adult population. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Spring.

DMS 320 Cr.3

Pediatric Echocardiography I

This course will introduce the student echocardiographer to various types of congenital heart disease. The types of congenital heart disease to be discussed in this course include, but are not limited to, patent ductus arteriosus (PDA), atrial septal defect (ASD), ventricular septal defect (VSD), pulmonic stenosis (PS), coarctation of the aorta, transposition of the great arteries (TGA), double outlet right ventricle (DORV), and double outlet left ventricle (DOLV). Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Summer.

DMS 321 Cr.3

Adult Echocardiography II

This course will discuss cardiac pathology seen on echocardiograms in the adult population including cardiomyopathies (hypertrophic, dilated, restrictive), pericardial disease, endocarditis, and cardiac masses. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Summer.

DMS 326 Cr.3

Abdominal Sonography I

Anatomy, physiology, pathology, and pathophysiology seen on normal and abnormal sonograms of the chest cavity, peritoneal and retroperitoneal spaces, aorta and mesenteric vessels, and the liver will be discussed. Students will become familiar with the clinical symptoms, lab values, and specific ultrasound protocols for normal and abnormal cases. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Fall.

DMS 327 Cr.3

Abdominal Sonography II

Anatomy, physiology, pathology, and pathophysiology seen on normal and abnormal sonograms of the kidneys, biliary system, pancreas, spleen, and interventional procedures will be discussed. Students will become familiar with the clinical symptoms, lab values, and specific ultrasound protocols for normal and abnormal cases. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Spring.

DMS 330 Cr.3

OB/GYN Sonography I

This course focuses on the normal gross, relational, and sonographic anatomy of the female pelvis. Gynecologic pathologies and infertility are discussed. Physiology and related laboratory and clinical findings for disease processes are emphasized as related to the female pelvis. Lect. 2, Lab 2. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Fall.

DMS 331 Cr.3

OB/GYN Sonography II

The student will gain an understanding of embryology, sonographic evaluation, and complications during the first trimester. Labor, fetal presentation, and fetal anomalies as visualized on ultrasound during the second and third trimester will also be discussed. Students will become familiar with central nervous system anomalies, GI anomalies, GU anomalies, musculoskeletal anomalies, anomalies associated with multiple gestations, and placental pathology as they appear on ultrasound exams. Students will have the opportunity to practice biometric measurements on an obstetrical phantom during this course. Lect. 2, Lab 2. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Spring.

DMS 332 Cr.3

OB/GYN Sonography III

This course will discuss the role of ultrasound in evaluating maternal complications in pregnancy, needle guidance procedures (CVS sampling, Amniocentesis, PUBS, therapy), and in monitoring high risk patients. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Summer.

DMS 401 Cr.3

Vascular Sonography III

A review of hemodynamics, abdominal, penile, organ transplant Doppler, and vascular statistics will be discussed. Students will become familiar with the clinical symptoms and specific ultrasound protocols for normal and abnormal cases associated with vascular disease involving the above areas of interest. Lect. 2, Lab 2. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Fall.

DMS 402 Cr.3

Seminar in Professional Development

This course will familiarize the diagnostic medical sonography student with the history of the profession and professional societies associated with the field of diagnostic medical sonography. Students will learn how to be a professional and how to positively influence the field of diagnostic medical sonography. Students will also become familiar with resume creation and interviewing techniques. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Spring.

DMS 403 Cr.3

Seminar in Management, Research, and Education

This course will familiarize the diagnostic medical sonography student with educational and management issues in the profession. Students will problem solve management issues as they relate to diagnostic medical sonography and will explore educational strategies employed in ultrasound education. Students will participate in department quality assurance projects and educational course development projects. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Spring.

DMS 404 Cr.3

Seminar in Advanced Medical Imaging: Vascular

The student will be exposed to normal anatomy and pathology cases combining diagnostic medical sonography, computed sonography, and magnetic resonance imaging. The student will gain an understanding of how a diagnosis is made and patients are managed based on findings from multiple imaging modalities. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Spring.

DMS 410 Cr.3

General/Vascular Clinical Education IV

Students are scheduled for clinical practicum at participating clinical education centers. Clinical experience rotations for Practicum IV include abdominal imaging, OB/GYN imaging, and vascular technology. During this practicum, students will be assigned clinical competencies and objectives to complete. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Fall.

DMS 411 Cr.3

General/Vascular Clinical Education V

Students are scheduled for clinical practicum at participating clinical education centers. Clinical experience rotations for Practicum V include abdominal imaging, OB/GYN imaging, and vascular technology. During this practicum, students will be assigned clinical competencies and objectives to complete. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Spring.

DMS 412 Cr.3

General/Vascular Clinical Education VI

Students are scheduled for clinical practicum at participating clinical education centers. Clinical experience rotations for Practicum VI include abdominal imaging, OB/GYN imaging, and vascular technology. During this practicum, students will be assigned clinical competencies and objectives to complete. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Summer.

DMS 413 Cr.3

Echocardiography/Vascular Clinical Education IV

Students are scheduled for clinical practicum at participating clinical education centers. Clinical experience rotations for Practicum IV includes adult echocardiography, pediatric echocardiography, and vascular technology. During this practicum, students will be assigned clinical competencies and objectives to complete. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Fall.

DMS 414 Cr.3

Echocardiography/Vascular Clinical Education V

Students are scheduled for clinical practicum at participating clinical education centers. Clinical experience rotations for Practicum V includes adult echocardiography, pediatric echocardiography, and vascular technology. During this practicum, students will be assigned clinical competencies and objectives to complete. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Spring.

DMS 415 Cr.3

Echocardiography/Vascular Clinical Education VI

Students are scheduled for clinical practicum at participating clinical education centers. Clinical experience rotations for Practicum VI includes adult echocardiography, pediatric echocardiography, and vascular technology. During this practicum, students will be assigned clinical competencies and objectives to complete. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Summer.

DMS 420 Cr.3

Specialized Sonography

In this course the student studies the embryology, structure, physiology, and pathology of the breast, thyroid, and scrotum. Normal, abnormal gross, cross-sectional, and relational sonographic anatomy will be explored. Invasive and intraoperative sonographic techniques will be discussed as they relate to breast, thyroid, and scrotal sonography exams. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Summer.

DMS 421 Cr.3

Seminar in OB/GYN: Introduction to Fetal Echocardiography

This course will discuss the role of ultrasound in evaluating the fetus for various genetic syndromes and understanding inheritance patterns. Advanced study of the fetal heart, to include normal anatomy and congenital heart disease, will be discussed including embryology of the heart, the fetal echocardiography exam and protocols, and congenital heart disease. This course also gives students a board review to assist in preparing to take the ARDMS OB/GYN specialty examination. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Fall.

DMS 422 Cr.3

Introduction to Neurosonography

This course will cover the anatomy, physiology, pathology, pathophysiology, and the sonographic appearance of the normal and abnormal neonatal brain and spine. Students will become familiar with the normal ultrasound exam protocol and how to modify the exam for pathological conditions. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Fall.

DMS 423 Cr.3

Introduction to Musculoskeletal Sonography

This course will introduce students to an array of musculoskeletal sonographic evaluations including anatomy, physiology, and sonography protocols and procedures. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Summer.

DMS 428 Cr.3

Abdominal Sonography III

Anatomy, physiology, pathology, and pathophysiology seen on normal and abnormal sonograms of the adrenals, male pelvis, and pediatric specialty exams will be discussed. Students will become familiar with the clinical symptoms, lab values, and specific ultrasound protocols for normal and abnormal cases. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Fall.

DMS 430 Cr.3

Stress Echocardiography

In this course the student will prepare for the new and challenging demands of sonography training in a hospital with emphasis on stress echocardiography. Clinical policies and procedures are emphasized. Course content includes materials emphasizing personal adaptation skills and staff development issues, nursing procedures, ethics, and skills to become a better student. An emphasis is put on coronary anatomy and wall segment distribution. An overview of basic sonographic terminology, technique, and equipment form the framework for future study. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Fall.

DMS 431 Cr.3

Pediatric Echocardiography II

This course will introduce the student echocardiographer to various types of congenital heart disease. The types of congenital heart disease to be discussed in this course include, but are not limited to, univentricular heart, right ventricular hypoplasia, left ventricular hypoplasia, inflow anomalies, outflow anomalies, total anomalous pulmonary venous return and coronary artery anomalies, conotruncal anomalies, abnormalities within the cardiac chambers, proximal vessels and thorax, cardiomyopathies, postoperative evaluations, and complex combinations of previously discussed congenital heart defects. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Fall.

DMS 432 Cr.3

Adult Echocardiography III

This course will discuss cardiac anatomy and pathology as it is seen on echocardiography. This course will focus on intraoperative cardiac ultrasound, congenital heart disease in the adult, and guidance for invasive procedures and contrast echocardiography. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Fall.

DMS 433 Cr.3

Special Procedures in Echocardiography

This course will cover topics for senior students moving from being a student to an entry level sonographer. The course will include the fundamental concepts for intravenous catheter insertion, aseptic technique, and IV contrast administration. A demonstration and lecture on strain imaging and the use of 3D/4D will be presented. There will be a research component for the Intersocietal Accreditation Commission in Echocardiography. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Summer.

Early Childhood Education (ECE) - Courses

Courses

ECE 214 Cr.3

Child Growth and Development for ECE: Birth-Age 3

This course is the study of the development of children from birth through age three. 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. Systems of responsive care and education for infants and toddlers will be examined including Developmentally Appropriate Practice. Prerequisite: EDS 203; EDS 206 or concurrent enrollment; declared early childhood education major. Offered Fall, Spring.

ECE 215 Cr.3

Child Growth and Development for ECE: Ages 4-8 (PK-Grade 3)

This course is the study of the development of children from ages 4-8 (PK-grade 3). 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. Systems of responsive care and education for ages 4 through age 8 will be examined including Developmentally Appropriate Practice. Prerequisite: EDS 203; EDS 206 or concurrent enrollment; declared early childhood education major. Offered Fall, Spring.

ECE 316 Cr.3

Early Childhood Administration, Advocacy, and Leadership

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. The study of advocacy within the ECE profession is also addressed with emphasis on ethical standards, collaboration with colleagues, and emerging leadership within school and communities. Special attention is given to issues of equity and social justice within ECE through advocacy. Prerequisite: ECE 212 and ECE 213, or ECE 214 and ECE 215; EDS 318 or concurrent enrollment. 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.2

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. Seven-week course. Prerequisite: ECE 212, ECE 213; to be taken concurrently with ECE 327, ECE 425, and ECE 490; admission to teacher education. Consent of department. 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. Teacher candidates will participate in a multi-day, consistent schedule in their field placement setting, established by the course instructor in consultation with the teacher candidate and cooperating teacher. Seven-week course. Prerequisite: ECE 212, ECE 213; to be taken concurrently with ECE 326, ECE 425, and ECE 490; admission to EC-MC teacher education. Consent of instructor. Pass/Fail grading. Offered Fall, Spring.

ECE 330 Cr.3

Social and Emotional Foundations of Learning

This course will address the foundations of learning in early childhood through social and emotional foundations. The course will address curriculum planning and assessment from a social and emotional perspective. Environmental influences on child mental health, including toxic stress and poverty, will be explored, as will the role of the teacher in responding to child trauma. Guidance strategies founded on the democratic classroom and Pyramid Model will be examined and applied. Anti-bias, social justice, and equity education in the birth-grade 3 setting will be addressed. Prerequisite: ECE 214, ECE 215; EDS 318 or concurrent enrollment. Offered Fall, Spring.

ECE 335 Cr.3

Learning with Nature

Early childhood students' social, emotional, physical, and cognitive development is positively influenced when learning opportunities in nature are provided. This course will prepare early childhood teachers with the knowledge, skills, and dispositions for using the natural environment as a classroom to develop children's environmental literacy. Within this course, early childhood teachers will learn about the benefits of nature-based learning, prepare for how to keep children safe in the outdoor learning environment, design a nature-based space that is safe and enhances learning and development, and plan and implement authentic, interdisciplinary nature-based explorations that are developmentally and culturally appropriate, inclusive, and emphasize play. This is an integrated lecture/lab course where students will learn life/earth science content and pedagogical methods in outdoor settings as weather allows, as well as attend field trips. Prerequisite: ECE 214, ECE 215. Offered Fall, Spring.

ECE 413 Cr.3

Teaching Social Studies: Early Childhood/Elementary Education

This course provides teacher candidates with an introduction to the issues and best practices in social studies education in pre-K, kindergarten, and elementary 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 311, EDS 318; must be taken concurrently with ECE 418; admission to teacher education. Offered Fall, Spring.

ECE 415 Cr.3

Field Experience I in Early Childhood Education: Grades K-3

This course is the first field experience in a school environment. Teacher candidates will be introduced to best practices around diversity and inclusive classrooms, professionalism, classroom management, and social justice. Teacher candidates will develop and teach lessons as well as build and maintain the classroom environment. This class includes a one-hour/once-a-week seminar and a multi-day field experience. The field experience placement and attendance schedule will be established by the course instructor in consultation with the teacher candidate and cooperating teacher. Prerequisite: ECE 335, ECE 413, ECE 418; taken concurrently with ECE 421 and ECE 422; admission to teacher education. Consent of department. Offered Fall, Spring.

ECE 418 Cr.3

Literacy Methods II: Early Childhood/Elementary Education

The course will focus on teaching reading and literacy strategies and techniques in pre-K through grade 3 classrooms. It will cover pedagogy and application of best practices in literacy instruction. Prerequisite: grade of "C" or better in EDS 318; must be taken concurrently with ECE 413; admission to teacher education. Offered Fall, Spring.

ECE 421 Cr.3

Science Methods: Early Childhood/Elementary Education

This course is designed to introduce early childhood/elementary teacher candidates to current methods and practices for teaching science in elementary classrooms. Methods investigate the nature of science as a discipline, as well as strategies for instruction and assessment of student learning. In addition, teacher candidates explore and critically evaluate standards and science curricula. Diversity and gender issues in science education are emphasized. Prerequisite: MTH 115 and MTH 116 with a grade of "C" or better; to be taken concurrently with ECE 415 and ECE 422; admission to teacher education. Consent of department. Offered Fall, Spring.

ECE 422 Cr.2

Mathematics Methods: Early Childhood/Elementary Education

This course is designed to introduce early childhood/elementary teacher candidates to current methods and practices for teaching mathematics in elementary school classrooms. Teacher candidates deepen their understanding of the scope and sequence of mathematics standards, research-based instructional methods, and assessment strategies designed to support all learners. Prerequisite: MTH 115 and MTH 116 with a grade of "C" or better; to be taken concurrently with ECE 415 and ECE 421; admission to teacher education. Consent of department. Offered Fall, Spring.

ECE 424 Cr.4

Curriculum and Assessment for Preschool-Kindergarten

Students will demonstrate an understanding and effective use of instructional strategies and authentic assessments for children in preschool through kindergarten. The course will address early learning from both developmental and content perspectives. Students will determine age-appropriate learning opportunities across math, literacy, social studies, science, and the arts in the context of young children's cognitive, motor and social-emotional development. Students will experience a variety of curriculum approaches and will evaluate authentic assessment procedures that monitor young children's learning and inform instruction. Prerequisite: ECE 415; taken concurrently with ECE 455 and ECE 460; admission to teacher education. Consent of department. Offered Fall, Spring.

ECE 425 Cr.3

Field Experience: 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 seven 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. Seven-week course. Prerequisite: ECE 324, ECE 440, and EDS 445; concurrent enrollment in ECE 326, ECE 327, and ECE 490; admission to EC-MC teacher education program; junior standing. Consent of department. 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 that places emphasis on creativity and on the integration of art, music and drama experiences into the curriculum using a Reggio Emilia curricular and philosophical focus. 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 435 Cr.3

Creative Arts and Play in ECE

This course is designed to develop a philosophy of education that places emphasis on creativity and integration of the arts and aesthetics into the curriculum using a philosophical focus. 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 experiences including art, drama, music, and movement activities appropriate for use with pre-kindergarten through primary-age children. Prerequisite: taken concurrently with ECE 415 or ECE 455; admission to teacher education. Consent of department. Offered Fall, Spring.

ECE 440 Cr.2

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. 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 442 Cr.3

Emergent Literacy and Language Development in Young Children

This course is 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, early reading, children's literature and story telling. Supporting families as children's first teachers, culturally responsive experiences at home and in childcare settings, and family literacy programs will be studied. The course will also address developmentally appropriate instructional strategies for young children who struggle with beginning literacy concepts and skills and who have language delays and disorders. Prerequisite: EDS 318 or concurrent enrollment; admission to teacher education. Offered Fall, Spring.

ECE 455 Cr.3

Field Experience II in Early Childhood Education: Birth-Kindergarten

Under the direction of a university supervisor and in cooperation with an approved teacher, the student will engage in a professional experience in a selected early childhood, infant/toddler through kindergarten setting. 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 build and maintain the environment for a designated developmental range. Prerequisite: ECE 415; taken concurrently with ECE 424 and ECE 460; admission to teacher education. Consent of department. Offered Fall, Spring.

ECE 460 Cr.3

School, Family and Community Partnerships

This course focuses on the role of the teacher in building strong school-family partnerships. Family systems theory, approaches to meeting the diverse needs of children and families, and the influence of culture on family perspectives of engagement will be explored. The role of the teacher in advocating for and supporting families using a strengths-based approach will be addressed, as will effective strategies for two-way communication and collaborative approaches to meeting the diverse needs of children and families. Social justice, equity, and cultural competence will be examined as factors in supportive communication and collaboration. Prerequisite: ECE 415; taken concurrently with ECE 424 and ECE 455; admission to teacher education. Consent of department. Offered Fall, Spring.

ECE 490 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. Seven-week course. Prerequisite: ECE 324; to be taken concurrently with ECE 326, ECE 327 and ECE 425; junior standing. Consent of department. Offered Fall, Spring.

Economics (ECO) - Courses

Courses

+ECO 110 Cr.3

Microeconomics and Public Policy

Introduction to microeconomic principles 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. Prerequisite: grade of "C" or better in MTH 051 or placement in MTH 150 or higher. Offered Fall, Winter, Spring, Summer.

+ECO 120 Cr.3

Global Macroeconomics

Introduction to the functioning of the world economy. Applications of economic principles 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. Prerequisite: grade of "C" or better in MTH 051 or placement in MTH 150 or higher. Offered Fall, Winter, Spring, Summer.

+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 Friedrich 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, ENG 212, PHL 212, POL 212. Offered Occasionally.

ECO 230 Cr.3

Data Analysis for Business Applications

Building on the foundation in statistics acquired in STAT 145, students will continue to develop and will apply skills in data analysis to aid in business decision making. These skills include data collection, data summarization, data visualization, statistical inference, and communication of data in business contexts. Students will learn and apply best practices for research design and analysis to address authentic business cases. Students will build these skills in collaboration with each other and through engagement with business and community leaders. The course also discusses effective survey design and current privacy and ethical issues in collecting and using data. Prerequisite: ENG 110 or ENG 112; STAT 145; CBA major, CASSH economics major, or healthcare analytics management minor. Offered Fall, Spring.

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 305 Cr.3

Intermediate Macroeconomic Analysis

This course is an 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 160, MTH 175 or MTH 207. Offered Fall, Spring.

ECO 307 Cr.3

Introduction to Econometrics

This course is an introduction to regression analysis and its application to economic and business research. Topics include using secondary data sources, simple and multiple regression, and interpretation and communication of results. The course develops various empirical techniques and culminates with a final research paper. Prerequisite: STAT 145 or STAT 245; ENG 110 or ENG 112. Offered Fall, Spring.

ECO 308 Cr.3

Intermediate Microeconomic Analysis

This course covers 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 160, 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; STAT 145. 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 319 Cr.3

Public Sector Economics

This course covers 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 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 333 Cr.3

Behavioral Economics

This course draws on insights from other academic disciplines, particularly psychology, in an attempt to develop better explanations for economic behavior. In particular, the course explores three features of behavior that are de-emphasized in neoclassical economics: bounded rationality, bounded willpower, and bounded self-interest (social preferences). Bounded rationality implies that individuals have limited information-processing capabilities and, as a result, rely on simple heuristics ("rules of thumb") to make decisions. While useful, heuristics can lead to biased probability judgments, overconfidence, status quo bias, loss aversion, and other behaviors that influence economic outcomes. People exhibit bounded willpower when they make decisions that are dynamically inconsistent and in conflict with their long-term well-being (e.g., procrastination, under-saving, addiction, etc.). A focus on social preferences asks us to consider how concerns about fairness might influence labor market outcomes and trust affects the gains from trade and economic growth. By developing models based on realistic assumptions about human behavior, behavioral economists hope to design better institutions and policies to reduce poverty, limit environmental degradation, promote financial and macroeconomic stability, and solve other problems confronting the world. Prerequisite: ECO 110, ECO 120. Offered Fall.

+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 360 Cr.1-3

Economic Topics

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 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 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 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; BLAW 205; ECO 110, ECO 120, ECO 230; FIN 355; IS 220; MGT 308; MKT 309; admission to business. Pass/Fail grading. Offered Fall, Winter, Spring, Summer.

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 chairperson. 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.

Educational Foundations (EFN) - Courses

Courses

EFN 105 Cr.2

Developmental Reading

A course designed to increase 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.

+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 Occasionally.

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.

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 certification as a teacher, or consent of the department chair; junior standing. Offered Fall, Winter, Spring, Summer.

EFN/CI 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 Studies (EDS) - Courses

Courses

+EDS 203 Cr.3

School, Society, and Teachers

This course focuses on the historical, philosophical, sociological, legal, and curricular foundations of education. The evolution of education, the role of cultural diversity in education, curriculum and assessment, education standards, and issues and trends in education are explored. It explores the ways educators are positioned within the twenty-first century as well as the contemporary issues they face, including but not limited to school law, governance, ethics, financing, and accountability reforms. Students will begin to articulate their personal philosophies of education through analysis of social class, race, gender, conflicting aims of education, and formal and hidden curricula. This course focuses on teacher education preparation, but is open to all students who are interested in the role of education in society and the roles that teachers play in shaping an educated society. Offered Fall, Winter, 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. As part of the course, students learn about and reflect upon Wisconsin Act 31, which refers to the requirement that all public school districts and pre-service education program provide instruction on the history, culture, and tribal sovereignty of Wisconsin's eleven federally-recognized American Indian nations and tribal communities. 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 teachers and all citizens 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, Winter, 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. This course covers key components of reading including phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. Emphasis will be given to critical literacy including but not limited to 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, EDS 206 or concurrent enrollment; declared education major; sophomore standing. Offered Fall, Spring, Summer.

EDS 309 Cr.3

Teaching Global Perspectives Across the Curriculum

Through a social justice-oriented examination of the cultural, economic, political, and social layers of globalization and global interconnectedness, students will develop reflective stances about global perspectives and understandings. This course prepares students as 21st century globally responsive citizens and educators through an exploration of global issues and how these issues are addressed in K-12 classrooms. Additionally, students will develop their pedagogical practice through analysis and creation of materials and instructional strategies necessary for effective implementation of global education throughout K-12 educational systems. Prerequisite: EDS 203; EDS 206. Offered Fall, Spring, Summer.

EDS 311 Cr.3

Curriculum and Pedagogy: Elementary/Middle Education

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, EDS 206; declared education major. Offered Fall, Spring.

EDS 318 Cr.3

Literacy Methods I

This course focuses on the major components of reading/literacy theories and research. Explicit instruction in the essential components of reading: phonological awareness, phonics, fluency, vocabulary, and reading comprehension, and how to apply this knowledge to effective teaching practices are studied within the larger framework of the developmental literacy approach. The course examines reading processes, assessments and using assessment data to make decisions, instructional practices, planning interventions, working with diverse learners, and teaching using high-quality children's literature. Prerequisite: grade of "C" or better in EDS 308. 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 Extended Learning Office (UWLEX). 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 department. Offered Fall, Winter, Spring, Summer.

EDS 402 Cr.3

Field Experience I: Elementary Level

This course is the first field experience in a school environment. Teacher candidates will be introduced to best practices around diversity and inclusive classrooms, professionalism, classroom leadership, and social justice. Teacher candidates will plan and teach lessons within the designated developmental range. A multi-day, consistent schedule (typically 3 consecutive half days) in the field experience classroom will be established by the course instructor in consultation with the teacher candidate and cooperating teacher. Prerequisite: EDS 311, EDS 318; must be taken concurrently with EDS 413 and EDS 418; admission to teacher education. Consent of department. Offered Fall, Spring, Summer.

EDS 413 Cr.3

Social Studies Methods

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 311, EDS 318; must be taken concurrently with EDS 402 and EDS 418; admission to teacher education. Consent of department. Offered Fall, Spring.

EDS 414 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 418 or concurrent enrollment; junior standing. Pass/Fail grading. Offered Occasionally.

EDS 418 Cr.3

Literacy Methods II

The course focuses on teaching reading/literacy strategies and techniques for K-8 classrooms. It covers pedagogy and application of best practices in literacy instruction. This course is taken concurrently with the Field Experience One courses with a placement in an elementary school classroom. Prerequisite: grade of "C" or better in EDS 318; taken concurrently with EDS 402 and EDS 413. Consent of department. Offered Fall, Spring, Summer.

EDS 421 Cr.3

Science Methods

This course is designed to introduce elementary and middle level 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 and critically evaluate standards and science curricula. Diversity and gender issues in science education will also be emphasized. Prerequisite: EDS 402; grade of "C" or better in MTH 115, MTH 116, MTH 215 and MTH 216; must be taken concurrently with EDS 422, EDS 446, and EDS 452; admission to teacher education. Consent of department. Offered Fall, Spring.

EDS 422 Cr.2

Mathematics Methods

This course is designed to introduce elementary and middle level teacher candidates to current methods and practices for teaching mathematics in elementary and middle school classrooms. Teacher candidates will deepen their understanding of the scope and sequence of mathematics standards, research-based instructional methods and assessment strategies designed to support all learners. Prerequisite: EDS 402; grade of "C" or better in MTH 115, MTH 116, MTH 215 and MTH 216; must be taken concurrently with EDS 421, EDS 446, and EDS 452; admission to teacher education. Consent of department. Offered Fall, Spring.

EDS 446 Cr.3

Field Experience II: Middle Level

This course is a middle level field experience for an elementary/middle teacher candidates. Teacher candidates will further develop best practices around diversity and inclusive classrooms, professionalism, classroom management, conflict resolution, and social justice. Teacher candidates will develop and teach lessons as well as build and maintain the classroom environment. This class includes a one-hour/once a week seminar and a multi-day field experience. The field experience classroom will be established by the course instructor in consultation with the teacher candidate and cooperating teacher (usually three consecutive half days). Prerequisite: EDS 402; to be taken concurrently with EDS 421, EDS 422, and EDS 452; admission to teacher education. Consent of department. Offered Fall, Spring.

EDS 452 Cr.3

Philosophy and Curriculum for Young Adolescent Learners

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; taken concurrently with EDS 421, EDS 422, and EDS 446; admission to teacher education. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Repeatable for credit - maximum 18. Offered Fall, Winter, Spring, Summer.

EDS 490 Cr.1-11

Student Teaching: Early Childhood Education (birth-grade 3)

Student teaching is a culminating professional experience that spans "full days for a full semester following the daily schedule and semester calendar of the cooperating school" (per WI licensing statute 118.19(3)(a)) in selected K-12 schools with qualified, approved cooperating teachers. Orientation, seminars, and other professional experiences are also required. May be repeated for credit in a subsequent semester for each additional licensure. Registration occurs through the Office of Field Experience only. Prerequisite: completion of education requirements, including special methods courses; appropriate education faculty recommendation; 2.75 cum GPA and 2.75 GPA in major and professional coursework; passing content competency benchmarks; passing scores in WI Foundations of Reading Test. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

EDS 491 Cr.1-11

Student Teaching: Elementary/Middle Education (K-9)

Student teaching is a culminating professional experience that spans "full days for a full semester following the daily schedule and semester calendar of the cooperating school" (per WI licensing statute 118.19(3) (a)) in selected K-12 schools with qualified, approved cooperating teachers. Orientation, seminars, and other professional experiences are also required. May be repeated for credit in a subsequent semester for each additional licensure. Registration occurs through the Office of Field Experience only. Prerequisite: completion of education requirements, including special methods courses; appropriate education faculty recommendation; 2.75 cum GPA and 2.75 GPA in major, concentration, and professional coursework; passing content competency benchmarks; passing scores in WI Foundations of Reading Test. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

EDS 492 Cr.1

Student Teaching Seminar

This seminar course provides an opportunity to discuss and further develop teacher candidates' critical thinking regarding issues of the field and practice of educating school-age individuals. As a result of this course teacher candidates will discuss current issues experienced within their student teaching experiences as well as issues around the areas of professionalism, conflict resolution, and classroom management. Prerequisite: to be taken concurrently with EDS 490, EDS 491, EDS 493, EDS 494, EDS 495, EDS 496, and/or EDS 497; admission to teacher education; passing content competency benchmarks; passing scores in Wisconsin Foundations of Reading Test and/or ACTFL oral & written proficiency rating of "Intermediate-High" for modern language certification candidates. Consent of department. Pass/Fail grading. Offered Fall, Spring.

EDS 493 Cr.1-11

Student Teaching: Early Childhood-Middle Childhood/Middle Childhood-Early 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 other professional experiences are also required. May be repeated for credit in a subsequent semester for each additional licensure. Registration occurs through the Office of Field Experience only. Prerequisite: completion of 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 content competency benchmarks; passing scores in WI Foundations of Reading Test and/or ACTFL oral & written proficiency rating of "Intermediate-High" for modern language certification candidates. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

EDS 494 Cr.1-11

Student Teaching: Early Childhood-Adolescence/Early Adolescence-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 other professional experiences are also required. May be repeated for credit in a subsequent semester for each additional licensure. Registration occurs through the Office of Field Experience only. Prerequisite: completion of 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 content competency benchmarks; and/or ACTFL oral & written proficiency rating of "Intermediate-High" for modern language certification candidates. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

EDS 495 Cr.1-11

Teaching Internship

Teaching internship is a full day, full school semester, professional experience in selected PK-12 schools with qualified, approved cooperating teachers. Orientation, seminars, and other professional experiences are also required. Must apply and be selected for an approved internship opportunity through the Office of Field Experience. Must be licensed as an intern according to PI 34.028 of Wisconsin State code for educator licenses. Registration occurs through the Office of Field Experience only. Prerequisite: completion of other education course requirements; appropriate education faculty recommendation; 3.0 cum GPA; passing content competency benchmarks; ACTFL oral & written proficiency rating of "Intermediate-High" for world language certification teacher candidates; passing scores in WI Foundations of Reading Test for EC-MC & MC-EA teacher candidates; acceptance into internship opportunity by Office of Field Experience. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

EDS 496 Cr.1-11

Student Teaching: Middle/High School Education (4-12)

Student teaching is a culminating professional experience that spans "full days for a full semester following the daily schedule and semester calendar of the cooperating school" (per WI licensing statute 118.19(3) (a)) in selected K-12 schools with qualified, approved cooperating teachers. Orientation, seminars, and other professional experiences are also required. May be repeated for credit in a subsequent semester for each additional licensure. Registration occurs through the Office of Field Experience only. Prerequisite: completion of education requirements, including special methods courses; appropriate education faculty recommendation; 2.75 cum GPA and 2.75 GPA in major, concentration, and professional coursework; passing content competency benchmarks. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

EDS 497 Cr.1-11

Student Teaching: Kindergarten through Grade 12 (K-12)

Student teaching is a culminating professional experience that spans "full days for a full semester following the daily schedule and semester calendar of the cooperating school" (per WI licensing statute 118.19(3) (a)) in selected K-12 schools with qualified, approved cooperating teachers. Orientation, seminars, and other professional experiences are also required. May be repeated for credit in a subsequent semester for each additional licensure. Registration occurs through the Office of Field Experience only. Prerequisite: completion of education requirements, including special methods courses; appropriate education faculty recommendation; 2.75 cum GPA and 2.75 GPA in major, concentrations, and professional coursework; passing content competency benchmarks; passing scores in WI Foundations of Reading Test for special education candidates; passing scores in ACTFL oral and written proficiency rating of "Intermediate-High" for modern language certification candidates. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

English (ENG) - Courses

Courses

ENG 100 Cr.3

College Writing Workshop

This course offers students additional practice in and strategies for developing writing skills in post-secondary academic contexts. Students will be reading, writing, and engaging in a variety of activities that will provide them with opportunities to practice effective writing processes, to develop flexible habits of mind, and to engage in information literacy practices. Prerequisite: concurrent enrollment in ENG 110 with English Placement Test (EPT) score of 325 or below. Concurrent enrollment in ENG 110 with an EPT score between 330-350 and the Multiple Measures Placement (MMP) may be required as determined by the English department. Consent of department. Offered Fall.

+ENG 110 Cr.3

College Writing

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: English Placement Test (EPT) score. 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 requirement. Students earning a grade lower than "C" must repeat ENG 112.) Prerequisite: English Placement Test (EPT) score and a score of 3 or 4 on the AP Placement Tests (Rhetoric/Writing or Literature). 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 before 1865

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 after 1865

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

British Literature before 1800

Encounters with major works of English literature from the medieval period 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

British Literature after 1800

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 before 1700

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, Spring.

+ENG 206 Cr.3

Western Literature after 1700

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 Fall, Spring.

+ENG/RGS 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. Prerequisite: ENG 110 or ENG 112 or concurrent enrollment in ENG 112. (Cross-listed with ENG/RGS; 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/RGS 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/RGS; may only earn credit in one department.) Offered Fall, Spring.

+ENG 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, philosophy, anthropology, and women's, gender and sexuality studies. Students may only earn credit in one of the following: ANT 212, ECO 212, ENG 212, PHL 212, POL 212. Offered Occasionally.

+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 Fall, 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 300 Cr.3

Introduction to English Studies

English departments have been home to some of the most important debates around language, writing, and identity. This course explores the dynamic nature of English studies and the contemporary relevance of the field by pursuing some of the following questions: What is English studies? How do we account for disciplinary change over time? How do the various fields in English studies create knowledge? How does English studies prepare students to be thinkers, professionals, and global citizens? Prerequisite: ENG 110 or ENG 112. Offered Fall, Spring.

ENG 301 Cr.3

Foundations for Literary and Cultural Studies

This course is an introduction to foundational knowledge and skills for the advanced study of literature and culture. The course fosters understanding of the importance of historical and intellectual contexts for literary and cultural studies and an appreciation for diverse literary genres and forms of cultural expression. Facility for critical work with literary and cultural texts is developed through expanding students' knowledge of basic literary terminology and acquainting them with various cultural theories. Students also gain practice conducting close textual analyses and researching and writing about literary and cultural texts. Focus may vary by instructor. 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/as 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

Special Topics in Writing and Rhetoric Studies

An intermediate topics course engaging disciplinary conversations in writing and rhetoric studies. Topics vary by instructor. 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: ENG 110 or ENG 112. 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.

ENG 307 Cr.3

Writing for Management, Public Relations and the Professions

An advanced writing course designed to introduce students to theories and practices of workplace writing through genres such as personal brand statements, application materials, correspondence, memos, proposals, reports, press releases, and others. Students will work independently, collaboratively, and ethically to address the needs of internal and external audiences. Through this work, students will also learn project management strategies and be able to respond successfully to rapidly-changing workplace contexts and stakeholders. Prerequisite: ENG 110 or ENG 112; sophomore standing. Offered Fall, Spring.

ENG 308 Cr.3

Technical Writing

An advanced writing course designed to introduce students to theories and practices of writing and designing technical information using various media and technology (i.e. digital, print, audio, video, etc.), through such genres as infographics, podcasts, white papers, technical instructions, documentation, and others. Students will work independently and collaboratively to address the needs of diverse users by ethically and accessibly communicating technical information. Through this work, students will also learn project management strategies and be able to respond successfully to rapidly-changing contexts. Prerequisite: ENG 110 or ENG 112; sophomore standing. Offered Annually.

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 310 Cr.3

Digital Content Writing, Strategy, and Experience Design

This course is designed to develop rhetorical knowledge of and practice in digital content strategy, written content creation, and user experience design for professional organizations across multiple platforms, including websites, social media, blogs, and other professional digital spaces. Students will develop skills in content strategy and user experience/user interface design for professional digital ecologies/networks, including those within mobile and desktop interfaces. The course will also introduce students to tracking and measuring data analytics, integrating search engine optimization, and developing content strategies to optimize professional and technical writing across digital platforms and situations. Prerequisite: ENG 110 or ENG 112; sophomore standing. Offered Fall, Spring.

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 312 Cr.3

Literature, Medicine, and Culture

This course introduces students to key concepts and theories in the study of medicine and culture with a focus on careful analysis of literary and cultural texts from multiple periods and genres. Guided practice in reading and writing will deepen students' ability to recognize, interpret, and understand how diverse human experiences relating to health, illness, ability, care, and cure are culturally situated and engage multiple intersecting personal, social, and/or professional values. Prerequisite: three credits in 200 level English courses. Offered Annually.

ENG 313 Cr.3

Writing, Genre, and Style

This course invites students to interrogate their own use and understanding of style while also introducing them to key stylistic concepts such as the use of emphasis, coherence, clarity, conciseness, balance, and rhythm. Students will practice these concepts in their own writing and the writing of others via the use of rhetorical tropes and figures and within the framework of rhetorical genre studies. Prerequisite: ENG 110 or ENG 112. Offered Fall, Spring.

ENG 314 Cr.3

Grant Writing

This course provides students with an opportunity to develop knowledge of theories and practice in philanthropic grant writing. Students will work in teams to help clients fundraise for social change, investigating political, social, and cultural aspects and practices of grant writing within the context of local organizations. Students will develop skills in identifying sources of grant funding, engage in various research methods, analyze stakeholder needs, and learn to rhetorically respond to requests for proposals. The course will also explore grant-related writing genres and conventions such as planning documents, needs assessments, letters of inquiry, project descriptions, and requests for proposals. Prerequisite: ENG 110 or ENG 112. Offered Fall.

ENG 315 Cr.3

Rhetoric, Health, and Medicine

How do scientific communities achieve consensus about medical knowledge? And how does that medical knowledge make its way into peoples' daily lives? Given the overwhelming amount of contradictory information about what it means to be healthy, how can people make informed decisions about their healthcare? Given the complexity of medical knowledge, how can people acquire medical literacies? Who counts as a medical expert? This course explores rhetorical strategies that medical researchers and practitioners, patients, and advocates use to make healthcare-related decisions. Through careful analysis of technical writing (such as experimental articles and research reviews) and popular media (such as newspaper articles, television programs, blogs, and social media posts), students will approach health and medicine as socially constructed enterprises, which are profoundly mediated through language and other symbolic systems. Through guided research and practice composing in various genres, students will develop strategies for ethically contributing to technical and public debates about health and medicine. Prerequisite: ENG 110 or ENG 112. Offered Annually.

ENG 317 Cr.3

Writing for Stage and Screen

Students in this course achieve a broad introduction to the art and craft of writing screen and stage plays. Course readings will include models in each genre and exercises designed to stimulate creative processes. Critical assignments will challenge students to recognize and articulate principles of stage and screen drama. Creative assignments will challenge students to create their own original works in each genre. Each student will provide a script for review by the full class in a workshop setting, and the course will provide opportunities for staging, video production, or dramatic reading of students' works. Prerequisite: ENG 200-level course. Offered Every Third Semester.

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

This is a workshop-style course in which students assemble and publish Steam Ticket, a nationally-distributed literary journal that attracts submissions from international authors and artists. Each student serves in positions such as Fiction Editor, Poetry Editor, Copy Editor, Managing Editor, Social Media Strategist, Staff Photographer, etc. Students gain real-world experience in publishing, titles to include on resumes, and exposure to contemporary trends in literature. Emphasis will be placed on interdisciplinary 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

Multimedia News Writing and Editing

This class offers study and practice in news gathering and writing. Through mostly hands-on training in news reporting, writing, and editing, students will learn both traditional journalism skills and multimedia production, such as videography and photography. Students will produce news stories for a multi-platform news online production, which may include a website, a Facebook page, a Twitter account, and a YouTube channel. Stories will be assigned, reported, written, published online (when publishable) and shared on social media. All platforms are open to the public. 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 327 Cr.3

Publishing in a Digital Age

Practice in and critical examination of publication design, including research, writing, editing, layout, design, theory, software, and digital imagery. Prerequisite: ENG 110 or ENG 112. Offered Fall.

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 Fall.

ENG 331 Cr.3

Introduction to Linguistics: Sounds and Words

This course is an introduction to linguistics focused on articulatory phonetics, phonology, and morphology. Some attention is given to language acquisition and language variation at the levels of phonology, morphology, and the lexicon. During lab students practice phonetic transcription, morphological analysis, morphophonological analysis, phonological analysis, phonemic analysis, and distinctive feature analysis. Lect. 2, Lab 2. Prerequisite: ENG 110 or ENG 112; students cannot earn credit in both ENG 331 and TSL 340. Offered Fall.

ENG 332 Cr.3

Introduction to Linguistics: Phrases and Sentences

An introduction to linguistics focused on syntax and compositional semantics. Some attention is given to language acquisition and language variation at the level of syntax. Development of skills for analyzing and describing the syntax of any human language; however, English will be the primary language of analysis. Prerequisite: ENG 110 or ENG 112. Offered Spring.

ENG 333 Cr.3

Introduction to Writing and Rhetoric Studies

An introductory course which presents theories of composition and rhetoric, 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 Occasionally.

ENG 335 Cr.3

Introduction to Professional and Technical Writing

This course 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 and technical writing, an overview of professional and technical 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 and technical writing. Prerequisite: ENG 110 or ENG 112; sophomore standing. Offered Fall, Spring.

ENG 336 Cr.3

Varieties of English

In-depth study of a variety of English (e.g., African American English, Old English, Chicano English) or a varietal theme (e.g., English-based creoles, regional varieties of American English, World Englishes). Variety/theme will vary according to the instructor. For current content, consult the instructor or the English Department. Prerequisite: ENG 110 or ENG 112. Offered Spring.

ENG 337 Cr.3

The Rhetorics of Style

A rhetorical study of different views of style, this course focuses on how to write clearly and effectively. Systematically, students learn and practice strategies that are both stable and dynamic relative to the basic structures of sentences, paragraphs, and documents and participatory in the unfolding of human inquiry. By using a historical approach, the course also guides students in practicing the strategies by reflecting and writing on topics such as grammar and style, the politics of style, and the ethics of style. Prerequisite: ENG 110 or ENG 112. Offered Occasionally.

ENG 339 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 nine. Only three credits may be applied to an individual English major or minor, including linguistics. Prerequisite: ENG 110 or ENG 112. 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. 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 348 Cr.3

Studies in Film and Literature

This course is 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.3

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. Prerequisites: three credits in 200 level English courses. Offered Annually.

ENG 351 Cr.1

Workshop in Classroom Management

This workshop provides an opportunity to discuss and further develop teacher candidates' critical thinking regarding issues of English Language Arts instruction for grades 4-12. Students in this course develop their reflective teaching practice, focusing on issues of professionalism, classroom management, and conflict resolution. Prerequisite: concurrent enrollment in ENG 355; admission to teacher education. Consent of department. Offered Fall, Spring.

ENG 355 Cr.4

Field I Experience: English in the Middle Grades

This course is designed to equip teacher candidates to understand theoretical and research-based foundations of middle grades ELA classroom instruction. Using young adult literature as a tool for understanding adolescent experiences and literacy development, teacher candidates will learn the intricacies of text selection and strategies for facilitating discussions and supporting adolescents in developing presentation strategies. They will also learn how to incorporate technology to encourage higher-order thinking, how to align curriculum to instructional standards, and how to use middle grades literature strategically within a traditional curriculum. Through an integrated field experience at a local middle school, candidates will learn about the complex processes of planning discipline-specific literacy instruction, engaging students in learning, and assessing student learning. Candidates will further develop understanding and practices related to the topics of academic language, disciplinary literacy, teacher performance assessment, text complexity, and conflict resolution. A multi-day, consistent schedule in the field experience classroom will be established by the course instructor in consultation with the teacher candidate and cooperating teacher. Prerequisites: ENG 110 or ENG 112; at least one 200-level English course; concurrent enrollment in ENG 351; admission to teacher education. Consent of department. Offered Fall, Spring.

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 375 Cr.3

Writing Research

How do writers and researchers build knowledge in the field of writing and rhetoric studies? This course provides an overview of the research methods and genres used in writing and rhetoric studies, ranging from theoretical and historical approaches to qualitative and quantitative research designs. Methods such as ethnography, case study, discourse analysis, place-based research, and mixed methods will be discussed. Students will critique examples of published studies as they develop their own scholarly or creative projects, which will involve the identification of a research question or gap in the field, a review of the literature, a selection of appropriate methodologies, and preliminary research. By the end of the semester, students will complete a prospectus that they will develop in the English capstone course. Prerequisite: ENG 110 or ENG 112. Offered Fall, 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 382 Cr.3

Latino Literature in English

Study of representative works in original English or translation by writers of Mexican American, Cuban American, Puerto Rican, and other Latino 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 Occasionally.

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 Phillips, 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 387 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 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 411 Cr.3

Capstone in English Education

The purpose of this capstone course is to engage with contemporary ELA research in order to ground our conversations about everyday teaching practices in wider theoretical frameworks. The course builds on prior coursework and a concurrent field experience to build connections between classroom practice and English education theories that support culturally, racially, and linguistically diverse learners. It is also designed to acquaint teacher candidates with the variety of English-related courses they might be called on to teach (speech, creative writing, journalism, etc.). Finally, this course supports students in completing the performance assessment portfolio required for certification. Prerequisite: concurrent enrollment in ENG 355 or ENG 455; admission to teacher education. Offered Spring.

ENG 412 Cr.3

Capstone in English for Medical Professions

This is a required course for English majors in the medical professions emphasis. Readings in the medical humanities with a capstone project and a concurrent internship/service learning experience are required. Projects are expected to build on topics from 300/400 level required or elective coursework in the major, including "Literature and Compassion," "Narrative Medicine and Bioethics," "The Story of Death and Dying," "Representations of Disability in Literature and Culture," and other related topics. Prerequisite: senior standing. Consent of department. Offered Spring.

ENG 413 Cr.3

Capstone Research Project

This course will give students an opportunity to conduct and present an intensive scholarly or creative project of their own design that engages with current conversations and trends in English studies. Students will develop their projects from previous coursework, workshop their projects throughout the semester, explore academic and non-academic venues for publishing and circulating their work, and/or ultimately present that work as part of a capstone research symposium. Prerequisite: ENG 375 (English: writing and rhetoric majors) or instructor consent (English: literature majors); senior standing. Offered Fall, Spring.

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. Offered Alternate Years.

ENG 417 Cr.3

The Writer's Studio

This course is an advanced seminar in creative writing taught by an experienced author. Emphasis on the creative process, from idea generation through composition, revision, and submission for literary publication. Readings in multiple creative genres, artistic processes, and professional development. Students will workshop original works in fiction, poetry, creative non-fiction, and/or scripts. When possible, students will meet published authors from local, regional, national or international writing communities. Prerequisite: ENG 305. 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: at least two (2) English courses at the 300- or 400-level completed or concurrent enrollment. Offered Every Third Semester.

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 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

Form and Genre in Creative Writing

This course is an advanced study of traditional and contemporary concepts of form and genre in creative writing, led by a professor who is an experienced author and also an informed scholar of forms and genres. Areas explored include forms of fiction, non-fiction, poetry, and hybrid forms. Students will read and discuss challenging creative and critical texts, and write creative works and/or critical essays that reflect their new understandings of formal and generic concepts. 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 451 Cr.1

Workshop in Curriculum & Assessment

This workshop provides an opportunity to discuss and further develop teacher candidates' critical thinking regarding issues of English Language Arts curriculum and assessment for grades 4-12. Students in this course develop their reflective teaching practice, focusing on techniques for differentiated instruction and assessment that promote inclusive learning environments. Prerequisite: concurrent enrollment in ENG 455; admission to teacher education. Consent of department. Offered Fall, Spring.

ENG 452 Cr.3

Professional and Technical Writing Practicum

This course is designed as a capstone practicum for the professional and technical writing minor. Students will participate in an internship (practicum) and in weekly online activities. In addition to offering professional, organizationally-situated workplace writing experience, this course will cover issues of professionalism in writing for an organization. Students will regularly report to a professional supervisor who will delegate work and conduct performance reviews. Students will discuss their experiences as they engage in reflective practice as professionals. The course will end with the completion of a web-based professional portfolio. Students are required to meet with a professional and technical writing advisor prior to applying for internship opportunities. Students will need to spend 7-10 hours a week on work for their internship (approximately 105-150 hours over the semester). Prerequisite: ENG 110 or ENG 112; junior standing. Consent of instructor. Offered Fall, Spring.

ENG 455 Cr.4

Field II Experience: Teaching and Learning English in the Secondary Classroom

This course focuses on critical pedagogical approaches to canonical literature in the high school English classroom. It is designed for teacher candidates who want to learn how to teach commonly-taught texts in ways that include the perspectives of women, people of color, and indigenous and/or linguistically diverse populations. Students will explore methods for teaching poetry, fiction, drama, non-fiction, and short stories by reading with and against commonly used sources. Students will learn how to weave multiple perspectives and voices into their unit planning through mindful text selection, discussion planning, technology integration, and assessment design. 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 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; candidates will learn how to design learning experiences to support all learners. A multi-day, consistent schedule in the field experience classroom will be established by the course instructor in consultation with the teacher candidate and cooperating teacher. Prerequisite: ENG 355; concurrent enrollment in ENG 451; admission to the teacher education. Consent of department. Offered Fall, Spring.

ENG 462 Cr.3

Seminar in British Literature

A seminar in British literature which involves advanced study of major British authors, works, genres and sub-genres, techniques and styles. The seminar may explore a particular literary/aesthetic development or idea, trace its roots in the past and examine its relevance to the present. With a change in emphasis, the seminar may center on several major movements and representative authors across time studied in light of historical contexts and/or from the analytic and aesthetic perspectives provided by contemporary developments in literary and critical theory. Students in the seminar are expected to engage in independent reading and research. Repeatable for credit - maximum six. No more than three credits may be applied to an English major or minor. 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: three credits in 200 level English courses. Offered Occasionally.

ENG 481 Cr.3

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: three credits in a 200-level English literature course. Offered Occasionally.

ENG 497 Cr.3

Seminar in Writing and Rhetoric Studies

A seminar for advanced study in composition and rhetoric. 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

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.3

Written English Skills: Appreciating the Arts

Students practice the foundational skills of writing academic sentences and paragraphs through controlled and free writing about visual arts by local artists. Students also explore visual literacy and compare written organizational patterns across languages. Seven week course. Repeatable for credit - maximum six. Prerequisite: non-native speakers of English and appropriate score on ESL placement test. (Transcript credit only. Does not count toward graduation. Performance at the C-level is required for a grade of pass.) Pass/Fail grading. Offered Fall, Spring, Summer.

ESL 103 Cr.3

Oral English Skills: Talking about Health and Wellness

This course gives students practice understanding spoken English of varying lengths and complexity as they talk about teamwork, recreational activities, healthy eating, mental health, and the importance of these topics in U.S. society, especially on college campuses. Instruction focuses on understanding and engaging in natural, unplanned conversations, both formal and informal, to improve communication skills. Special attention is given to the pronunciation (phonology) of words and phrases in this region. Seven week course. Repeatable for credit - maximum six. Prerequisite: non-native speakers of English and appropriate score on ESL placement test. (Transcript credit only. Does not count toward graduation. Performance at the C-level is required for a grade of pass.) Pass/Fail grading. Offered Fall, Spring, Summer.

ESL 106 Cr.4

ESL Intensive Reading/Writing I

This course develops reading, writing, vocabulary and grammar skills. The course is intended for high beginner students in English and for students with basic abilities in reading and writing. Seven-week course. 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 107 Cr.4

ESL Intensive Listening/Speaking I

This course develops listening, speaking, pronunciation and vocabulary acquisition for use in daily life and the classroom. The course is intended for high beginner students with basic communication abilities. Seven-week course. 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.3

Oral English Skills: Telling your Story

Students develop speaking and intercultural communication skills for informal and formal settings. Telling their own story(ies) through the creation of a digital media project, students practice tailoring communication to particular audiences, standard forms of organization, and common transition signals used in oral communication. This course also introduces students to oral conversation strategies, such as circumlocution and pronunciation for understanding. Seven week course. Repeatable for credit - maximum six. 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 the C-level is required for a grade of pass.) Pass/Fail grading. Offered Fall, Spring, Summer.

ESL 111 Cr.4

Written English Skills: Reading the Region

Students in this course join a community of readers on campus and develop reading skills in meaningful ways by reading local/regional authors. Academic reading skills are the focus, including summarizing, paraphrasing, skimming, scanning, making inferences, and distinguishing between different purposes for reading. Students develop their ability to critically read academic and other texts. 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 the C-level 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 116 Cr.4

ESL Intensive Reading/Writing II

This course develops reading, writing, vocabulary and grammar skills. The course is intended for intermediate level students with some ability in reading and writing but with limited vocabulary and range of expression. Seven-week course. Repeatable for credit - maximum eight. Prerequisite: non-native speakers of English and appropriate score on ESL placement test and/or successful completion of ESL 106. (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 117 Cr.4

ESL Intensive Listening/Speaking II

This course develops listening, speaking, pronunciation and vocabulary acquisition for use in common social situations and the classroom. The course is intended for intermediate level students with some communication ability but with limited vocabulary and range of expression. Seven-week course. Repeatable for credit - maximum eight. Prerequisite: non-native speakers of English and appropriate score on ESL placement test and/or successful completion of ESL 107. (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.3

Oral English Skills: Wisconsin and Its People

With a focus on developing academic oral language skills (listening and speaking), students learn about Indigenous peoples and historical and present-day migration to Wisconsin through authentic texts, such as the Hear, Here project in La Crosse. Students practice note taking skills and practice listening to lectures and conversational English, including skills such as guessing meaning from context, stressed words, and understanding fast English. Students practice speaking skills in whole-class and small group formats as they develop skills in managing their own learning. Students develop critical thinking skills around displacement and migration. Seven week course. Repeatable for credit - maximum six. 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 the C-level is required for a grade of pass.) Pass/Fail grading. Offered Fall, Spring, Summer.

ESL 151 Cr.4

Written English Skills: Technology and Social Media

In this course students engage in reading a variety of texts and text types, demonstrating reading strategies, and developing academic reading abilities. Students develop critical reading skills (i.e. drawing inferences, understanding author perspective, identifying bias). Students analyze a variety of social media and write response essays of varying lengths and genre. Language foci include understanding denotative and connotative meaning, recognizing the use of active vs. passive voice, and recognizing ambiguous language. Repeatable for credit - maximum eight. 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 the C-level is required for a grade of pass.) Pass/Fail grading. Offered Fall, Spring, Summer.

ESL 152 Cr.3

Written English Skills: Communicating our Values

In this course students develop their ability to express themselves and their values through writing. Students are introduced to and employ the writing process (pre-writing, drafting, revision, peer-editing) as they practice a variety of written organizational patterns and master topic and concluding sentences. Students write increasingly complex sentence structures and extended discourse of several paragraphs. Special attention is paid to identifying and citing evidence to support claims in academic writing. Seven week course. Repeatable for credit - maximum six. 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 the C-level 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 156 Cr.4

ESL Intensive Reading/Writing III

This course develops academic reading and writing skills of high-advanced level students. Seven-week course. Repeatable for credit - maximum eight. Prerequisite: non-native speakers of English and appropriate score on ESL placement test and/or successful completion of ESL 116. (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 157 Cr.4

ESL Intensive Listening/Speaking III

This course is designed to help students gain confidence in their listening and speaking skills in academic settings as well as in conversation. Focus will be on developing academic vocabulary, critical thinking skills and honing research and organization skills necessary for delivering formal presentations. Attention will be given to analyzing the audience and tailoring a speech for a specific purpose. In addition, this course highlights strategies for successful listening techniques such as predicting, evaluating information and recognizing organizational cues. Seven-week course. Repeatable for credit - maximum eight. Prerequisite: non-native speakers of English and appropriate score on ESL placement test and/or successful completion of ESL 117. (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.3

Written English Skills: Research and Writing

In this course students engage in individual research on a topic of interest related to global/international business and develop the skills to write an academic research paper. Students utilize the writing process as they develop greater grammatical accuracy, expand their vocabulary, and improve their ability to write for particular audiences and purposes. Special attention is paid to selecting and paraphrasing sources. Seven week course. Repeatable for credit - maximum six. 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 the C-level is required for a grade of pass.) Pass/Fail grading. Offered Fall, Spring, Summer.

ESL 203 Cr.3

Oral English Skills: Talking about the Environment

This course is designed to prepare students for college-level lectures and discussions. Students improve strategies for effective note-taking, including listening for cause and effect, chronological order, and supporting examples, as they engage in academic lectures. Students also develop strategies to work more effectively in large and small groups in academic settings, such as understanding a speaker's point of view, working cooperatively, and asking for clarification and additional information. The theme is the environment, conservation, and sustainability. Seven week course. Repeatable for credit - maximum six. 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 the C-level is required for a grade of pass.) Pass/Fail grading. Offered Fall, Spring, Summer.

ESL 206 Cr.4

ESL Intensive Reading/Writing IV

This course develops academic reading, writing, and research skills of advanced students who are interested in undergraduate or graduate programs in the United States or other English-speaking countries. Seven-week course. Repeatable for credit - maximum eight. Prerequisite: non-native speakers of English and appropriate score on ESL placement test and/or successful completion of ESL 156. (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 207 Cr.4

ESL Intensive Listening/Speaking IV

This course develops academic listening and speaking skills for advanced level students who are interested in undergraduate or graduate study in the United States or other English-speaking countries. Seven-week course. Repeatable for credit - maximum eight. Prerequisite: non-native speakers of English and appropriate score on ESL placement test and/or successful completion of ESL 157. (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 226 Cr.4

ESL Intensive English for a Successful University Experience

This course prepares students for a successful university experience. Focus will be on writing summaries, critiques, and synthesis; study skills, group work, testing taking strategies, research writing, university culture/expectations. Seven-week course. Repeatable for credit - maximum eight. Prerequisite: non-native speakers of English and appropriate score on ESL placement test and/or successful completion of ESL 206. (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 250 Cr.4

Oral English Skills: Issues and Controversies in the U.S.

Students in this class develop language strategies and techniques for success in academic classes, including the formal and informal discourse patterns needed for academic work. Students learn about local and state politics and explore how policies relate to social justice goals, while also exploring notions of advocacy and how their own actions make a difference. Special focus will be on developing confidence to speak up in academic settings. Finally, students identify bias in speaking and use vocabulary, structures, and discourse patterns appropriate for persuasive speaking. Prerequisite: non-native speakers of English and/or appropriate score on ESL placement test and/or successful completion of Level 2 of the ESL Institute Program. Offered Fall, Spring, Summer.

+ESL 251 Cr.3

Written English Skills: Reading about Data

The focus of this course is on reading data and statistics in academic writing. Students identify a topic of interest then critically evaluate and select research articles related to the topic. Students use effective academic reading skills (previewing, predicting, identifying organizational patterns, detecting unstated assumptions) and strategies (scanning, skimming, using headings, guessing meaning from context) to read the selected research articles, paying particular attention to the methodology, data collection, data analysis, and findings sections. Students write summaries of what they learn from each article and develop the skills to look at their own and others' writing critically. Seven week course. Prerequisite: non-native speakers of English and/or appropriate score on ESL placement test and/or successful completion of Level 2 of the ESL Institute Program. Offered Spring.

+ESL 252 Cr.4

Written English Skills: Researching Your Community

This course is designed to prepare students for college-level reading and writing through an individual research project. Students review the process of research (gathering materials, selecting sources, and arranging information) and practice the kind of writing that they are likely to encounter throughout their college career (summarizing, paraphrasing, critiquing, and synthesizing) as they research a personally-meaningful aspect of their new community. Special attention is placed on synthesizing and citing academic sources as students draft, revise, and proofread their research papers. Prerequisite: non-native speakers of English and/or appropriate score on ESL placement test and/or successful completion of Level 2 of the ESL Institute Program. Offered Fall, Spring, Summer.

+ESL 253 Cr.3

Oral English Skills: The Culture of Food

Through a focus on food, especially as seen through the medium of American movies and reality television shows, students develop oral language skills (listening and speaking) along with cultural understanding. Students master listening skills (such as listening for the main idea and guessing vocabulary from context) and, through reading about dominant cultural values and seeing them played out in media, develop culturally-appropriate speaking skills for a variety of purposes. Seven week course. Prerequisite: non-native speakers of English and/or appropriate score on ESL placement test and/or successful completion of Level 2 of the ESL Institute Program. 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

Courses

+ENV 101 Cr.3

Introduction to Sustainability and Environmental Studies

This interdisciplinary, introductory seminar explores current sustainability and environmental issues from a variety of perspectives (historical, social, and scientific) and disciplines (humanities, social sciences, and natural sciences). Attitudes toward the natural world and approaches to public and private decision-making are examined in terms of environmental justice issues. Field trips are taken 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 101 or ENV 201. Offered Fall, Spring.

ENV 303 Cr.3

Topics in Environmental Studies

This fully interdisciplinary seminar provides the opportunity to explore how scientific, historical, political, and ethical issues are interrelated in a specific environmental topic. Complexity of social-ecological systems is inherent in each pressing environmental issue. Course topics could include food, bicycle politics, environmental activism, and forest management. Repeatable for credit - maximum six. Prerequisite: ENV 101 or ENV 201. Offered Fall, Spring.

ENV 304 Cr.3

Topics in Environmental Justice

Environmental inequalities for poor and minority populations are increasingly recognized by media, environmental leaders, and organizations around the world. As we study relationships between humans and the environment, we highlight attempts to rectify these uneven circumstances. Themes of the topic courses could include food justice, conservation and access to natural areas, dynamics within environmental organizations, history of the environmental justice movement, and sustainability. Repeatable for credit - maximum six. Prerequisite: ENV 101 or ENV 201. Offered Annually.

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. Consent of internship coordinator. Consent of instructor. Offered Fall, Spring, Summer.

ENV 496 Cr.3

Environmental Studies Capstone

As a culmination of the environmental studies minor, this course has two main purposes. The first is to take action locally on an environmental service learning project. Action in the community builds professional skills, offers networking, and solidifies student interests. The second purpose is to help students clarify personal and career goals that are based on their environmental philosophy. Hearing from recent graduates and professionals in environmental fields provides students with a wide variety of perspectives and ideas as they consider their future decisions. Prerequisite: ENV 303; ENV 301 or ENV 304 or SOC 328 or SOC 332; six credits from the natural sciences electives, social sciences electives, or arts and humanities electives. Offered Fall, Spring.

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. Departmental option for pass/fail grading. Prerequisite: ENV 101 or 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

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.

+ERS/ENG 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 Fall, Spring.

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. Current events will be examined and connections to careers will be explored as the active application of an ERS minor is made the central focus for the course. Students will draw upon the skills and knowledge of both their ERS minor as well as their own majors and other programs of study to design and carry out a capstone project that will address and/or analyze some aspect of ethnic and racial experiences in the United States. Note: Students are not allowed to substitute an independent study for this course. Prerequisite: ERS 100; 12 credits from core and elective courses; declared ethnic and racial studies minor. Offered Spring.

Exercise and Sport Science (ESS) - Courses

Courses

ESS 100 Cr.1

Physical Activities

A program of instruction to enhance participation in physical activities throughout one's lifetime. The primary emphases for specific activities may include acquiring a 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 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 American Red Cross (ARC) or YSL (YMCA Youth Swim Lessons) including infant and preschool, Longfellow's Whale Tales (ARC), 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 or YSL. Offered Fall, Spring.

ESS 118 Cr.2

Foundations of Physical and School Health Education

This course introduces foundational concepts of physical and school health education, including national standards and models for implementation. Students will recognize the roles and responsibilities of physical and health educators in K-12 schools. Offered Fall, Spring.

ESS 121 Cr.2

Teaching Adventure Education in Physical Education

This content course is focused on movement skills and knowledge for students in grades K-12 within activity categories aligned to Society of Health and Physical Education (SHAPE) National Standards and Grade Level Outcomes for K-12 Physical Education. Teacher candidates will develop common and specialized content knowledge related to adventure education and will have opportunities to plan and teach peers and K-12 learners. In addition, teacher candidates will recognize and understand academic language and theory related to teaching and learning adventure education. 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 200 Cr.2

Introduction to Teaching Methods in Physical and School Health Education

This is an introductory course in the methodology of teaching in physical and health 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 Health Education and Physical Education Standards and Grade Level Outcomes, teacher candidates will begin creating developmentally appropriate lesson plans. Interstate and Teacher Assessment and Support Consortium (InTASC) Standards and Appropriate Instructional Practice Guidelines are introduced. 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. Prerequisite: ESS 205. (Not open for credit for 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. 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

This is a content course focused on the development of fundamental movement skills and knowledge for students in grades K-5 that are aligned to Society of Health and Physical Education (SHAPE) 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, movement concepts, and gymnastics. In addition, teacher candidates will recognize and understand academic language and theory related to teaching and learning fundamental movements, educational games, and dance. Students will have opportunities to plan, observe, and teach peers and K-12 learners. Lect. 2, Lab 2. Prerequisite: ESS 118 or concurrent enrollment. Offered Fall, Spring.

ESS 230 Cr.3

Functional Health Knowledge for School Health Education

Students will learn aspects of the functional health knowledge required to teach skills-based school health education to K-12 students. Functional health knowledge includes the core concepts (National Health Education Standard 1) in health: nutrition/healthy eating, mental and emotional health, alcohol and other drugs, tobacco, violence, safety/injury prevention, personal wellness, and sexual health. Prerequisite: ESS 118. Offered Fall, Spring.

ESS 231 Cr.3

Introduction to Teaching Adapted Physical Education

This is a pedagogy designed to introduce teacher candidates to the process of teaching physical education to K-12 students with disabilities. Course content includes: (1) federal and state laws pertaining to the education of K-12 students with disabilities; (2) special education service delivery process, including referral and placement of students in the least restrictive environment; (3) appropriate physical education teaching methods for students with disabilities to use in the K-12 instructional setting; (4) causes and characteristics of selected disabilities and how these disabilities impact a person's movement and learning potential; and (5) adapted teaching techniques and equipment for motor development, physical fitness, sport skills, and aquatics. In addition, all students are required to participate in the UW-La Crosse Motor Development Program. Lect. 2, Lab 2. Prerequisite: ESS 118 or concurrent enrollment. Offered Fall, Spring.

ESS 232 Cr.2

Adapted Lifetime Recreation and Sport

This course includes teaching within an adapted aquatics program and adapted sports league. This course focuses on how physical activities are beneficial and can be used as a lifetime recreation activity for persons with disabilities. Teacher candidates will learn how to create, implement, and apply teaching strategies in the K-12 adapted aquatics setting. Teacher candidates will also offer assistance during the adapted sports league (ASL) in local schools and identify additional lifetime recreation opportunities within the community for persons with disabilities. Lect. 1, Lab 2. Prerequisite: ESS 231. Offered Fall, Spring.

ESS 233 Cr.2

Teaching Methods in Adapted Aquatics

This course focuses on strategies and techniques for teaching aquatic skills to persons with disabilities including those with moderate to severe conditions. Developmental progressions and instructional strategies for aquatic skills are presented. Modified and adapted equipment will be introduced for instructional purposes. A range of content from basic water adjustment skills through the use of aquatics for fitness and lifetime physical activity will be covered. Lect. 1, Lab 3. Prerequisite: ESS 231. Offered Fall.

ESS 261 Cr.2

Teaching Educational Gymnastics in Physical Education

A content course focused on movement skills and knowledge for students in grades PK-6 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 educational gymnastics; will have opportunities to plan and teach; will learn about physical activity and fitness knowledge related to educational gymnastics. In addition, teacher candidates will recognize and understand academic language and theory related to teaching and learning educational gymnastics. Lect. 1, Lab 1. Prerequisite: ESS 200. Offered Fall, Spring.

ESS 281 Cr.2

Prevention and Care of Athletic Injuries

This course 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; and ESS 205 or BIO 312. Offered Fall, Spring.

ESS 300 Cr.2

Assessment in Physical and School Health Education

This is an introductory course in the methodology of teaching effectiveness in physical and school health education through a socialization lens. This course focuses on the intentional alignment of assessment in the teaching-learning process (planning, instruction, assessment). This course will utilize the Society of Health and Physical Education (SHAPE) National Physical and Health Education Standards and Grade Level Outcomes. Teacher candidates will begin creating developmentally appropriate assessments in alignment within lesson plans, while also comprehending and implementing assessments in a variety of ways. In addition, terminology such as formative, summative, informal, formal, assessment for learning, assessment of learning, traditional assessments, performance-based assessments, rubrics, and grading practices will be analyzed and discussed. Interstate and Teacher Assessment and Support Consortium (InTASC) Standards and Appropriate Instructional Practice Guidelines are introduced. Prerequisite: admission to physical, adapted, and school health education. Offered Fall, 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: grade of "C" or better in ESS 206 or BIO 313. Offered Fall, Spring.

ESS 303 Cr.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. Lect. 2, Lab 2. Prerequisite: grade of "C" or better in ESS 205 or BIO 312. Recommended: MTH 150, MTH 151, or MTH 207. Offered Fall, Spring.

ESS 304 Cr.2

Biomechanical Principles of Human Movement Assessment and Analysis for Educators

This course emphasizes the investigation and application of anatomical structure and mechanical principles to the study of human movement and the motion of sport objects. Students will learn systematic approaches for the qualitative analysis of the human body as it engages in motor activities. Prerequisite: ESS 200; grade of "C" or better in ESS 205 or BIO 312. Offered Fall, Spring.

ESS 309 Cr.2

Strength & Conditioning Methods

This course exposes students to theory, applications, and methods pertinent to the field of strength and conditioning. Students will attain competency in various psychomotor skills and the ability to incorporate viable feedback for instructing skills and techniques. Topics include instructional progressions for movement preparation; resistance exercise techniques; strength, power and speed development; and the integration of all training variables toward improving movement efficiency. Students will assist with the implementation of strength and conditioning programs. Lect. 1, Lab 2. Prerequisite: ESS 368. Pass/Fail grading. Offered Fall, Spring.

ESS 310 Cr.2

Teaching Outdoor Pursuits in Physical Education

This is a content course focused on how to implement outdoor pursuits for students in grades K-12 aligned to Society of Health and Physical Education (SHAPE) National Standards and Grade Level Outcomes for K-12 Physical Education. Teacher candidates will develop common and specialized content knowledge related to outdoor pursuits, will have opportunities to plan and teach, and 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 of outdoor pursuits which may include, but not limited to, recreational boating (kayaking, canoeing, sailing, rowing), hiking, backpacking, fishing, orienteering/geocaching, ice skating, skateboarding, snow skiing, snowboarding, snowshoeing, bouldering/traversing/climbing, mountain biking, adventure activities, and ropes courses. Lect. 1, Lab 3. Prerequisite: admission to physical, adapted, and school health education. Offered Fall, Spring.

ESS 320 Cr.3

Field Experience in Sport Management

Practical experience in a sport management setting. Experiences provided may include: sport event facilitation, budget preparation and monitoring, preparing contracts, checking eligibility, and marketing and promotion. Repeatable for credit - maximum six. Prerequisite: admission into exercise sports science - sport management emphasis. Offered Fall, Winter, Spring, Summer.

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 328 Cr.3

Field Experience in Exercise Science

Practical experience in an exercise science setting or formal observation in a clinical setting. Experiences provided may include activities such as exercise leadership, coaching, assisting with fitness assessment and exercise prescription, exercise research, clinical observation, etc. Repeatable for credit - maximum six. Prerequisite: admission to the exercise sport science major - fitness or pre-professional emphasis. Offered Fall, Winter, Spring, Summer.

ESS 330 Cr.2

Skill Development in School Health Education

This course will more formally introduce the skill development model for skills-based health education. Students will explore the steps of the model and how they apply to the different Society of Health and Physical Education (SHAPE) National Health Education Standards in teaching/developing health-literate individuals. Students will use the skill development model to design and implement lessons that connect skills to core concepts/functional health knowledge. This course also includes an introductory teaching lab experience with K-12 learners. Lect. 1, Lab 2. Prerequisite: ESS 230; ESS 361 or ESS 362 taken concurrently; admission to physical, adapted, and school health education. Offered Fall, Spring.

ESS 331 Cr.2

Disability and Physical Activity Implications

This course covers the causes, characteristics, incidences, and impacts of physical, sensory, emotional/behavioral, intellectual, and other developmental disabilities. Content includes a wide variety of low and high incidence disabilities (mild through severe/profound levels for each) and the implications for physical education instruction in K-12 educational settings. Emphasis is on movement and motor development implications, adaptations, and instructional strategies to enhance physical activity and gross motor skills of individuals with disabilities, ages 3 through adulthood. Prerequisite: ESS 231 or RTH 329. Offered Fall.

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 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 361 Cr.1

Physical Education, School Health Education, and Physical Activity Lab I

This introductory teaching methods course provides the opportunity to construct and implement developmentally appropriate lessons based on Society of Health and Physical Education (SHAPE) National Health and Physical Education Standards and Grade Level Outcomes. This course will focus on learning and implementing classroom management strategies and reflecting on planning and teaching practices within a professional learning community. During this course students will be teaching a variety of ages (4-18) within the La Crosse Area Physical Education, School Health Education, and Physical Activity Program. Lab 3. Prerequisite: ESS 366 taken concurrently; admission to physical, adapted, and school health education. Offered Fall.

ESS 362 Cr.1

Physical Education, School Health Education, and Physical Activity Lab II

This introductory teaching methods course extends the opportunity for students to construct and implement developmentally appropriate lessons based on Society of Health and Physical Education (SHAPE) National Standards and Grade Level Outcomes for K-12 Physical Education. Students will continue to refine the implementation of classroom management strategies and their ability to reflect on planning and teaching practices within a professional learning community. During this course students will be teaching a variety of ages (4-18) within the La Crosse Area Physical Education, School Health Education, and Physical Activity Program. Lab 3. Prerequisite: ESS 367 taken concurrently; admission to physical, adapted, and school health education. Offered Spring.

ESS 363 Cr.2

Teaching Dance in Physical Education

This content course is focused on movement skills and knowledge for students in grades 3-12 within activity categories aligned to Society of Health and Physical Education (SHAPE) 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 peers and K-12 learners, and 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 of 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. Lect. 1, Lab 2. Prerequisite: admission to physical, adapted, and school health education. Offered Fall, Spring.

ESS 364 Cr.2

Teaching Fitness and Wellness in Physical Education

This content course is focused on movement skills and knowledge for students in grades K-12 aligned to Society of Health and Physical Education (SHAPE) National Standards and Grade Level Outcomes for K-12 Physical Education. Teacher candidates will develop common and specialized content knowledge related to fitness, wellness, and physical activity. Students will have opportunities to plan and teach peers and K-12 learners, 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. Lect. 1, Lab 2. Prerequisite: admission to physical, adapted, and school health education. Offered Fall, Spring.

ESS 366 Cr.2

Teaching Target, Net and Wall Activities in Physical Education

This content course is focused on movement skills and knowledge for students in grades 3-12 within activity categories aligned to Society of Health and Physical Education (SHAPE) 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 peer teach, and 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 361 taken concurrently; admission to physical, adapted, and school health education. Offered Fall.

ESS 367 Cr.2

Teaching Invasion and Striking and Fielding Activities in Physical Education

This content course is focused on movement skills and knowledge for students in grades 3-12 within activity categories aligned to Society of Health and Physical Education (SHAPE) National Standards and Grade Level Outcomes for K-12 Physical Education. Teacher candidates will develop common and specialized content knowledge related to invasion, striking and fielding activities, will have opportunities to plan and peer teach, and 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 invasion and striking and fielding activity categories. Lect. 1, Lab 2. Prerequisite: ESS 362 taken concurrently; admission to physical, adapted, and school health education. Offered 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 the strategies for instructing resistance exercise techniques. Students will also be taught how to design, and individualize, a strength training program. Lect. 2, Lab 2. 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 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. This course is designed to have students demonstrate mastery of a variety of athletic training clinical proficiencies and clinical integration proficiencies. 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 interventions for the management of pathologies that are common in physical activity and healthcare setting. This course is designed to have students demonstrate mastery of a variety of athletic training clinical proficiencies and clinical integration proficiencies. Prerequisite: ESS 386. Offered Spring.

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, Spring.

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 Fall, Spring.

ESS 418 Cr.4

Teaching Methods in School Health Education

This pedagogy course is focused on the Society of Health and Physical Education (SHAPE) National Health Education Standards, 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. A multi-day, consistent schedule to participate in the field experience classroom will be established by the course instructor in consultation with the teacher candidate and cooperating teacher. Prerequisite: ESS 330, ESS 419; ESS 420 taken concurrently; admission to physical, adapted, and school health education. Offered Fall, Spring.

ESS 419 Cr.4

Elementary Methods and Field Experience I in Physical Education

This pedagogy course is 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 field 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. A multi-day, consistent schedule to participate in the field experience classroom will be established by the course instructor in consultation with the teacher candidate and cooperating teacher. Prerequisite: ESS 300, ESS 361, ESS 362, ESS 363, ESS 366, ESS 367; admission to physical, adapted, and school health education. Offered Fall, Spring.

ESS 420 Cr.4

Secondary Methods and Field Experience II in Physical Education

This pedagogy course is 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 field 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. A multi-day, consistent schedule to participate in the field experience classroom will be established by the course instructor in consultation with the teacher candidate and cooperating teacher. Prerequisite: ESS 310, ESS 364, ESS 368, ESS 419; taken concurrent with ESS 418; admission to physical, adapted, and school health education. 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 423 Cr.2

Sociocultural Factors in Physical Education and School Health Education

This is a content course which focuses on contemporary and historical perspectives on sociocultural and philosophical issues that influence teaching and learning in school health and physical education. Students will analyze how particular students and student groups are advantaged and disadvantaged in and through social practices in school health, physical education, and physical activity environments. Topics include, but are not limited to, race, ethnicity, gender, sexuality, ability, bodies, socioeconomic status, and culturally responsive teaching. Prerequisite: admission to physical, adapted, and school health education; junior standing. Offered Fall, Spring.

ESS 424 Cr.3

Curriculum Development and Administration in Physical Education and School Health Education

This is a culminating course designed to provide an experience in creating a quality health and physical education program through development of all facets of a standards-based K-12 curriculum. The administrative component includes creating policy and procedures as well as current mandates and initiatives in education. Prerequisite: ESS 419; admission to physical, adapted, and school health education. Offered Fall, Spring.

ESS 425 Cr.1

Student Teaching Seminar in Physical Education

This seminar course provides an opportunity to discuss and further develop teacher candidates' critical thinking regarding issues of the field and practice of educating school-age individuals. As a result of this course, teacher candidates will have gained additional understanding of current issues experienced within their student teaching experiences as well as issues around the areas of professionalism, conflict resolution, and classroom management through discussion of practical experiences. Prerequisite: concurrent enrollment in EDS 494 or EDS 495; admission to teacher education; passing content competency benchmarks. Pass/Fail grading. Offered Fall, Spring.

ESS 431 Cr.1

Fitness Programming for Persons with Disabilities

Students learn techniques for health-related physical fitness assessment, individualized exercise prescription, and physical 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. Repeatable for credit - maximum three. Prerequisite: ESS 231. 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

Sport for Persons with Disabilities

This course addresses sports that have been modified/adapted based on traditional sports and those developed specifically for persons with disabilities. Content includes the legal aspects and health enhancing benefits for sport participation for persons with disabilities, developmental sport models, disability sport organizations, sport skill development, school and community advocacy and involvement, and interscholastic adapted sport programs. Out of class clinical experience is required in the course. This course is taught largely at a graduate level. Prerequisite: ESS 231; admission into the adapted physical education teaching minor; junior standing. Offered Spring, Summer.

ESS 436 Cr.2

Assessment in Adapted Physical Education

This course presents standardized tests and authentic procedures for assessing the gross motor development, motor skill performance, and health-related physical activity/fitness of persons with disabilities. Students learn to select, administer, and interpret assessment instruments and how to use results to develop the physical education components of individualized education programs (IEPs) as the basis for instructional programs. Types of assessment decisions and the K-12 special education eligibility and service delivery process is studied. Prerequisite: ESS 331; admission to physical, adapted, and school health education. Offered Spring.

ESS 437 Cr.3

Teaching and Service Delivery Models in Adapted Physical Education

This course focuses on evidence-based adapted physical education teaching strategies and service delivery models in K-12 settings. Instructional programming and best practices of 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, general physical educators, and related service personnel (e.g., occupational, physical, and recreational therapists), as well other community agency staff. Practical teaching is included, along with guest presentations on related disciplines and programs. Students are required to participate in a teaching lab with K-12 learners. Lect. 2, Lab 2. Prerequisite: ESS 436; ESS 419 or ESS 420 taken concurrently; admission to physical, adapted, and school health education. Offered Fall.

ESS 439 Cr.3

Teaching and Leadership in Adapted Physical Education

This course provides students with practical teaching and supervision opportunities to enhance their skills in planning, implementing, and evaluating adapted physical education programs for children and youth with disabilities. Special education service delivery process is reviewed and implemented. Emphasis is also placed on effective staff collaboration and consultation as well as teacher and program supervision. In addition, all students are required to participate in the UW-La Crosse Motor Development Program conducted on Thursday evenings. Lect. 2, Lab 2. Prerequisite: ESS 436; admission to physical, adapted, and school health education. Offered Fall, Spring.

ESS 440/540 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: ESS 302, ESS 323. Offered Summer, Winter.

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

Planning Facilities for Physical Activity and Sport

A study of planning techniques concerning facility development and maintenance for schools, athletic clubs, fitness centers and professional sport organizations. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: admission to exercise sports science - sport management emphasis; junior standing. Offered Fall, Spring.

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 fitness or pre-professional emphases. 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 with an intensive supervised practical work experience. Prerequisite: fitness and sport management majors: all course work for the appropriate major must be completed and a minimum cumulative and major GPA of 2.75. 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 460/560 Cr.1-3

Exercise Science Clinical Forum

Visiting lecturers as well as university professors will address various topics related to exercise science. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Repeatable for credit. Prerequisite: junior standing. Offered Occasionally.

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

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 coverage, investment opportunities (including stocks, bonds, and mutual funds) and retirement planning. Open to students in all colleges. Offered Occasionally.

FIN 250 Cr.1-3

Finance Internship

This finance internship provides an opportunity for declared finance majors to earn academic credit for experiential learning when working for cooperating business, government, or civic organizations. Credits earned will not count toward finance major requirements. Repeatable for credit - maximum six. Prerequisite: cumulative GPA of at least 2.50; finance major. Consent of department. Pass/Fail grading. Offered Fall, Winter, Spring, Summer.

FIN/MGT/MKT 323 Cr.3

Integrated Core Business Consulting and Professional Communication

In this course, students will build knowledge and skills needed to integrate and apply material across the functional areas of business to solve complex business problems. Knowledge areas and skill sets that are specifically targeted include decision making and critical thinking, communication, teamwork, and time management. Students develop in these areas while building a foundation in effective business consulting. Students will work in teams to complete applied business consulting projects, while also engaging in smaller written assignments and exercises throughout the course. Prerequisite: admission to business. Students must take this course concurrently with integrated core sections of MGT 308, MKT 309, and FIN 355. Students may not earn credit in more than one of the following: MGT/MKT 301, FIN/MGT/MKT 323. Consent of instructor. Offered Fall.

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; admission to business. Offered Annually.

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

This course examines the various types of financial institutions and their functions in the financial markets and includes a discussion of the processes, current trends, and regulations in money and capital markets. Financial risks will also be discussed in addition to risk measurement and management methods. 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. Repeatable for credit - maximum six. Prerequisite: junior standing; admission to business. 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 Annually.

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 Occasionally.

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 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 Fall, Spring.

FIN 440 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 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; BLAW 205; ECO 110, ECO 120, ECO 230; FIN 355; IS 220; MGT 308; MKT 309; admission to business. Consent of department. Pass/Fail grading. Offered Fall, Winter, Spring, Summer.

FIN 456 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 475 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 Fall, Spring.

FIN 485 Cr.3

Problems and Cases in Finance

This course provides students with the opportunity to practice financial decision-making by developing solutions to case problems while requiring them to apply knowledge from previous finance courses, use and develop oral and written communication skills, critical thinking and analytical skills, creativity, and judgment. This course assumes the viewpoint of a financial manager confronted with a variety of decisions on how to best raise, procure, and manage capital. Course topics focus on the typical concerns of a financial manager, including short- and long-term investment and financing decisions, dividend policy, and the costs and characteristics of various sources of capital, etc. Prerequisite: FIN 370; 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.

First-Year Seminar (FYS) - Courses

Courses

+FYS 100 Cr.3

First-Year Seminar

This topics seminar course focuses on developing the knowledge, experiences and skills helpful for success at UWL, including learning strategies, community involvement, and academic inquiry. Students will investigate enduring questions and reflect on the purpose and value of a liberal education. Topics vary by instructor. Prerequisite: degree-seeking student in their first year at UWL or a degree-seeking transfer with 15 or fewer credits earned. Offered Fall, Spring.

French (FRE) - Courses

Courses

FRE 101 Cr.3

French in a Global Society 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

French in a Global Society 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

French Language and Cultures in Action 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

French Language and Cultures in Action 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 227 Cr.3

French for International Relations

A course designed to prepare students to communicate effectively in French and better comprehend the complex interactions of a globalized world. It addresses written and oral conventions, pragmatics, and intercultural competencies required to pursue collaboration, problem-solving, and decision-making in the context of international relations. Global issues such as environment, health, education, Human Rights, security, and diversity will be discussed specifically within the realm of French-speaking countries. Prerequisite: FRE 202 or equivalent. Offered Spring, Summer.

FRE 300 Cr.3

Visual Encounters

This course introduces students to a variety of art and technology-related topics that define French-speaking cultures today while practicing grammatical structures required to narrate and describe. Analysis of visual artifacts and development of writing skills 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 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 or equivalent. 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 Fall - Even Numbered Years.

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 Fall - Odd Numbered Years.

FRE 337 Cr.3

French 3.0: Focus on Science and Technology

From Pascal's calculator in 17th century France to Arthur Zang's Cardiopad in contemporary Cameroon, the French-speaking world has produced a number of scientific and technological innovations. This course will focus on discovering Francophone cultures through the lens of a variety of scientific topics. Students will continue developing language proficiency while acquiring the specific discourse and vocabulary related to the scientific professions, including health, technology, and technical work specializations they are most interested in. This course will especially be an asset for students desiring to work or intern for international companies, NGOs, Peace Corps, or do mission work in a Francophone country. Prerequisite: FRE 300 or FRE 307. Offered Every Third Semester.

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. 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.

FRE 430 Cr.3

French Connections

This course is designed for students to explore connections between their French studies and other disciplines. Due to its Interdisciplinary nature and its seminar format, the course content is tailored to students' research paper topics, while focusing on the practice of more complex grammatical structures and academic writing conventions in French. Prerequisite: FRE 300, FRE 301, and FRE 307. Offered Spring.

FRE 450 Cr.1-4

National/International Intern Program

A course in French individually tailored to fit career needs: cultural awareness, technical vocabulary in French to prepare students who elect internship credits in other departments. French majors or minors or other students having the equivalency of FRE 202 may elect to take these credits off campus. Repeatable for credit - maximum four. Prerequisite: a declared major in department offering intern programs or a declared major in French. Offered Occasionally.

FRE 495 Cr.2

Honors Seminar in French

An in-depth examination of a topic in French or Francophone literature or civilization concluding with a research paper and presentation to faculty and peers. Prerequisite: FRE 305; one 400-level literature or civilization course; admission to the Alvida Ahlstrom Honors Program. Offered Occasionally.

FRE 498 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. Consent of department. Offered Occasionally.

FRE 499 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. Consent of department. Offered Occasionally.

Geography (GEO) - Courses

Courses

+GEO 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.

+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 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, GEO 202, HIS 202, POL 202, SOC 202. Offered Fall, Spring.

+GEO 211 Cr.3

Global Climate Change

This course serves as an introduction to causes of natural and human-induced climate change, and the current and future impacts of climate change on environmental systems and society. Actions that could be taken by governments, industry, non-profit organizations, and individuals to mitigate the magnitude and effects of climate change will be addressed. The course will investigate social, cultural, and political aspects associated with climate change policy, including how vulnerability, resilience, and adaptability to a changing climate vary across the globe. Offered Fall, Spring, Summer.

GEO 221 Cr.4

Weather and Climate

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: GEO 101. Offered Fall.

GEO 222 Cr.4

Earth Surface Processes and Landforms

An introduction to the earth surface processes that are dominant in forming various types of landforms. Spatial variations in landforms are studied both at the local scale and as the outcome of large-scale global processes. Lect. 3, Lab 2. Prerequisite: GEO 101. Offered Spring.

GEO 305 Cr.3

Geographic Information Systems and Science I

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. Offered Fall, Spring.

GEO 307 Cr.3

Power, Space, and Global Change

As individuals and groups interact, they create and modify political and economic structures. Conflicts and inequalities, as well as improvements to the human condition, are examined at multiple scales. Territorialities, population dynamics, states, borders, and elections are explored with the tools of human geography. Offered Fall.

GEO 309 Cr.3

Cities: Past, Present, and Future

More than half of the world's population lives in cities that represent the most complex phenomenon created by humans. Contemporary cities are vibrant and complex phenomena formed by conflicting social forces and economic processes. They are centers of human interactions and the innovations that arise from them. Urbanization has led to many positive developments for society, but also contributes to many of our most pressing challenges, from sustainability and climate change to poverty and inequality. This course explores the evolution of cities around the world and analyzes the social, cultural, economic, and environmental factors that have shaped urban areas. Overall, this course provides a comprehensive understanding of the patterns and processes of urbanization through the lens of environmental sustainability and equity. It equips students with the skills and knowledge necessary to critically analyze and develop solutions for the complex urban challenges of the 21st century. Offered Fall - Odd Numbered Years.

GEO 310 Cr.3

Transportation Equity and Sustainable Communities

This course explores the intersection of transportation, urban design, and sustainability. It examines the spatial patterns and processes of human mobility across different geographical scales and how transportation systems shape and are shaped by the built environment, land use patterns, social, environmental, and economic factors. This interdisciplinary course draws on concepts and methods from transportation engineering, urban planning, geography, and environmental science to analyze and explore solutions for sustainable transportation systems in urban areas. Overall, this course provides a comprehensive framework for understanding the complex relationships between transportation systems and the built environment within the context of sustainable and equitable transportation solutions for the future. Offered Fall - Even Numbered Years.

GEO 318 Cr.3

The Geography of Latin America and 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 Spring - Even Numbered Years.

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 Spring.

GEO 335 Cr.3

Islamic Asia: Cradle of Civilizations, Geographies of Conflict

The Middle East and nearby areas (sometimes collectively called Southwest Asia) have played a key role in the development of cultures and human interactions with the environment for millennia. This course will apply a critical scholarly approach to understanding the complex human geographic patterns, structures, and interactions at the crossroads of Asia, Europe, and Africa. Special attention is given to the political, cultural, economic, and military geographies of recent and current conflicts. Offered Spring - Odd Numbered Years.

+GEO 340 Cr.3

Polar Environments

This course explores the human and environmental geography of the Arctic and Antarctic, including physical landscape and climate, terrestrial and marine ecosystems, natural resources and development, exploration, governance, and indigenous peoples. The circumpolar northern Arctic region will be compared with the southern continent of Antarctica. Anthropogenic and climate change impacts on the Arctic and Antarctic will be discussed, as will the interconnectedness of polar regions to global processes and international issues. Offered Fall - Even Numbered Years.

GEO 401 Cr.1

Focus on Geography: A Capstone Course

This seminar-style course is designed to prepare students for graduate school and/or a career in geography and earth science. This course covers the basic concepts of interviewing, cover letter and resume development, portfolios, and oral and written communication. Guest speakers will discuss graduate and career opportunities available to geography majors. Students are expected to actively participate in the assessment of their major and their programmatic learning outcomes. Prerequisite: senior standing. Offered Fall, Spring.

GEO 405/505 Cr.3

Geographic Information System and Science II

Building upon lessons learned in GEO 305, this course focuses on geospatial analysis and database development. The course includes both theoretical and applied aspects of GIS analysis. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: GEO 305; STAT 145; junior standing. Offered Fall, Spring.

GEO 410/510 Cr.3

Geospatial Field Methods

This course covers fundamental concepts of geospatial data collection, analysis, and representation. Students gain hands-on experience using geospatial technology at field sites in the La Crosse area. It includes reconnaissance and surveys using current methods, including GPS, total stations, sonar, and unmanned aerial systems; and practical integration of field data into a geographic information system. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: GEO 305; junior standing. Offered Fall.

GEO 412/512 Cr.3

Geospatial Applications of Unmanned Aerial Systems

This course provides an introduction to the Unmanned Aerial System (UAS) from the geospatial perspective which includes: UAS sensors and platforms, civilian and remote sensing applications, sensors calibration and boresighting, operational requirements, data processing using specialized software to derive products such as ortho-rectified imagery, multispectral imagery, digital terrain and surface models, current rules and regulations governing owning and operating a UAS in the United States. Students in this course will get hands-on experience of UAS mission planning and flying with both fixed-wing and multi-rotor UAS for environmental data collection outside the classroom. The course content will also prepare the students for the remote pilot exam conducted by the FAA. They will complete hands-on lab exercises involving UAS data pre-processing and analysis to generate geospatial products and assess their accuracy. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: GEO 305; junior standing. Offered Occasionally.

GEO 415/515 Cr.3

Remote Sensing of the Environment I

This course is an 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: GEO 305; junior standing. Offered Fall.

GEO 418/518 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: GEO 305; junior standing. Offered Fall.

GEO 422/522 Cr.3

Meteorology

Atmospheric concepts and processes of the earth's weather are covered. Principles and laws which govern the behavior of the atmosphere are investigated, including energy exchange between the earth and the atmosphere, forces governing atmospheric motion, atmospheric moisture and stability, condensation and precipitation processes, air masses and cyclogenesis, thunderstorm and tornado development, and hurricanes. Surface and upper-air charts, synoptic patterns, thermodynamic charts, radar and satellite images, and weather patterns are analyzed. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: GEO 221; junior standing. Offered Spring.

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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: GEO 101; junior standing. Offered Fall - Odd Numbered Years.

GEO 427/527 Cr.3

Sustainable Water Resource Management

This course is designed to engage students in critical thinking with regard to the management of water resources within the socio-ecological framework. Students will understand how the interacting dynamics of the natural environment, social factors, politics, and economics shape sustainable water resources policies and practices. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: junior standing. Offered Fall - Odd Numbered Years.

GEO 428/528 Cr.3

Past Environmental Change

An overview of the study of environmental change during the Quaternary. Approaches used to understand past climatic conditions and effects on terrestrial and marine ecosystems at global, regional and local scales will be explored, as will physical, geochemical and biological methods associated with continuous and depositional environments. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: GEO 221 and GEO 222; junior standing. Offered Alternate Years.

GEO 430/530 Cr.3

River Systems

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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: GEO 222; junior standing. Offered Spring - Odd Numbered Years.

GEO 445/545 Cr.3

Remote Sensing of the Environment II

This course covers advanced techniques of digital satellite and airborne image analysis and processing, emphasizing theory and applications in natural resource, land use and environmental assessment. It 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: GEO 415; junior standing. Offered Spring.

GEO 450 Cr.1-6

Internship in Geography and Earth Science

This internship experience is an academically relevant field experience in geography or earth science within government, industry, business, nonprofit, or community agency. The internship must be arranged through Career Services and approved by a faculty supervisor in the Department of Geography and Earth Science. Students must participate in the internship experience during the semester for which they are registered for academic credit. No more than three credits may be applied to a major or minor in geography and earth science. Repeatable for credit - maximum 12. Consent of instructor. Pass/Fail grading. Offered Fall, Spring, Summer.

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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: GEO 305; GEO 418; junior standing. Offered Spring.

GEO 460/560 Cr.3

Environmental Hazards

Environmental processes are investigated in light of the hazards they might pose for development and how they may be avoided, mitigated and managed. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: GEO 221 or GEO 222; junior standing. Offered Fall - Even Numbered Years.

GEO 465/565 Cr.3

Scripting in GIS

This course will teach students how to customize within GIS software using scripting and programming tools commonly used in GIS discipline. Students will learn about the conceptual and practical aspects of programming for geographic applications using Python, a free open-source scripting language. Python is well integrated with all the major GIS softwares and a very popular language among GIS professionals. The course focuses on solving geographic problems by modifying and automating generic GIS software through programming. In this course, students will learn general and transferable scripting skills, and GIS-specific applications, including the basics of writing and modifying scripts, batch processing and automation of repetitive geoprocessing tasks, and designing complex geoprocessing tasks. The skills learned in this course are equally applicable in scientific research, the public sector, and in industry. Students taking this course must be familiar with geographic data structures, basic GIS concepts, and demonstrate basic understanding of geospatial analysis. No prior programming experience is required or expected. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: GEO 405; junior standing. Offered Occasionally.

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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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. Offered Occasionally.

GEO 476 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: junior standing. Offered Occasionally.

GEO 485/585 Cr.3

Geographic Information System and Science III

This course covers advanced theories in geographic information systems database structures, advanced applications, database transfers, database management, use of census data, spatial analysis, and decision-making. There will be an emphasis on ARCGIS and its applications and integration of GIS with remote sensing and GPS. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: GEO 405; STAT 145; junior standing. Offered Spring.

GEO 490/590 Cr.1-3

Independent Study

This course is a directed study of a topic in geography and earth science that is outside what is offered through regularly scheduled courses and is completed under the direction and supervision of a member of the Geography and Earth Science faculty. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. A written report is an expected outcome. Repeatable for credit - maximum six. Maximum three credits applicable to major. Prerequisite: junior standing. Consent of department. Offered Fall, Winter, Spring, Summer.

GEO 495/595 Cr.1-3

Seminar in Geography/Earth Science

Investigation into various topics in geography or the earth sciences. Topics will be offered at intervals with a specific title assigned to each. Check schedule of classes for the next offered topic. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Repeatable for credit - maximum six. Prerequisite: two semesters of geography and/or earth science; junior standing. Additional prerequisite may be required by the instructor. Offered Occasionally.

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. Offered Fall, Winter, Spring, Summer.

German (GER) - Courses

Courses

GER 101 Cr.4

German in a Global Society I

The first of two introductory courses in German. The five language skills: listening, speaking, writing, reading, and culture are introduced. Offered Fall.

+GER 102 Cr.4

German in a Global Society 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 Spring.

+GER 201 Cr.4

German Language and Cultures in Action 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.

+GER 202 Cr.3

German Language and Cultures in Action II

The second of two intermediate-level German courses, designed specifically to transition students to upper-level content courses. Students continue to develop all language skills with special emphasis placed on refining reading and writing in German. Topics in recent German history and contemporary German society are explored while obtaining a grasp of more complex grammatical structures. Prerequisite: GER 201 or placement based on UW System Placement Test scores. Offered 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 Spring - Even Numbered Years.

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 Fall - Even 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 Spring - Odd 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. Offered Occasionally.

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 Occasionally.

GER 321 Cr.3

German Civilization: 1989-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 Occasionally.

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 Occasionally.

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 Occasionally.

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 330 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 - Even Numbered Years.

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 - Even 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 403 Cr.3

Studies of German Literature

A course designed to survey major literary movements and authors. Specific topics vary by semester. Repeatable for credit - maximum six. Prerequisite: a three credit 300-level German course. 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.

GER 498 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. Consent of department. Offered Occasionally.

GER 499 Cr.1-3

Independent Study

Field work, research, and individual projects in a specific area of German language, civilization or literature. Repeatable for credit - maximum six. Prerequisite: two advanced German courses; junior standing. Consent of department. Offered Occasionally.

Global Cultures and Languages (GCL) - Courses

Courses

GCL 101 Cr.4

Elementary Languages I

This is the first of two introductory courses in target languages which covers oral and written language study, reading, and grammar. Repeatable for credit in different languages - maximum eight credits. Offered Fall.

+GCL 102 Cr.4

Elementary Languages II

This is the second of two introductory courses in target languages which covers oral and written language study, reading, and grammar. Repeatable for credit in different languages - maximum eight credits. Prerequisite: GCL 101 in the target language. Offered Spring.

+GCL 201 Cr.4

Intermediate Languages I

This is the first of two intermediate level courses that covers oral and written language study, reading, and grammar. Repeatable for credit in different languages - maximum eight credits. Prerequisite: GCL 102 in the target language. Offered Fall.

+GCL 202 Cr.4

Intermediate Languages II

This is the second of two intermediate level courses that covers oral and written language study, reading, and grammar. Repeatable for credit in different languages - maximum eight credits. Prerequisite: GCL 201 in the target language. Offered Spring.

+GCL 299 Cr.3

Global Literature in Translation

The primary focus of this course is on major and representative works originally written in French, German, Russian, Spanish and/or Chinese. The course is taught in English by specialists of the respective literatures. Content and theme vary with instructors. Offered Occasionally.

GCL 300 Cr.3

World Language Education: Field Experience I

This course is designed to equip teacher candidates to understand theoretical and research-based foundations of world language instruction. Through an integrated practicum experience at a local school, candidates will learn about the complex processes of planning discipline-specific world language instruction, engaging students in learning, and assessing student learning. Candidates will further develop understanding and practices related to the topics of teacher performance assessment (edTPA), professionalism, and classroom management. A multi-day, consistent schedule (typically 3 consecutive half days) in the field experience classroom will be established by the course instructor in consultation with the teacher candidate and cooperating teacher. Prerequisite: EDS 203, EDS 206; concurrent enrollment in GCL 400; admission to teacher education. Offered Spring.

GCL 310 Cr.3

Theories and Research in 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 and focuses on connecting theory to practice through student-led undergraduate research projects. In this course, learners will gain foundational knowledge of second language acquisition and related theories and will examine current research trends through the analysis of various empirical studies as related to second language acquisition. Prerequisite: junior standing and one of the following: AP foreign language score of 3 or higher; placement into 201-level or higher foreign language course; score 70 or higher on La Crosse Battery (non-native speakers of English); grade "B" or better in 102-level or higher foreign language course taken at UWL (taught in foreign language). Offered Fall.

GCL 320 Cr.3

World Language Education: Field Experience II

This course is designed to equip teacher candidates to understand theoretical and research-based foundations of world language instruction. Through an integrated practicum experience at a local school, candidates will learn about the complex processes of planning discipline-specific world language instruction, engaging students in learning, and assessing student learning. Candidates will further develop understanding and practices related to the topics of teacher performance assessment (edTPA), professionalism, and classroom management. A multi-day, consistent schedule (typically 3 consecutive half days) in the field experience classroom will be established by the course instructor in consultation with the teacher candidate and the cooperating teacher. Prerequisite: GCL 300; concurrent enrollment with GCL 420; admission to teacher education; junior standing. Consent of department. Offered Fall.

GCL 398 Cr.1-3

Advanced Languages

This course is an advanced study of target languages and cultures. Instruction may be offered on an individualized basis or when a course is available on another campus, through distance education (CLP). Through collaboration with another campus or program, students have the opportunity to take a course in a language not currently taught at UWL. Repeatable for credit in different languages - maximum six credits per language. Prerequisite: 202-level course in the target language. Offered Occasionally.

GCL 400 Cr.3

Teaching World Languages: Methods and Approaches

This course, taken concurrently with a Field I experience course, is designed to prepare students with the knowledge and skills necessary to succeed as professional world language educators. As the first course in the program's two-course methods sequence, this course is intended to introduce the student to prominent approaches and methods of language teaching as well as guiding frameworks and essential concepts in the field. Students will connect theory to practice by engaging in introductory activities focused on philosophies of language teaching, unit planning, assessment, and observations. Prerequisite: EDS 402 or concurrent enrollment in GCL 300; admission to teacher education. Offered Spring.

GCL 420 Cr.3

Teaching World Languages: Design and Application

This course, taken concurrently with a Field II experience course, is designed to prepare students with the knowledge and skills necessary to succeed as professional world language educators. As the second course in the program's two-course methods sequence, this course will prepare students to design and implement effective world language lessons. Students will connect theory to practice by engaging in applied activities related to lesson and task design, teaching demonstrations, formative assessment, technology integration, and other practical methods. Prerequisite: GCL 300 or EDS 402; concurrent enrollment with GCL 320 or EDS 446; admission to teacher education; junior standing. 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 life-style 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

Workplace Wellness Program Management

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 information 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: Introduction to Psychology. 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. 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: Introduction to Biology. 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. 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 325. Consent of department. Offered Fall, Spring, Summer.

HWM 405 Cr.3

Survey of Information Technology in Wellness

This course is designed to provide students with an overview of information technology tools in the wellness industry and legal considerations for their use, such as but not limited to web portals, online assessments, health records applications, telephonic and digital health coaching, online challenges, online tracking tools, social media, videos, podcasts, mobile apps, and wearables. Prerequisite: HWM 315. 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 wellness 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 a 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 implementing 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 preventive 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.

HWM 493 Cr.1

Health and Wellness Management Fieldwork Prep

This course requires students to identify and secure fieldwork placement for completion the following semester. The fieldwork experience develops skills in program planning, implementation, promotion and evaluation, oral and written communication, collaboration and networking. Consent of department. Pass/Fail grading. Offered Fall, Spring, Summer.

HWM 494 Cr.3

Health and Wellness Management Fieldwork

Students engage in practical fieldwork experience as a pre-professional in a health/wellness setting to utilize skills and knowledge acquired in previous courses. This fieldwork experience is designed to further develop skills in some, but not necessarily all, of the following areas: program planning, implementation, promotion and evaluation, oral and written communication, collaboration and networking. Prerequisite: HWM 460, HWM 470, HWM 480, and HWM 493. Consent of department. Offered Fall, Spring, Summer.

HWM 496 Cr.3

Health and Wellness Management Capstone

This course requires the application of knowledge and skills acquired through successful completion of all HWM courses taken prior to or concurrent with this course. Using a case study, students demonstrate competence in health and wellness management by completing assignments and participating in discussions that results in the logical, sequential building of a strategic plan for a comprehensive corporate wellness program. Students demonstrate interviewing, professional networking and resume writing skills along with formally presenting their final strategic plan. Prerequisite: HWM 460, HWM 470, HWM 480. Consent of department. Offered Fall, Spring, Summer.

Health Education (HED) - Courses

Courses

+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.

HED 210 Cr.3

Foundations of Health Education

This course explores introductory concepts related to the field of health education. Basic principles, philosophies, and issues related to health education are presented. In addition, health education as a career option is examined and the role of the health educator in numerous settings discussed. Offered Fall, Spring.

HED 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 210 or admitted to EC-MC or MC-EA Certification. Offered Fall, Spring.

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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: junior standing. Offered Fall, Spring.

HED 412 Cr.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. Prerequisite: junior standing. 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 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: junior standing. Offered Fall, Spring.

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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: HED 210 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: BIO 100 or BIO 105; junior standing. Offered Fall, Spring, Summer.

HED 471/571 Cr.2

Health Education Responsibilities, Competencies, and Certification

Participants have the opportunity to review the National Health Educator Competencies Update Project research resulting in a new 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 eight areas of responsibilities with selected competencies and sub-competencies are examined with practitioner examples, and a review is conducted for the Certified Health Education Specialist (CHES) national examination. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: junior standing. Offered Fall, Spring.

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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: ESS 205 or BIO 312; ESS 206 or BIO 313; or admitted to EC-MC or MC-EA Certification; and 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: junior standing. Offered Fall, Spring.

HED 495/595 Cr.1-3

Independent Study in Health Education

Individualized study of areas not available in existing courses. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Repeatable for credit - maximum six. Prerequisite: junior standing. Consent of department. Offered Fall, Winter, Spring, Summer.

Health Information Management and Technology (HIMT) - Courses

Courses

HIMT 301 Cr.3

Digital Literacy in Healthcare

This course provides an overview of medical clinical workflow with emphasis on inter-professional electronic documentation and functionalities of the electronic health record (EHR). Through hands-on experience, this course advances the students' understanding of the electronic health record, health IT policies, data and database management systems in support of the EHR. 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 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. 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 for HIMT Professionals

Fundamental concepts of programming using a contemporary data analysis language. Topics include variables, conditional execution, functions and methods, iteration, strings, files, and data structures. Applications will be taken from the Healthcare Information Systems. 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 biological work, 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 or 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 300. 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. 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. Tools 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. 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. 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. Prerequisite: HIMT 355, HIMT 365, and HIMT 415. 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. Consent of department. Offered Fall, Spring.

HIMT 489 Cr.1**Pre-Capstone**

This is a one-credit course that is intended to serve as an orientation for the HIMT 490 Capstone course as well as a credentialing exam preparation course. This course will help students get more comfortable with all that is involved in the capstone experience. HIMT 489 will also help prepare students for the upcoming credentialing exam(s) that they will be sitting for (in particular, the RHIA and CAHIMS exams). To pass the course, students need to meet the deadlines and requirements for submitting milestone documents (deliverables). Pass/Fail grading. Offered Fall, Spring, Summer.

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. Prerequisite: HIMT 420, HIMT 489. Consent of department. Offered Fall, Spring, Summer.

Health Professions (HP) - Courses

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 106 Cr.2

Introduction to Health Related Careers

This course will assist students in determining future academic and career goals while providing them with information regarding many health related professions. Course will include educational and professional aspects of a broad range of health related careers. General topics will include an overview of the healthcare industry, health-related ethical issues, and professionalism. An interdisciplinary approach will be utilized to present specific information on individual health related professions. Lect. 1, Disc. 1. Offered Fall, 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 310 Cr.4

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 (may be taken concurrently); admission to NMT or RAD program. Offered Fall.

HP 499 Cr.1-3

Health Professions Research

This course will allow practical experience in carrying out a clinical research project in the health professions under the guidance of the principal investigator(s). Students will be required to search and critique the literature concerning the research problem, collect, analyze and manage data, assist with statistical analysis and writing of reports. Repeatable for credit - maximum four. Offered Fall, Spring.

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, Summer.

History (HIS) - Courses

Courses

+HIS 110 Cr.3

World History

This course examines world history using a specific theme. The course is global in scope from ancient times to the present and covers a minimum of three civilizations. Instructors trace the development of one theme over multiple historical periods and places in the world. 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. Prerequisite: open to history majors and minors only. 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, GEO 202, HIS 202, POL 202, SOC 202. Offered Spring.

+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 220 Cr.3

Survey of Latin American and Latino History

This course is an introduction to Latin American and U.S. Latino history. The course surveys how conquest, conversion, colonialism, nationalism, neocolonialism, and immigration affected Iberian cultures in the Americas and Europe from 1300 to 2000. Iberian colonialism initiated processes of Catholic conversion, labor exploitation, and cultural syncretism that continued into the 19th century, complicated by the development of U.S. and European informal empire in Latin America. Liberal oligarchies oversaw uneven development that led to social and political revolutions, and the development of feminism and modern homosexuality. U.S. intervention in the political, social, and economic affairs of Latin America destabilized the region, prompted dictatorships and "dirty wars," and initiated migratory currents that expanded Latino populations in the U.S. The Mexican American and Puerto Rican experiences are surveyed. The course examines how hierarchies grounded in notions of race, class, gender, and sexuality have impacted the lives of people throughout the Americas. Offered Every Third Semester.

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 Europe

This course covers the history of countries in Europe and may consider such events and topics as the Black Death, the Renaissance, the Reformation, colonialism, the French Revolution, wars among European nations, nationalism, liberalism, and totalitarianism, as well as Europe's interaction with non-western cultures. Upon completion of the course, students are able to place European history within the context of global history. Offered Fall.

HIS 250 Cr.3

Survey of Asia

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 280 Cr.3

Survey of the History of Modern Science

Science may seem sterile and remote from everyday life, something that takes place in a laboratory, something unaffected by the social, cultural, and political world around it - in short, something unaffected by history. Yet our modern concept of science, its ideals, and the way it is practiced all have their own history, and this is intricately related to the history of the broader world. In order to understand this relationship, this course will explore changing historical conceptions of what it means to do science, where it can be done, who gets to participate, what ethical considerations should govern its conduct, and even what kinds of questions science can answer. We will consider human beings as students and practitioners of science, but also as subjects of scientific inquiry. While we will consider science around the world, our focus will be on science in the West. We cannot possibly consider every place, space, and discipline of science in one semester, but we will consider a variety of case studies, and you will have the opportunity to supplement our work with your own research. Our goal is to better understand the history that led to our image of modern science, but also to develop ideas about how to make science more democratic - and why it's so important for us to do so. Offered Occasionally.

HIS 285 Cr.3

Survey of Modern Africa

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.

HIS/ARC 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/RGS 301 Cr.3

Women and Gender in the Modern United States: 1890-Present

This course introduces students to key developments in the history of women and gender in the modern period of U.S. history. It explores the diversity of women's experiences and gender constructs in relation to work, activism, citizenship, family life, and demographic changes, and cultural changes. (Cross-listed with HIS/RGS; may only earn credit in one department.) Offered Alternate Years.

HIS/ARC 302 Cr.3

Egyptian Hieroglyphs: The Language and Culture of Ancient Egypt

Ever wonder what all those birds, snakes and other symbols on Ancient Egyptian monuments mean? In this course you will find out! This course is an introduction to the language and culture of Ancient Egypt. We will learn to read the hieroglyphic script used by the Egyptians to record aspects of their culture and daily lives for over 3,000 years. While learning the basics of Middle Egyptian grammar, the classical form of the language, we will explore aspects of Egyptian culture through their own words. Through translating sentences and basic texts, we will experience first-hand the classical form of the language used for writing everything from business receipts and letters, to historical documents and literary works, to esoteric theological texts which record details of their belief system. Topics to be covered are the origins of writing in Egypt, historical development of the language, daily religion, beliefs in the afterlife, the family, social structure, literature and the role of writing in Egyptian culture. From students of archaeology or linguistics, history or modern languages, or anyone who has ever seen an artifact from Ancient Egypt and wanted to know what the hieroglyphs say, this class has something for everyone! No prior knowledge of ancient Egypt or Egyptian language is needed or required, only a desire to gain insight into the thoughts of people who lived thousands of years ago. Offered Occasionally.

HIS 303 Cr.3

Money and Crime

Money and crime are just ideas. We will ask what makes something money? When, why, and where did money start and how has it changed? We will also examine crimes based on money such as counterfeiting, embezzlement, forgery, fraud, identity theft, money laundering, and swindling. We will study how money and its related crimes have become a system that shapes us and how different people around the world experience this system. Offered Alternate Years.

HIS 304 Cr.2

Schools and Learning in Social Studies and Field Experience I

This course will be integrated with a field experience for secondary social studies teachers and provide a forum for students to consider both the theories and practices of teaching. A significant portion of this course will be dedicated to collaborative reflection and discussion of teacher candidates' experiences in their field placements. Teacher candidates will design, enact, and assess activities to enhance student learning. Teacher candidates will work together to create a collegial and supportive community of educators. Assignments are designed to support reflective practice and to critically analyze teacher candidates' development as educators. A multi-day, consistent schedule in the middle school field experience classroom will be established by the course instructor in consultation with the teacher candidate and cooperating teacher. Prerequisite: EDS 203, EDS 206; admission to teacher education. Consent of department. Offered Fall, Spring.

HIS/RGS 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/RGS; 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 307 Cr.3

Comic Books and History

This course examines how transregional historical events and experiences have been depicted in comic books, manga, graphic histories, and works of illustrated journalism. Focusing on how history is represented in these visual sources helps us understand the complexity of human memory, identity, and agency. As we investigate these issues, we will also investigate the historical contexts shaping primary source creation and track change and continuity over time. 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 309 Cr.3

History of U.S. Science and Technology

This course explores the various ways in which Americans have encountered, developed, and experienced science and technology from the colonial period to the present using various lenses - politics, environment, military, labor, culture, race, gender, and others. 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.

HIS/ANT 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 and 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 316 Cr.3

The Vietnam War Era

This course covers the history of the long Vietnamese wars with a focus on the era of United States involvement. The course approaches the era of the Vietnam wars by including significant transformations in social, cultural, and political history in the United States and Vietnam. It also examines the era within the context of decolonization and a global Cold War. 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 Columbian 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: oral history, museums in the community, museum organization, exhibition planning and design, care of artifacts and collections, and the visitor experience. Offered Spring - Every Third Year.

HIS 319 Cr.3

Twentieth Century United States

This course examines the social, economic, political, and diplomatic history of contemporary United States from the 1890s to the millennium. Major topics may include the development of the modern bureaucratic state; consumerism; the rise of the US as a global power; and the roles of gender, ethnicity, and race in culture, society, and politics. Special attention is given to developing skill in reading recent historical scholarship. 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

Public Education in Wisconsin and America

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 today. Particular attention will be paid toward Wisconsin's system of public education as a reflection of state history, as well as local and national trends. Among the other major topics addressed are: the purposes of schooling, the ideas of major educational reformers, struggles over school curriculum, religion and public education, the origins of standardized testing, the emergence of teacher unions, urban and rural school challenges, and school privatization. Offered Spring - Odd Numbered Years.

HIS 323 Cr.3

The World War II Era

This course focuses on the causes, conduct, and consequences of World War II. The course examines the war not only as a military conflict but as a global event embedded in forces echoing throughout the twentieth century. Themes may include social, cultural, diplomatic, and political aspects. Different theaters or themes may be emphasized while still recognizing the global character of the war. Offered Occasionally.

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 Alternate Years.

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 Alternate Years.

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 Alternate Years.

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 Alternate Years.

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 Alternate Years.

HIS/ARC 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.

HIS/ARC 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 Alternate Years.

HIS 334 Cr.3

Themes in 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 Alternate Years.

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

Latinos in the United States: 1450-2000

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. Focus on Mexican American/Chicano, Puerto Rican, Dominican, Cuban, and Central American 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.

HIS/ARC 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 nation-building, regionalism, political instability, economic underdevelopment and social disunity from the Wars of Independence (1810-1825) to the First World War. 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 344 Cr.3

Latin America: 1450-1830

This course will analyze Iberian and Amerindian societies to understand the establishment and evolution of Hispanic institutions and cultures in Latin America from 1450 until 1830. Offered Alternate Years.

HIS 345 Cr.3

U.S.-Latin American Relations

This course will explore US relations with Spain and 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 compromised Washington's efforts to forge closer ties with the Latin American nations and have fueled social inequities and dislocation. Themes include diplomacy, Monroe Doctrine, Manifest Destiny, Interventionism, the Good Neighbor Policy, the Alliance for Progress, NAFTA, Human Rights, Pan-Americanism, Hemispheric relations, Latin American relations with Western Europe, and the role of the Roman Catholic Church and NGOs in U.S.-Latin American relations. 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

Greater Mexico

This course examines the Mexican experience in the United States as an integral part of Mexican history. Includes a focus on the evolution of Northern Mexico, the rise of the Chicano/Mexican American Civil Rights Movement, and Mexican ethnic enclaves in the U.S. Southwest and Midwest. 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 351 Cr.3

France and the French Empire: 1750-Present

This course is the history of France and its empire since 1750 incorporating major social, intellectual, political, and economic trends in both a domestic and international context. 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 Germanys. 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.

HIS/ANT/ARC 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 356 Cr.3

History of Mexico

Survey of Indian and Hispanic roots of modern Mexico from 1450 to the present. 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 criminal legal 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 criminal legal system it does. Course makes extensive use of evidence from inside and outside the criminal legal 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 and the World

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.

HIS/ARC 365 Cr.3

Ancient Iraq

A historical and archaeological survey of ancient Iraq (Syrus-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.

HIS/ARC 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.

HIS/ARC 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.

HIS/ARC 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/ARC 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.

HIS/ARC 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.

HIS/ARC 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.

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

The American 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

The Rwandan Genocide

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 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 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

Social Justice Informed Public History

Social Justice informed Public History looks at public history projects that tell the history of historically marginalized peoples with a special eye towards projects that use history to move policy forward in today's world. In this class students create a best practices document for working with historically disadvantaged peoples, critically assess documents (emails, policy, newspaper articles) with an eye towards best practices in social justice, and propose social justice informed public history projects in the format of undergraduate research grants. While the public history projects are proposals - not completed during the class - students may choose to continue their projects seeking funds to cover their time and expenses through Undergraduate Research Opportunities. Offered Spring - Every Third Year.

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. Lect. 2, Lab 2. 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 Japan

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 Japan

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.

HIS/ARC 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

African Nationalism

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

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 399 Cr.3

Migration and Empire: 1200-1900

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 segment 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 401 Cr.3

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 Occasionally.

HIS 402 Cr.3

Secondary Content Methods for Teaching English Language Learners

This course will explore the importance of teaching content to English Language Learners (ELs) at the secondary (grades 4-12) level. Students enrolled in the course will examine the various methods and teaching strategies that can be utilized to best teach students with limited English proficiency (LEP) while at the same time working to develop English language literacy. The primary method to be taught is called Specially Designed Academic Instruction in English (SDAIE). Prerequisite: EDS 203, EDS 206; admission to teacher education. Offered Spring.

HIS 403 Cr.3

Curriculum, Instruction, and Assessment in Social Studies Education

This course will introduce pre-service education majors to the foundational concepts, theories, and strategies associated with social studies and history education. Topics to be introduced include lesson planning and learning segment design, variations of assessing student work, content literacy, teaching for social justice, theoretical approaches to social studies and history education, and instructional methods.

Prerequisite: HIS 110; EDS 203, EDS 206. Offered Fall.

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.

HIS/RGS 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, NCAI, YLP, RG, NOW, NBFO, the Mattachine Society, the Daughters of Bilitis, STAR and other civil rights organizations, leaders, and local people in shaping their own destinies. It highlights and interrogates major national and local political struggles rooted in racial, gender, and sexual identities 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: one of the following: ERS 100, RGS 100, WGS 100, EDS 206, HIS 210. (Cross-listed with HIS/RGS; may only earn credit in one department.) Offered Spring.

HIS 410 Cr.3

British Empire

This course is an introduction to the expansion, consolidation, and eventual disintegration of the modern British Empire. It surveys British imperial history from the sixteenth century until the late twentieth century in order to understand the causes of imperial expansion and decline, ideologies of empire, the nature of imperial power, the roles of gender and culture, and the legacies of British colonialism. Offered Occasionally.

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

Ireland and the World: 1500-present

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

Religion and 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 416 Cr.3

History of Wisconsin State and Local Government

Beginning with sovereign First Nations, this course explores how Wisconsin's systems of governance developed in ways that were distinctive or similar to other states, and how these institutions shaped the experiences of people who lived here up until the present day. Topics include federal power in the 19th century, the territorial legislature, early city charters, drafting the state constitution, the Progressive era and Wisconsin Idea, Milwaukee party politics, municipal home rule, and transformations of the role of state government in the 20th century. Offered Occasionally.

HIS 418 Cr.3

Exhibition Development and Design II

This is a hands-on course that will teach students to put together an exhibit. This course will teach students to do marketing and public relations, educational programming, curation and interactive activities for an exhibit that will take place in the community. Offered Spring - Every Third Year.

HIS 419 Cr.4

Teaching and Learning Social Studies in the Secondary School and Field Experience II

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. A multi-day, consistent schedule in the field experience classroom will be established by the course instructor in consultation with the teacher candidate and cooperating teacher. Prerequisite: HIS 304, HIS 403; HIS 402 or concurrent enrollment; admission to teacher education. Consent of department. Offered Fall, Spring.

HIS 420 Cr.3

Global Fascisms

This course will explore the development and global presence of the varieties of fascisms during the 20th century. Beginning with the establishment of the Fascist Party in Italy, the course will explore its national variants in Europe, Asia, Africa, and the Americas. Particular attention will be given to the visual culture and aesthetics of global fascist movements, their impact on gender, and their influence on political culture in the decades after World War II. Offered Alternate Years.

HIS 422 Cr.3

A History of Global Sport

Sport is a bellwether of human society: a study of its history reveals a given society's values regarding culture, gender, play, and politics. From its origins as both ritual and pastime, sport has transformed over time - most notably in the 20th century - into a significant and vital element of modern society, thus warranting a critical and decidedly non-trivial study. The study of the history of sport provides an opportunity to examine the intersection of race, business, national identity, gender and sexuality, class, religion, politics, economics, and popular culture. As such, this course examines the global phenomenon of sport viewed through a historical lens of inquiry and contextualization. Offered Alternate Years.

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.

Hmong (HMG) - Courses

Courses

+HMG 204 Cr.4

Hmong Heritage Language: Intermediate

This course provides opportunities for students to develop intermediate-level Hmong heritage language skills, particularly in reading and writing skills. Students learn the Hmong language writing system in order to read and write short texts, as well as continue to work on oral proficiency skills. Prerequisite: ENG 110 or ENG 112. Consent of instructor. Offered Fall.

+HMG 304 Cr.4

Hmong Heritage Language: Advanced

This course provides opportunities for students to develop advanced-level Hmong heritage language reading and writing skills. Students may engage in activities including, but not limited to: exploring Hmong language features related to social customs, reading authentic Hmong language manuscripts, practicing Hmong language narrative and expository writing, and translating documents in their fields. Prerequisite: HMG 204. Consent of instructor. Offered Occasionally.

Information Systems (IS) - Courses

Courses

IS 220 Cr.3

Information Systems for Business Management

This course provides the basic level of management information systems literacy. The course will introduce the building blocks of information systems, the various organizational aspects of utilizing information systems, and the role of information systems in the digital economy. Students will gain familiarity with spreadsheet and database applications that provide useful information to business functional areas. Prerequisite: sophomore standing. Offered Fall, Spring, Summer.

IS 250 Cr.1-3

Information Systems Internship

An information systems internship provides an opportunity for declared information systems majors to earn academic credit for experiential learning when working for cooperating business, government, or civic organizations. Credits earned will not count toward information systems major requirements. Repeatable for credit - maximum six credits. Prerequisite: cumulative GPA of at least 2.50; declared information systems major. Consent of department. Pass/Fail grading. Offered Fall, Winter, Spring, Summer.

IS 300 Cr.3

Data Management for Business Problem Solving and Decision Making

This course provides an understanding of data management used to help solve business problems and make sound business decisions. In addition to the conceptual and academic foundations of data management, the course also explores the application of software tools to manage, manipulate, analyze, and visualize data. Prerequisite: IS 220 or healthcare analytics management minor. Offered Fall, Spring.

IS 310 Cr.3

Information Systems 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 major/minor. Offered Spring.

IS 320 Cr.3

Enterprise Systems for Decision Making and Data Analytics

This course provides an introduction to enterprise systems and their impact on organizations. An enterprise system application is utilized to illustrate the concepts, fundamentals and integration of enterprise-wide applications and processes. Enterprise system data analytics applications are applied to analyze business results and support business decision making. Prerequisite: admission to business or information systems major/minor or business analytics major/minor. Offered Fall, Spring.

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 administering 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 Occasionally.

IS 340 Cr.3

Information Systems Security and Data Assurance Management

This course provides an overview of information systems security management and data assurance principles. Coverage includes privacy concerns and safeguards, ethical issues surrounding data and information, information risk analysis, information system vulnerabilities, security threats and countermeasures. Prerequisite: admission to business or information systems minor or business analytics minor. Offered Fall.

IS 360 Cr.3

Management of Business Analytics

The course addresses the remarkable impact that analytics is having on business. This course provides students with the fundamental concepts and tools needed to understand the emerging role of business analytics in organizations. The course will examine issues that both information systems managers and non-information systems managers face in managing and performing business data analytics within an organization. Students will apply business analytics approaches to support business decision making and problem-solving efforts and learn how to effectively use and interpret analytic models and results for business decisions. The course covers managerial statistical tools in descriptive analytics and predictive analytics. Prerequisite: admission to business or information systems minor or business analytics minor; junior standing. Offered Fall, Spring.

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: IS 300. Offered Fall.

IS 405 Cr.3

Special Topics in Information Systems

Emphasis will be on the examination and study of current issues in information systems. Topics will vary from semester to semester. Repeatable for credit with different topic - maximum six. Prerequisite: admission to business. Offered Occasionally.

IS 411 Cr.3

Management Information Systems: Project Management and Implementation

This is the capstone course in a sequence that covers implementing an information system. This course emphasizes the use of project management techniques to support an information system implementation. In-depth exposure to key tools, techniques, practices, and knowledge areas of project management will be applied to system implementation. Prerequisite: IS 401. Offered Spring.

IS 440 Cr.3

Business Data Visualization and Communication

This course covers data visualization concepts, practices, and tools particularly for analyzing and presenting business data. Students will evaluate, design, and develop effective visualizations and dashboards using various development tools. Prerequisite: ECO 230, IS 300. 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; BLAW 205; ECO 110, ECO 120, ECO 230; FIN 355; IS 220; MGT 308; MKT 309; admission to business. Pass/Fail grading. Offered Fall, Spring, Summer.

IS 499 Cr.1-3

Independent Study

Individual reading or research under the guidance of a staff member. Open to selected advance 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, Spring, Summer.

International Business (IB) - Courses

Courses

IB 450 Cr.1-6

International Business 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 international 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 - maximum six. Prerequisite: ACC 221, ACC 222; BLAW 205; ECO 110, ECO 120, ECO 230; 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

Courses

INS 350 Cr.1-6

Independent International Research

An individually designed, directed research project in an international setting, dealing with a significant research problem. Open to students in any department, the course permits in-depth, independent research using international sources, facilities, and resource persons. Requires a high degree of motivation and the ability to work independently. Prerequisite: junior standing; consent from the director of the Office of International Education & Engagement. Consent of department. 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 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, GEO 202, HIS 202, POL 202, SOC 202, ANT 212, ECO 212, ENG 212, PHL 212, POL 212; senior standing. Offered Fall, Spring.

INS 495 Cr.3

Independent Study in International Studies

Supervised, independent study 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 instructor. Offered Fall, Spring.

Japanese (JPN) - Courses

Courses

JPN 101 Cr.4

Elementary Japanese I

This is the first of two introductory courses in Japanese for students with no prior knowledge of this language, focused on developing the four communicative skills: listening, speaking, writing, and reading, with an introduction to Japanese culture through a variety of topics from everyday life (family, shopping) to the arts (cinema, literature). A year of high school study in this language is equivalent to the 101 level. Offered Fall.

+JPN 102 Cr.4

Elementary Japanese II

This is the second course in a two-semester sequence that develops communication skills in listening, speaking, reading, and writing as well as knowledge and understanding towards Japanese culture. The course aims to develop communicative skills in a wide range of contexts with increasing focus on reading and writing communication. The classes are conducted primarily in Japanese and typing in Japanese will be introduced. Prerequisite: JPN 101. Offered Spring.

+JPN 201 Cr.4

Intermediate Japanese I

This is the first course in a two-semester sequence that develops intercultural communication skills in listening, speaking, reading, and writing. It also aims to develop knowledge and appreciation towards Japanese culture. The classes are conducted primarily in Japanese. Prerequisite: JPN 102. Offered Fall.

+JPN 202 Cr.4

Intermediate Japanese II

This is the second course in a two-semester sequence that develops communication skills in listening, speaking, reading, and writing. It also develops socio-cultural understanding of Japanese language and society. Prerequisite: JPN 201. Offered Spring.

Liberal Studies (LS) - Courses

Courses

LS 200 Cr.1

Career Exploration and Planning

This course is designed for students who are undecided or unclear of the benefits of a specific major. Students will explore how their values, interests, and abilities help define their major and career choices. Students will explore particular careers and learn what skills, knowledge, and aptitudes are necessary for success in those fields. Students will also explore the skills, knowledge, and aptitudes developed within particular majors. Students will learn about resources on campus and in the community that will help in exploring careers and building resumes. Emphasis will be placed on evaluating different major and minor combinations to best fit ideal career goals. Prerequisite: open to degree-seeking second semester freshmen and sophomores. Offered Fall, Winter, Spring, Summer.

LS 300 Cr.1

Career Preparation in Liberal Studies

This course is designed for juniors and seniors who will be graduating within the year who will be on the job hunt or applying to graduate school. The course is designed to help students learn about career options; explore specific jobs; evaluate their skills, abilities, and values and how this plays into the job search; prepare for internships/jobs including resumes, cover letters, and interviewing; and learn where and how to apply for jobs and/or graduate programs. Prerequisite: junior or senior standing. Offered Fall, Winter, Spring, Summer.

Management (MGT) - Courses

Courses

MGT/MKT 301 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 or ENG 112; sophomore standing; CBA major or healthcare analytics management minor. Students may not earn credit in more than one of the following: MGT/MKT 301, FIN/MGT/MKT 323. Offered Fall, Spring.

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

Organizational Behavior

This course provides an introduction to organizational behavior. 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. Also open to majors with a business concentration, or business minors, with junior standing. Offered Fall, Spring, Summer.

MGT/MKT 310 Cr.3

Principles of Sustainable Business

This course lays a business foundation on the relationships between social, environmental, and economic systems and their impact on business. Challenges to existing business theory will embrace a sustainability perspective of business that includes an introduction to sustainability frameworks, system thinking, and current trends in and among sustainability issues and business stakeholders. Prerequisite: admission to business. (Cross-listed with MGT/MKT; may only earn credit in one department.) Offered Fall.

MGT/FIN/MKT 323 Cr.3**Integrated Core Business Consulting and Professional Communication**

In this course, students will build knowledge and skills needed to integrate and apply material across the functional areas of business to solve complex business problems. Knowledge areas and skill sets that are specifically targeted include decision making and critical thinking, communication, teamwork, and time management. Students develop in these areas while building a foundation in effective business consulting. Students will work in teams to complete applied business consulting projects, while also engaging in smaller written assignments and exercises throughout the course. Prerequisite: admission to business. Students must take this course concurrently with integrated core sections of MGT 308, MKT 309, and FIN 355. Students may not earn credit in more than one of the following: MGT/MKT 301, FIN/MGT/MKT 323. Consent of instructor. Offered Fall.

MGT 350 Cr.3**Healthcare Management**

Through this course students develop the foundational knowledge and skills to manage healthcare organizations. Specifically, this course provides an overview of the healthcare system in the United States as well as an introduction to the management of people and processes within healthcare organizations. Prerequisite: admission to CBA or declared HAM minor with junior standing. Offered Fall.

MGT 360 Cr.3**International Management**

Through this course, students will be introduced to the opportunities and challenges corporations face when doing business internationally and identify strategies and practices to manage effectively in a global environment. In particular, students will be exposed to, and encouraged to critically think about, international management topics such as the global business environment, ethics and corporate social responsibility, culture, international strategy and entry, organizational behavior across cultures, and international human resource management issues. In the end, students develop an understanding of, and appreciation for, culture and its impact on management and strategies for managing in a complex, global environment. Prerequisite: admission to business or international business minor with a non business major; junior standing. Offered Fall, Spring.

MGT 385 Cr.3**Human Resource Management**

This course serves as an introduction to human resource management (HRM), emphasizing the processes of employment and the related HRM functions. Functional areas in HRM related to HR strategy and workforce planning, recruitment, staffing and hiring, employee training and development, performance management, and employee wellness are covered. Across these functional areas, principles related to legality, diversity and inclusion, and business analytics are emphasized and applied. Students may take this course as a foundational experience toward a career in HR, or as exposure to pertinent HRM knowledge and skills needed by any effective manager. Prerequisite: admission to business or sports management major; junior standing. Offered Fall, Spring.

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 explains the theories and analytical techniques about how manufacturing and service operations create value through operations management function. High-performing, world-class organizations have demonstrated that they execute not only efficient but also socially responsible operations management practices. This operations management course covers some of these practices: process management, operations strategy, project management, quality management, lean operations, global supply chains, sustainability, forecasting and inventory management. Prerequisite: STAT 145; MTH 160, MTH 175 or MTH 207; admission to business. Offered Fall, Winter, Spring, Summer.

MGT 395 Cr.3**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.

MGT 399 Cr.3**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: STAT 145; admission to business; junior standing. Offered Occasionally.

MGT 400 Cr.1-3**Special Topics in Management**

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 was earned in that topic. Repeatable for credit - maximum nine. Prerequisite: admission to business. Offered Occasionally.

MGT 402 Cr.3**Healthcare Analytics Management**

This course is primarily concerned with the study of how data and analytics can impact the overall performance of healthcare organizations. The course answers a fundamental question: How do some healthcare firms leverage data analytics and the accompanying technology to perform better than others? Students will explore multifunctional problems that confront top management and gain exposure to the current use of analytics in consumer driven healthcare, risk management, quality and safety, financial performance and reimbursement, health outcomes analysis, and healthcare value and costs. Prerequisite: grade of "C" or better in STAT 145 or STAT 245; ECO 230; cumulative GPA of 3.0 or above; declared major. Offered Spring.

MGT 408 Cr.3**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.

MGT 412 Cr.3

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 or leadership development minor; junior standing. Offered Occasionally.

MGT 420 Cr.3

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: admission to business; junior standing. Offered Fall, Spring.

MGT 422 Cr.3

Social Entrepreneurship

This course introduces students to the utilization of business entrepreneurial skills as a means of creatively responding to societal problems. Course discussion will include the drivers of social entrepreneurship, opportunity identification, social venture financing, hybrid legal forms, and social impact measurement. Prerequisite: admission to business; junior standing. Offered Occasionally.

MGT 430 Cr.3

Cross-Cultural Management

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/minor or French/German/Spanish major with a business concentration; junior standing. Offered Occasionally.

MGT 431 Cr.3

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

CBA Capstone: Applied Business Strategy

The course will operationally apply the principles, concepts, and methods of the College of Business Administration core requirements in the context of strategic decision making within organizations using 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, ECO 230; ACC 221, ACC 222; BLAW 205; IS 220; FIN 355; MGT 301 or MKT 301, MGT 308, MGT 393; MKT 309); admission to business; senior standing. Offered Fall, Winter, 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 the equivalent of 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; BLAW 205; ECO 110, ECO 120, ECO 230; FIN 355; IS 220; MGT 301, MGT 308; MKT 309; admission to business; senior standing. Pass/Fail grading. Offered Fall, Winter, Spring, Summer.

MGT 452 Cr.1-6

College of Business Administration International Internship

The internship program 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 a cooperating business, governmental or civic organization for usually the equivalent of 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; BLAW 205; ECO 110, ECO 120, ECO 230; FIN 355; IS 220; MGT/MKT 301; MGT 308; MKT 309; admission to business; senior standing. Pass/Fail grading. Offered Fall, Winter, Spring, Summer.

MGT/MKT 480 Cr.3

Business Sustainability Capstone

The purpose of the capstone course is to integrate the knowledge and concepts students have gained through the sustainable business minor. The course is designed to apply the tools and insights gained in this and other courses to a defined project, creating deliverables that will be useful to partner organizations. This is done by developing a substantial project in any of the following formats: a client-based project with a client of your choosing, a business plan, research study, white paper, training manual, survey/interview, case study, strategic/long-range planning document, grant proposal, feasibility study, or sustainability campaign design (for marketing). Prerequisite: MGT/MKT 310; MGT 408; three credits of CBA sustainable business minor electives. Open only to minors in sustainable business. (Cross-listed with MGT/MKT; may only earn credit in one department.) Offered Spring.

MGT 483 Cr.3

Employee Training and Development

The course examines principles and practices of employee training and 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 and informal training and development programs will be considered. Methods of evaluating training and development programs will also be discussed. The relationship between training and 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

This course examines how human resource management (HRM) changes strategically depending on the internationalization of the company, as well as HRM practices in countries outside the United States. It focuses on the connections between corporate strategies and the effective management of human resources which, at times, may require differing policies across countries. Through this course, students will be exposed to, and encouraged to critically think about, international HRM topics such as global strategic HRM, international organizations and their structures, cross-cultural management, global staffing and international assignments, compensation and benefits, the legal and regulatory context, international training and development, among others. In the end, students develop an understanding of, and appreciation for, culture and its impact on human resource management. Prerequisite: admission to business, international business minor with a non business major, or French major with a business concentration; junior standing. Offered Occasionally.

MGT 485 Cr.3

Collective Bargaining

Nature, scope and historical background of collective bargaining in the U.S. Labor- Management sector covering organization of the parties for bargaining, procedures, strategies, issues. Analysis of contents of labor agreements. Prerequisite: admission to business; senior standing. Offered Occasionally.

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

Managing Diversity and Inclusion in Organizations

This course provides a thorough understanding of the advantages and challenges of managing an increasingly diverse and global workforce. The course examines the basic psychological and social processes that influence how members of different groups perceive and interact with one another (e.g., bias, stereotypes, discrimination). From this foundation, various diversity issues in organizations are addressed (e.g., race, sex, LGBT+, religion, age, ability, and intersectionality). The best practices for successful diversity management are also discussed through improving recruitment and staffing, developing and retaining talent, facilitating strong performance in teams, and creating a climate for inclusion. Prerequisite: admission to business. Offered Occasionally.

MGT 492 Cr.3

Global Supply Chain Management and Logistics

The course is a seminar in contemporary, leading-edge theory and practice in global supply chain management, logistics, and transportation. The emphasis is on framing, analyzing, designing, planning, implementing, coordinating, and controlling activities that add value to an organization or a supply network in a global context. Prerequisite: admission to business. Offered Fall.

MGT 493 Cr.3

Green Operations Management

This course is a discussion-based forum focused on historical and contemporary environmental sustainability initiatives, and the relationships amongst these initiatives and global business strategies and tactics. This course is designed to be a survey of leading-edge thinking and knowledge in the field, where contemporary practice and theory intersect. Prerequisite: STAT 145; admission to business. Consent of instructor. Offered Spring.

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. Students may apply up to three independent study credits toward the management major. Repeatable for credit - maximum six. Prerequisite: admission to business. Consent of instructor. Pass/Fail grading. Offered Fall, Winter, Spring, Summer.

Marketing (MKT) - Courses

Courses

MKT 250 Cr.1-3

Marketing Internship

A marketing internship provides an opportunity for declared Marketing majors to earn academic credit for experiential learning when working for cooperating business, government, or civic organizations. Repeatable for credit - maximum six credits. Prerequisite: cumulative GPA of at least 2.50; declared marketing major. Consent of department. Pass/Fail grading. Offered Fall, Winter, Spring, Summer.

MKT 299 Cr.1-3

Marketing Independent Study

This courses consists of individual research, readings, or applied study under the guidance of a faculty member. It is open to select students who have excellent credentials and an interest in undergraduate research. Repeatable for credit - maximum three. Prerequisite: declared marketing major; cumulative GPA of at least 3.0. Consent of department. Pass/Fail grading. Offered Fall, Spring.

MKT/MGT 301 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 or ENG 112; sophomore standing; CBA major or healthcare analytics management minor. Students may not earn credit in more than one of the following: MGT/MKT 301, FIN/MGT/MKT 323. Offered Fall, Spring.

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/MGT 310 Cr.3

Principles of Sustainable Business

This course lays a business foundation on the relationships between social, environmental, and economic systems and their impact on business. Challenges to existing business theory will embrace a sustainability perspective of business that includes an introduction to sustainability frameworks, system thinking, and current trends in and among sustainability issues and business stakeholders. Prerequisite: admission to business. (Cross-listed with MGT/MKT; may only earn credit in one department.) Offered Fall.

MKT/FIN/MGT 323 Cr.3

Integrated Core Business Consulting and Professional Communication

In this course, students will build knowledge and skills needed to integrate and apply material across the functional areas of business to solve complex business problems. Knowledge areas and skill sets that are specifically targeted include decision making and critical thinking, communication, teamwork, and time management. Students develop in these areas while building a foundation in effective business consulting. Students will work in teams to complete applied business consulting projects, while also engaging in smaller written assignments and exercises throughout the course. Prerequisite: admission to business. Students must take this course concurrently with integrated core sections of MGT 308, MKT 309, and FIN 355. Students may not earn credit in more than one of the following: MGT/MKT 301, FIN/MGT/MKT 323. Consent of instructor. Offered Fall.

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. 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

The course addresses environmental, social and economic sustainability issues facing society and modern marketing professionals. Course discussion will include sustainable marketing strategies, consumer attitudes, and consumption. Prerequisite: MKT 309; admission to business. Offered Spring.

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 or exercise science sport management. Offered Fall, Spring.

MKT 365 Cr.3

Integrated Marketing Communications

This course introduces the various forms and tools of marketing promotion. It includes an analysis of promotional activities in the development of an integrated marketing communications plan. It also develops student understanding of the role of promotion and the integrated nature of marketing planning. This course details the nature and process of developing integrated marketing campaigns as a part of the promotional mix. Students examine integrated marketing research, media planning, budgeting, creative activities, and ethical considerations. Prerequisite: MKT 309; admission to business or exercise 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; ECO 230; admission to business. Offered Fall, Spring.

MKT 370 Cr.3

Professional Selling and Sales Management

This course examines the role of personal selling in the marketing mix and addresses personal selling activities and techniques. Topics covered include communication and persuasion, prospecting, overcoming objections, presentations, questioning and closing methods, time and territory management, social, ethical, and legal issues. The course will focus primarily on business-to-business sales. Prerequisite: MKT 309; admission to business or exercise sport science - sport management. Offered Fall, Spring.

MKT 386 Cr.3

Business Marketing and Distribution

Business-to-business marketing issues are explored, including distinctive characteristics of the business market, ways in which organizations make buying decisions, requirements for marketing strategy success, with an emphasis on distribution/supply chain in business marketing. 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 marketing issues. Topics will vary from semester to semester. Repeatable for credit - maximum six. Prerequisite: MKT 309; admission to business. Offered Occasionally.

MKT 415 Cr.3

Marketing Application and Advanced Research

The planning, development, and implementation of an individual marketing-related research project or small group applied case study. Students will develop a project proposal and a written report related to their marketing studies, including an analysis of how the project relates to career goals. Repeatable for credit - maximum six. Prerequisite: MKT 367; six additional credits of MKT major coursework; 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). Prerequisite: MKT 309; MKT 341 or instructor approval; admission to business or international business minor. Offered Summer.

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 or instructor approval; admission to business or international business minor. Offered Occasionally.

MKT 450 Cr.3

Advanced Marketing Internship

An advanced marketing internship provides an opportunity for students to gain professional job experience by working in an area of marketing, applying theory and concepts to the marketing needs of a cooperating business, government, or civic organization, for a minimum of 150 hours. Repeatable for credit - maximum six credits; only three credits will apply toward the marketing major. Prerequisite: MKT 309; six credits of completed or concurrent MKT coursework; cumulative GPA of at least 2.50; admission to business. Consent of department. Offered Fall, Winter, Spring, Summer.

MKT 465 Cr.3

Digital Marketing and Analytics

This course offers a hands-on, application-based approach to the use of digital channels as marketing tools. The course explores how marketers use digital media, such as websites, blogs, social media platforms, and email for marketing communication purposes. Topics covered include search engine optimization, website design, content strategy, social media marketing, campaign management and evaluation, advertising, and digital marketing metrics and analysis. Prerequisite: MKT 309; MKT 365 or concurrent enrollment; admission to business. Offered Fall, Summer.

MKT 467 Cr.3

Marketing Analytics

This course covers the marketing analytics field from a broad and applied perspective, allowing students to practice utilizing marketing analytics from a "consumer of insights" point of view. The focus is on understanding the results from analytics; managing analytical projects successfully; and communicating insights for business impact. The course will not focus on coding. The types of data managers and executives are most likely to encounter, including Big Data, will be examined. The most commonly applied multivariate analytical approaches (such as regression, cluster analysis, multidimensional scaling, etc.), including a few new and emerging areas such as social data analysis, text analytics, and neural nets will be explained using simple step-by-step examples, with a heavy focus on business application. Students will practice solving real business problems by selecting and applying the right data and the best analytics. Prerequisite: MKT 309; one of the following: ECO 307, IS 300, MGT 402, or MKT 367; admission to business. Offered Spring.

MKT 470 Cr.3

Sales Force Management

Effective management of sales people directly impacts the success of a marketing strategy and of the company in general. Consequently, it is imperative that sales managers develop the basic competencies to effectively manage and lead a business-to-business (B2B) sales force in order to meet the overall goals of the organization. This course enables students to develop these valuable competencies as well as business-related decision-making skills in the areas of a successful sales force program. Emphasis is placed on sales potential and forecasting, sales force investment and budget, ethical and legal issues, emotional intelligence, account relationship strategies, recruitment, training, motivation, and compensation. Prerequisite: MKT 309, MKT 370; admission to business. Offered Spring.

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 341, MKT 362, MKT 367; to be taken in the student's semester of graduation; admission to business. Offered Fall, Spring.

MKT/MGT 480 Cr.3

Business Sustainability Capstone

The purpose of the capstone course is to integrate the knowledge and concepts students have gained through the sustainable business minor. The course is designed to apply the tools and insights gained in this and other courses to a defined project, creating deliverables that will be useful to partner organizations. This is done by developing a substantial project in any of the following formats: a client-based project with a client of your choosing, a business plan, research study, white paper, training manual, survey/interview, case study, strategic/long-range planning document, grant proposal, feasibility study, or sustainability campaign design (for marketing). Prerequisite: MGT/MKT 310; MGT 408; three credits of CBA sustainable business minor electives. Open only to minors in sustainable business. (Cross-listed with MGT/MKT; may only earn credit in one department.) Offered Spring.

MKT 499 Cr.3

Advanced Marketing Independent Study

This course consists of individual reading or research under the guidance of a faculty member. It is open to selected advanced students who have excellent records in the department. Repeatable for credit - maximum six. Prerequisite: MKT 309 and six additional upper level credits completed, or concurrent, of MKT coursework; cumulative GPA of at least 3.0; admission to business. Consent of department. Offered Fall, Spring.

Mathematics (MTH) - Courses

Courses

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 115 Cr.3

Mathematics for Early Childhood and Elementary Teachers I

This course is designed for prospective early childhood and elementary teachers. Content strands include number and operations and algebraic thinking. Topics from these strands include pre-number concepts, place-value and numeracy, and multiple representations and algorithms for whole number and fraction arithmetic. Mathematical structure will also be emphasized to analyze arithmetic and algebraic situations. Aligned with state and national standards, this course will emphasize problem solving, communication, reasoning, and representation in mathematics. Mathematical connections will be made to contextual problems and representations when appropriate. Prerequisite: declared early childhood education or elementary/middle education major. Offered Fall, Spring.

+MTH 116 Cr.2

Mathematics for Early Childhood and Elementary Teachers II

This course is designed for prospective early childhood and elementary teachers. Content strands include geometry, measurement, data, and chance. Topics from these strands include properties of geometric figures, geometric measurement (length, area, volume), representations of data, and chance processes. Aligned with state and national standards, this course will emphasize problem solving, communication, reasoning, and representation in mathematics. Mathematical connections will be made to contextual problems and representations when appropriate. Prerequisite: declared early childhood education or elementary/middle education major. Offered Fall, Spring.

+MTH 123 Cr.4

Mathematics for Decision Making

This course is designed to teach students the mathematical skills needed for decision making in the 21st century. Topics for this course include set theory, syllogisms and fallacies, counting and probability, financial mathematics, and statistical concepts. Offered Fall, Spring, Summer.

+MTH 135 Cr.4

Mathematics for Elementary Teachers I

This course is designed for prospective elementary teachers. Content strands include number and operations and algebra and functions. Number and operations topics include set theory and pre-number concepts, place-value and numeracy, multiple representations and algorithms for arithmetic, number theory (e.g. divisors, multiples), and proportional reasoning. Algebra and functions topics include the concepts of variable and function, algebraic thinking, linear, polynomial, rational, and exponential functions, mathematical models, rates of change, and multiple representations of relations. Aligned with state and national standards, this course will emphasize problem solving, communication, reasoning, and representation in mathematics. Prerequisite: MTH 050 or satisfactory placement test score; EC/MC or MC/EA major. Offered Fall, Spring.

+MTH 136 Cr.4

Mathematics for Elementary Teachers II

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 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: a grade of "C" or better in MTH 051 or 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 an 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 160 Cr.4

Mathematics for Business

This course is an introduction to the quantitative methods for treating problems that arise in business-related fields. Topics include finite mathematics, logic, probability, functions and functional models, exponential and logarithmic functions and models, and an introduction to differential calculus. Examples and applications from management, economic sciences, and other business-related areas are included. This course is for students planning to major in business. Prerequisite: grade of "C" or better in MTH 150 or appropriate placement test score; CBA major, CASSH economics major, or business administration minor. 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 and integral 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 an 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, continuity, the Intermediate Value Theorem, differentiation and integration (including derivatives or integrals of trigonometric, logarithmic and exponential functions), the Mean Value Theorems, and the Fundamental Theorem of Calculus. The course also covers a variety of applied problems on related rates, extrema, optimization, areas, and volumes. Prerequisite: grade of "C" or better in MTH 151 or an 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, improper integrals, tests for the convergence of series, power series representations of functions, Taylor's Theorem with Remainder, and a variety of applications to physical sciences including arc length, areas of surfaces of revolution, and parametric and polar equations. Prerequisite: grade of "C" or better in MTH 207. Offered Fall, Spring.

+MTH 215 Cr.2

Mathematics for Middle School Teachers I

This course is designed for prospective elementary and middle school teachers. Content strands include number systems and algebraic thinking. Topics from these strands include rational number arithmetic, proportional reasoning, the symbolic language of algebra, and multiple representations to generalize relationships. Aligned with state and national standards, this course will emphasize problem solving, communication, reasoning, and representation in mathematics. Mathematical connections will be made to contextual problems and representations when appropriate. Prerequisite: grade of "C" or better in MTH 115 or declared math education major. Offered Fall, Spring, Summer.

+MTH 216 Cr.2

Mathematics for Middle School Teachers II

This course is designed for prospective elementary and middle school teachers. Content strands include geometry, statistics and probability. Topics from these strands include properties of geometric figures, congruence and similarity, concepts of measurement with attention to the meaning of measurement formulas, data analysis, and the 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. Mathematical connections will be made to contextual problems and representations when appropriate. Prerequisite: grade of "C" or better in MTH 116 or declared math education major. Offered Fall, Spring, Summer.

MTH 225 Cr.4

Foundations of Advanced 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 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 308 Cr.4

Linear Algebra with Differential Equations

This course will study linear algebra with emphasis on computer programming and applications. Specific topics include systems of linear equations, matrix operations, linear independence, linear transformations, matrix factorization, vector spaces and subspaces in \mathbb{R}^n , basis and dimension, determinants, eigenvalues and eigenvectors, diagonalization, systems of first order linear differential equations, dynamical systems, inner products and orthogonality, least squares, and singular value decomposition. Software will be integrated throughout the course to complement mathematical content. Lect. 3, Lab. 1. Prerequisite: grade of "C" or better in MTH 208 or MTH 265 or (MTH 207 and CS 225 or MTH 225). CS 120 or concurrent enrollment highly recommended. Offered Fall, Spring.

MTH 309 Cr.4

Linear Algebra

This course is an introduction to the fundamental concepts of linear algebra. Topics include systems of linear equations, matrices, vector spaces, subspaces, basis and dimension, linear transformations and their matrix representations, similar matrices and diagonalization, projections and orthogonalization, and applications. In addition to computational proficiency, there is an emphasis on conceptual understanding of definitions and theorems, as well as the comprehension and construction of proofs. Prerequisite: grade of "C" or better in MTH 208; grade of "C" or better in MTH 225 or CS 225. Offered Fall, Spring.

MTH 310 Cr.4

Calculus III: Multivariable Calculus

A continuation of Calculus II with a rigorous introduction to vector and multivariable calculus. Topics include vectors, parametric curves, partial derivatives, directional derivatives, the chain rule, Lagrange multipliers, extrema, double and triple integrals, the Jacobian and change of coordinates, and vector calculus in 2-D and 3-D spaces culminating with 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 related areas. Prerequisite: grade of "C" or better in MTH 225 or CS 225; grade of "C" or better in MTH 308 or MTH 309. Offered Spring.

MTH 315 Cr.3

Algebraic Structures for Middle and High School Teachers

This course explores the fundamental ideas of algebraic concepts and infinite processes in school mathematics. Content includes representing and solving equations and inequalities with emphasis on properties of real numbers; representing and analyzing functional relationships with emphasis on proportional, linear, quadratic, and exponential functions; evaluating and generalizing patterns of change and infinite processes with emphasis on sequences, series, limits, and derivatives. This content will be taught through a lens of mathematical argumentation, modeling, reasoning, and proof. Prerequisite: grade of "C" or better in MTH 150 or an appropriate placement test score; grade of "C" or better in MTH 215 or declared math education major. Offered Fall.

MTH 316 Cr.3

Geometry for Middle and High School Teachers

This course explores the fundamental ideas of measurement and geometry concepts in school mathematics. Content includes the analysis and classification of two- and three-dimensional geometric figures, the exploration and application of geometric transformations, tessellations, symmetry, congruence, and similarity as well as non-Euclidean geometry. This content will be taught through a lens of mathematical argumentation, modeling, reasoning, and proof. Prerequisite: grade of "C" or better in MTH 216 or declared math education major. Offered Spring.

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 308 or MTH 309. Offered Fall.

MTH 320 Cr.3

History of Mathematics

This course studies the evolution of mathematics. It includes discussion and evaluation of major periods of development including the lives and works of preeminent mathematicians and a sampling of problem solving methods from various historical periods. Emphasis is on Western mathematics from earliest recorded history through the developments of calculus and modern mathematics. Prerequisite: grade of "C" or better in MTH 225 or CS 225 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 4-12. 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 MTH 175 or MTH 207; admission to teacher education or consent of instructor. Offered Spring.

MTH 331 Cr.3

Modern Geometry

This course is a study of the axiomatic foundations of two and three dimensional Euclidean geometry and two-dimensional non-Euclidean geometry. The course includes a thorough discussion of transformations and their use in congruency, similarity, and scaling of geometric figures through the use of geometric constructions, dynamic geometry software, axiomatic reasoning, and proof. This course will also focus on connecting course content with the content of secondary school geometry courses. Prerequisite: grade of "C" or better in MTH 225 or CS 225; grade of "C" or better in MTH 308 or MTH 309 or concurrent enrollment. Offered Occasionally.

MTH 353 Cr.3

Differential Equations and Dynamical Systems

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, first-order linear and separable equations, second order equations, a dynamical systems approach to linear and nonlinear first order systems, and an introduction to numerical approximation and visualization of solutions in a modern programming language. Applications and modeling of real-world phenomena will be integrated throughout. Prerequisite: grade of "C" or better in MTH 308, or grade of "C" or better in MTH 309 and CS 120. Offered Fall.

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 308 or MTH 309, grade of "C" or better in MTH 310. Offered Spring - Even Numbered Years.

MTH 371 Cr.3

Numerical Methods

This course introduces students to the formulation, computer implementation, and analysis of numerical solutions of problems in science and engineering. Specific topics include function approximation by Taylor series, systems of linear equations, root finding methods, polynomial and piecewise polynomial interpolation, spline functions, numerical integration and differentiation, finite-difference methods for ordinary differential equations, optimization and linear programming. Algorithm accuracy, stability, error, and convergence analysis are discussed, and computer programming is integrated throughout. Optional topics may include least-squares method, Fourier series, partial differential equations, Monte-Carlo methods, Markov chains, and machine learning. Prerequisite: grade of "C" or better in MTH 308, or grade of "C" or better in CS 120 and MTH 309. Offered Spring - Odd Numbered Years.

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 401 Cr.3

Survey of Advanced Mathematics

This course surveys the three pillars of modern theoretical mathematical knowledge - algebra, analysis, and topology - with an emphasis on interconnections among various college-level mathematics topics as well as the relationship between college-level and school mathematics. Prerequisite: grade of "C" or better in MTH 309; admission to teacher education. (Successful completion of MTH 407 or MTH 411 precludes taking MTH 401 for credit.) Offered 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.

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 435 Cr.3

Mathematics for Data Driven Modeling

This course is an in-depth study of modern applied mathematics and its application in data-driven science and engineering. Topics include dimensional reduction (single value decomposition), Fourier Analysis (with applications in signal/image processing), machine learning, data-driven dynamical systems, and control. Prerequisite: grade of "C" or better in CS 120 and MTH 309, or grade of "C" or better in MTH 353. Offered Spring - Even Numbered Years.

MTH/BIO/CHM/PHY 451 Cr.2

Curriculum and Content in Science and Mathematics

This is a methods course for science education and mathematics education majors that focuses on how content knowledge and pedagogical content knowledge are used to inform instruction. The course will focus on exploration of state and national standards, academic language, and methods of assessment. Prerequisite: EDS 203, EDS 206; concurrent enrollment in the department's section of BIO/CHM/MTH/PHY 454 or BIO/CHM/MTH/PHY 455; admission to teacher education. (Cross-listed with BIO/CHM/MTH/PHY; may only earn credit in one department.) Consent of instructor. Offered Spring.

MTH 452 Cr.2

The Learner and Learning in Mathematics

This is a methods course for mathematics education majors that focuses on learning theories, equitable practices, and culturally relevant pedagogy. The course will draw on recommendations from state and national standards. Prerequisite: EDS 203, EDS 206; concurrent enrollment in MTH 454 or MTH 455; admission to teacher education. Consent of instructor. Offered Fall.

MTH 454 Cr.2

Field Experience I in Mathematics Education

This course is the first field experience in a school environment. Candidates will plan and teach lessons within the designated grade range of 4-12. Candidates will be introduced to classroom management and conflict resolution. A multi-day, consistent schedule in the middle or high school field experience classroom will be established by the course instructor in consultation with the teacher candidate and cooperating teacher. Prerequisite: EDS 203, EDS 206; concurrent enrollment in MTH 451 or MTH 452; admission to teacher education. Consent of instructor. Offered Fall, Spring.

MTH 455 Cr.2

Field Experience II in Mathematics Education

This course is the second field experience in a school environment. Candidates will plan and teach lessons within the designated grade range of 4-12. Candidates will be introduced to classroom management and conflict resolution. A multi-day, consistent schedule in the middle or high school field experience classroom will be established by the course instructor in consultation with the teacher candidate and cooperating teacher. Prerequisite: EDS 203, EDS 206; concurrent enrollment in MTH 451 or MTH 452; admission to teacher education. Consent of instructor. Offered Fall, Spring.

MTH 460 Cr.3

Capstone on Teaching and Learning Mathematics for Secondary Teachers

The course is designed to help teacher candidates make connections between advanced undergraduate mathematics and mathematical content taught at the middle and secondary levels. In doing so, this course aims to provide students with a deeper conceptual foundation for the content they will be teaching. Prerequisite: grade of "C" or better in MTH 309 or concurrent enrollment; MTH 315, MTH 316; admission to teacher education; junior standing. Consent of instructor. Offered Fall.

MTH 479 Cr.1-3

Mathematics/Statistics Teaching Assistant

This courses provides an opportunity for students to work with a faculty member and assist with the instruction of a mathematics or statistics course. Specific activities may include preparation of materials, classroom instruction, and assessment. Repeatable for credit- maximum six. Consent of instructor. Offered Fall, Spring, Summer.

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 485 Cr.3

Industrial Mathematics Capstone

This course aims to provide students with a unique experience to apply their math/statistics skills in a practical setting and to strengthen their soft skills. Throughout the semester, students work in teams to solve a real project in an applied discipline, usually supported by an industrial company or a government research facility. Students will apply skills such as data manipulation/visualization/analysis, programming and modeling, and other technologies as needed to solve the problem. Students will communicate the final findings to a general audience via a written report and oral presentation. Repeatable for credit - maximum six. Prerequisite: CS 120, MTH 308, STAT 245; junior standing. Offered Fall.

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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/ expectations. Repeatable for credit - maximum six. Prerequisite: junior standing. Consent of department. Offered Occasionally.

MTH 498 Cr.1-3

Independent Study

Directed readings or presentation of material not available in formal departmental courses under the supervision of a faculty member. Registration by written consent of supervising faculty member and department chair. Repeatable for credit - 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.

Microbiology (MIC) - Courses

Courses

+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. Lect. 3, Lab 2. Offered Fall, Spring.

+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 105; CHM 103 or concurrent enrollment. Offered Fall, Spring.

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 instructor. 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 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 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 Spring.

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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lab 4. Prerequisite: MIC 310 or concurrent enrollment; junior standing. Offered Fall, Spring.

MIC 416/516 Cr.4

Prokaryotic Molecular Genetics

This course provides an in-depth study of the Central Dogma including DNA replication, transcription, and translation. In addition, specific focus is on mechanisms of gene exchange in prokaryotes including transformation (natural and artificial), conjugation, and transduction (including bacteriophage biology). Other topics covered include genetic terminology, recombination and transposition, mutagenesis and repair, and gene regulation. Laboratory emphasis is on bacterial mutagenesis, genetic exchange and cloning techniques. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Dis. 1, Lab 3. Prerequisite: MIC 230; additional 300 or higher level MIC course with a lab; junior standing. Consent of instructor. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lab 4. Prerequisite: MIC 230; MIC 416 or concurrent enrollment, or BIO 306; three semesters of college chemistry to include organic chemistry; junior standing. Offered Fall.

MIC 425/525 Cr.4

Bacterial Physiology

An in-depth study of bacterial structure and function, catabolic and anabolic pathways, regulation, and macromolecular synthesis. Laboratory emphasizes techniques used to examine bacterial structure and metabolism, such as macromolecular separations and quantification, use of radioisotopic tracers and quantification of enzyme activity. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 3, Disc. 1. Prerequisite: MIC 230; additional level 300 or higher MIC course with a lab; 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lab. 4. Prerequisite: MIC 230, CHM 104; junior standing. Offered Alternate Years.

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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 3. Prerequisite: MIC 230; three semesters of college chemistry; junior standing. BIO 341 strongly recommended. Offered Fall - Even Numbered Years.

MIC/BIO 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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.

MIC/BIO 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: BIO 203 or BIO 304; MIC 230; junior standing. (Cross-listed with BIO/MIC, may only earn credit in one department.) Offered Fall - Odd 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 eight. 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. This course is taught largely at a graduate level. Prerequisite: MIC 310 or equivalent; MIC 407 or equivalent; junior standing. Offered Spring - Odd Numbered Years.

MIC 460/560 Cr.1-3

Symposium in Microbiology

Varying topics in microbiology with a specific title assigned to each. Offered by resident faculty or visiting lecturers. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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. 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

This course focuses on introduction to the Army and critical thinking. It introduces cadets to the Army and the profession of arms. Students will examine the Army profession and what it means to be a professional in the U.S. Army. The overall focus is on developing basic knowledge and comprehension of the Army Leadership Requirements Model while gaining a complete understanding of the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the student. Cadets also learn how resiliency and fitness supports their development as an Army leader. Includes a weekly lab facilitated by MSL III Cadets and supervised by Cadre personnel. Lect. 1, Lab 2. Prerequisite: first year or sophomore standing. Junior or senior standing requires consent of department. Offered Fall.

MS 102 Cr.2

Foundations of Agile and Adaptive Leadership in the Army

This course introduces students to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of certain life skills such as critical thinking, time management, goal setting and communication affect their daily life and interactions with peers, teams and leaders. Students learn the basics of the communications process and the importance for leaders to develop the essential skills to effectively communicate in the Army. Students will begin learning the basics of squad level tactics. Prerequisite: MS 101; first year or sophomore standing. Junior or senior standing requires consent of department. Offered Spring.

MS 201 Cr.2

Leadership and Decision Making

This course focuses on leadership and decision making. The outcomes are demonstrated through critical and creative thinking and the ability to apply Troop Leading Procedures (TLP) innovative solutions to problems. The Army profession is also stressed through leadership forums and a leadership self-assessment. Students are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during a weekly lab facilitated by MSL III and IV Cadets and supervised by Cadre personnel. Lect. 1, Lab 2. Prerequisite: MS 102; first year or sophomore standing. Junior or senior standing requires consent of department. Offered Fall.

MS 202 Cr.2

Army Doctrine and Team Development

This course focuses on Army doctrine and team development. The course begins the journey to understand and demonstrate competencies as they relate to Army doctrine. Army Values, Teamwork, and Warrior Ethos and their relationship to the Law of Land Warfare and philosophy of military service are also stressed. The ability to lead and follow is also covered through team building exercises at squad level. Students are then required to apply their knowledge outside the classroom in a hands-on performance-oriented environment during a weekly lab facilitated by MS III and IV Cadets and supervised by Cadre personnel. Prerequisite: MS 201; first year or sophomore standing. Junior or senior standing requires consent of department. Offered Spring.

MS 301 Cr.3

Training Management and the Warfighting Functions

This is an academically challenging course where you will study, practice, and apply the fundamentals of Army leadership, officership, Army values and ethics, personal development, and small unit tactics at the platoon level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating and leading a squad and platoon in the execution of a mission during a classroom PE, a leadership lab, or during a Leader Training Exercise (LTX). You will be required to write peer evaluations and receive feedback on your abilities as a leader and how to improve those leader skills that can further develop you into a successful officer. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies and practical exercises, a midterm exam, and a final exam. You will receive systematic and specific feedback on your leader attributes, values, and core leader competencies from your instructor, other ROTC cadre, and MS IV Cadets. Prerequisite: MS 202. Offered Fall.

MS 302 Cr.3

Applied Leadership in Small Unit Operations

This is an academically challenging course where you will study, practice, and apply the fundamentals of Army leadership, officership, Army values and ethics, personal development, and small unit tactics at the platoon level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating and leading a squad and platoon in the execution of a mission during a classroom PE, a leadership lab, or during a Leader Training Exercise (LTX). You will be required to write peer evaluations and receive feedback on your abilities as a leader and how to improve those leader skills that can further develop you in to a successful officer. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies and practical exercises, a mid-term exam, and a final exam. You will receive systematic and specific feedback on your leader attributes, values, and core leader competencies from your instructor, other ROTC cadre, and MSL IV Cadets. Prerequisite: MS 301. Offered Spring.

MS 401 Cr.3

The Army Officer

This course focuses on development of the Army officer. It is an academically challenging course where you will develop knowledge, skills, and abilities to plan, resource, and assess training at the small unit level. You will also learn about Army programs that support counseling subordinates and evaluating performance, values and ethics, career planning, and legal responsibilities. At the conclusion of this course, you will be familiar with how to plan, prepare, execute, and continuously assess the conduct of training at the company or field grade officer level. The course includes a lab per week overseeing MSL III lesson facilitation and supervised by ROTC Cadre. 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 Fall, Spring.

MS 403 Cr.3

Company Grade Leadership

This is an academically challenging course where you will study, practice, develop, and apply critical thinking skills pertaining to Army leadership, officership, Army values and ethics, personal development, and small unit tactics at platoon level. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, mid-term exam, and a capstone exercise in place of the final exam. For the capstone exercise, you will be required to complete an oral practicum where you will be evaluated on your knowledge of the 20 Army Warfighting Challenges (AWFC) covered throughout MS 401 and MS 402 coursework. In addition, you will be assessed on leadership abilities during classroom PE, leadership labs, or Leader Training Exercises (LTX). You will receive systematic and specific feedback on your leader attributes, values, and core leader competencies from your cadre, PMS, and other MS IV Cadets who will evaluate you using the Cadet Officer Evaluation Report (COER). You will be required to write peer evaluations and receive feedback on your abilities as a leader and how to improve those leader skills. At the conclusion of this course, you will be able to plan, coordinate, navigate, motivate and lead a platoon in future operational environments. Successful completion of this course will assist in preparing you for your BOLC B course and is a mandatory requirement for commissioning. Prerequisite: MS 401. Offered Spring.

MS 499 Cr.1-3

Independent Studies in Military Science

Students design individual plans of study in consultation with a MS faculty member. Designed for MS students who have excellent records in the department. Repeatable for credit - maximum three. Consent of department. Offered Occasionally.

Mindfulness (MIND) - Courses

Courses

+MIND 110 Cr.3

Introduction to Mindfulness

This course introduces students to key components of mindfulness and contemplative literature, history, and practices. Students will explore multiple perspectives informed by the sciences and humanities. Emphasizing the benefits of mindfulness practices at both individual and interpersonal levels, this course is experience-based and centers around developing the practical skills of meditation and awareness. Participants are expected to engage in a personal practice that is relevant and meaningful to their academic, personal, and/or career goals. Ultimately, this course will facilitate expanded self-awareness, enhanced social connectivity, and purposeful engagement in students' studies, lives, and future careers. Offered Fall, Spring.

Music (MUS) - Courses

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.

+MUS 103 Cr.1

Concert Band I

This course is a large ensemble open to students in all schools and colleges with experience in band. Not eligible toward music major or minor. Repeatable for credit - maximum two. Offered Fall.

+MUS 105 Cr.2

Music Appreciation

In this course, students examine music as an expression of humanity and explore big questions like "what is good music?" Students cultivate the habits of analytical, open-minded listening for life-long enjoyment and appreciation of music. Topics include fundamental music terminology, engaged listening, the relationship between culture and music, and the various purposes of music. This course addresses Western art music, non-Western music, music of the African diaspora, and popular music. Not applicable to major or minor. Lect. 1, Disc. 1. Prerequisite: 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. Prerequisite: Not open to students with credit in MUS 105. Offered Fall, Spring.

+MUS 115 Cr.3

Musical Elements: Conventions and Systems

Music shares elements of both mathematics and languages. Like math, music uses symbols to represent real world phenomena and uses systems to describe and generate relationships between them. Like languages, music has been shaped by a range of practices and has developed specialized vocabulary and syntax to reflect and shape culture. This course explores basic vocabulary, concepts, and systems around temporal, melodic, and formal conventions. Students learn how to read music, as well as interpret both written and heard musical pieces. This course is for students with little to no music background and does not apply to any music major or minor. Prerequisite: not open to music major or minor who has completed MUS 266. Offered Fall.

+MUS 123 Cr.1

Treble 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 123/223/323/423 (Treble Chorus), MUS 158/258/358/458 (Choral Union), if choral and general music education major. MUS 100/200/300/400 (Marching Band), MUS 144/244/344/444 (Symphonic Band), MUS 156/256/356/456 (Orchestra), MUS 140/240/340/440 (Wind Symphony), if instrumental and 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 123/223/323/423 (Treble Chorus), MUS 158/258/358/458 (Choral Union), if choral and general music education major. MUS 100/200/300/400 (Marching Band), MUS 144/244/344/444 (Symphonic Band), MUS 156/256/356/456 (Orchestra), MUS 140/240/340/440 (Wind Symphony), if instrumental and 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 Ensemble 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 143 Cr.1

Class Voice I

This course provides group instruction on voice requiring little or no formal training in singing. The course is designed to develop each student's singing voice and the ability to sing successfully in front of others. During the course of study, the fundamentals of healthy vocal production will be addressed including proper posture, breathing, tone production, expression, and gaining confidence. Students will be singing together as well as individually for class. Prerequisite: declared major in music education: instrumental and general emphasis. Offered Fall.

+MUS 144 Cr.1

Symphonic Band I

Large ensemble open to students in all schools and colleges with consent of instructor. 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 National Association of Schools of Music (NASM) standards. 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. Prerequisite: MUS 148 or consent of instructor. Offered Spring - Even 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 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 123/223/323/423 (Treble Chorus), MUS 158/258/358/458 (Choral Union), if choral and general music education major. MUS 100/200/300/400 (Marching Band), MUS 144/244/344/444 (Symphonic Band), MUS 156/256/356/456 (Orchestra), MUS 140/240/340/440 (Wind Symphony), if instrumental and general music education major. A maximum of two credits in all small ensembles may be applied to the music major. Repeatable for credit. Offered Fall, Spring.

MUS 173 Cr.1

Class Voice II

This course is a continuation of Class Voice I group instruction on voice. The course is designed to improve each student's singing voice and further develop the ability to sing successfully in front of others. Individual vocal problems will be assessed, and exercises will be given to improve and strengthen the voice. Students will be singing together as well as individually for class. Prerequisite: MUS 143. Offered 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 203 Cr.3

Foundations of Music Education

This is a pedagogy course introducing the methodology of teaching in music education. This course will give an overview of choral, general, and instrumental music education while including philosophical, social, and psychological foundations of teaching music. This course focuses on the methods of planning instruction for student learning, including alignment of objectives, instructions, assessment, and tasks. Utilizing the National Core Music Standards, teacher candidates will begin creating developmentally appropriate lesson plans. Interstate Teacher Assessment and Support Consortium (InTASC) Standards are introduced to create developmentally appropriate instruction and advocacy in music education. Prerequisite: MUS 266, MUS 268; sophomore standing. Offered Spring.

+MUS 205 Cr.3

Global Cultures in Music

This course surveys the selected musical traditions of the world. By looking at selected communities in detail, students will better understand that music is, in most cases, connected to culture and cannot be understood without an awareness of cultural contexts. Students will also develop a musical vocabulary and listening skills through exposure to recordings, lectures and assignments about stylistic elements, and analysis. The ability to read music is not required for the course, but it is helpful. The lectures will be supplemented with sound recordings, and will include in-class demonstrations when possible. Offered Fall, Spring, Summer.

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, accerlandos 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. Lect. 1, Lab 2. Prerequisite: MUS 266. Offered Fall - Odd Numbered Years.

MUS 213 Cr.1

Class Ukulele and Guitar

In this course students concentrate on developing skills necessary for the use of ukulele and 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. Prerequisite: MUS 266. Offered Fall - Even Numbered Years.

MUS 214 Cr.2

String Techniques

This course provides group instruction on violin, viola, cello, and string bass. It is primarily for students planning to teach music. Lect. 1, Lab 2. Prerequisite: MUS 266, MUS 268. Offered Fall - Odd Numbered Years.

MUS 220 Cr.2

Brass Techniques

This course provides group instruction on trumpet, horn, trombone, euphonium, and tuba. It is primarily for students planning to teach music. Lect. 1, Lab 2. Prerequisite: MUS 266, MUS 268. Offered Spring - Odd Numbered Years.

MUS 223 Cr.1

Treble 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.2

Percussion Techniques

This course provides group instruction on snare drum, timpani, keyboard mallets, auxiliary percussion, Latin percussion and drum set. It is primarily for students planning to teach music. Lect. 1, Lab 2. Prerequisite: MUS 266, MUS 268. Offered Fall - Even Numbered Years.

MUS 227 Cr.3

Woodwind Techniques

This course provides group instruction on flute, clarinet, oboe, bassoon, and saxophone. It is primarily for students planning to teach music. Lect. 2, Lab 2. Prerequisite: MUS 266, MUS 268. Offered Spring - 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 123/223/323/423 (Treble Chorus), MUS 158/258/358/458 (Choral Union), if choral and general music education major. MUS 100/200/300/400 (Marching Band), MUS 144/244/344/444 (Symphonic Band), MUS 156/256/356/456 (Orchestra), MUS 140/240/340/440 (Wind Symphony), if instrumental and 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 123/223/323/423 (Treble Chorus), MUS 158/258/358/458 (Choral Union), if choral and general music education major. MUS 100/200/300/400 (Marching Band), MUS 144/244/344/444 (Symphonic Band), MUS 156/256/356/456 (Orchestra), MUS 140/240/340/440 (Wind Symphony), if instrumental and 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 240 Cr.1**Wind Ensemble 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 264 Cr.3**History of Western Music I**

A chronological study of music in Western civilization with emphasis on periods and styles from early times to the death of Bach. Outside listening required. Prerequisite: MUS 115 or minimum score of 3 on AP music exam or Music Department Theory assessment milestone. Offered Annually.

MUS 266 Cr.3**Theory of Music I**

This course is an introduction to core music theory concepts. Students review essential concepts by studying them within musical contexts (melody, harmony, counterpoint, etc.). Topics include meter and rhythm, the management of dissonance, the structure of keys, the harmonic function of triads and seventh chords, and basic formal units (phrase, period, cadence, etc.). The course introduces students to applied chords. The students explore these concepts through composition and analysis, using models from the common practice period and some popular 20th-century styles. Prerequisite: MUS 115 or minimum score of 3 on AP music exam or Music Department Theory assessment milestone; concurrent enrollment in MUS 268. Offered Spring.

MUS 268 Cr.1**Aural Skills I**

In this course students develop aural skills to build their musical literacy by seeing, listening, and transcribing notation. Students complete specialized exercises that develop their hearing skills through the practice of singing using syllables and transcribing what is heard. Exercises include singing and notating increasingly challenging melodies, rhythmic exercises, and identifying harmonies and simple harmonic progressions. Prerequisite: MUS 115 or minimum score of 3 on AP music exam or Music Department Theory assessment milestone; concurrent enrollment in MUS 266. Offered Spring.

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 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 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 320 Cr.2**Orchestration and Arranging**

This course is a study of the characteristics and capabilities of choral and instrumental ensembles and the writing of practical transcription and arrangements for various small and large ensembles. Arranging instrumental accompaniment for vocal groups will also be addressed. Lect. 1, Lab 2. Prerequisite: music or music education major; junior standing. Offered Fall - 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 or MUS 366. 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

Treble 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 325 Cr.2

Choral Literature

This course is a historical survey of choral literature from the early Renaissance to the present. Students will begin to assemble a personal choral music database and be familiarized with many major choral composers from each historical period. The course will delve into the general characteristics within each epoch as well as specific composer tendencies to the point of being able to recognize the differences within the music both visually and aurally. Prerequisite: MUS 203; admission to teacher education. Offered Spring - 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 or MUS 266. Consent of instructor. Offered Fall - Odd Numbered Years.

MUS 327 Cr.2

Jazz Improvisation II

A continuation of the principles and techniques of "Jazz Improvisation I" (MUS 326), but at a higher performance level. Three periods per week. Prerequisite: MUS 326. Consent of instructor. Offered Fall - Odd Numbered Years.

MUS 328 Cr.1

Diction in Music

This course is the study of diction for music majors and minors dealing with the phonetic systems and texts in foreign language. Prerequisite: MUS 366, MUS 368; concurrent enrollment in MUA 221 or MUA 321. Offered Spring - Odd Numbered Years.

MUS 330 Cr.1

Jazz Orchestra 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 123/223/323/423 (Treble Chorus), MUS 158/258/358/458 (Choral Union), if choral and general music education major. MUS 100/200/300/400 (Marching Band), MUS 144/244/344/444 (Symphonic Band), MUS 156/256/356/456 (Orchestra), MUS 140/240/340/440 (Wind Symphony), if instrumental and 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 230; junior standing. Offered Fall, Spring.

MUS 334 Cr.1

Jazz Ensemble 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 123/223/323/423 (Treble Chorus), MUS 158/258/358/458 (Choral Union), if choral and general music education major. MUS 100/200/300/400 (Marching Band), MUS 144/244/344/444 (Symphonic Band), MUS 156/256/356/456 (Orchestra), MUS 140/240/340/440 (Wind Symphony), if instrumental and 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 234; junior standing. Offered Fall, Spring.

MUS 340 Cr.1

Wind Ensemble 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 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/THA 347 Cr.3

Sound Recording and Engineering

Students will explore the theory, methods, and technologies of live sound engineering and sound recording. Through hands-on projects, students will learn basic acoustics, sound technologies, live sound mixing, as well as the recording and digital editing of music. Lect. 2, Lab 2. Prerequisite: junior standing. (Cross-listed with MUS/THA; may only earn credit in one department.) Offered Spring - Even Numbered Years.

MUS 349 Cr.1

Vocal Accompanying

This course provides instruction and practical experience in vocal accompanying. Topics include score reading, rehearsal techniques, simplifying scores, and improving pianistic interpretation in performance. Prerequisite: MUS 249. Offered Spring - Odd 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 358 Cr.1

Choral Union 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 258; junior standing. Offered Fall, Spring.

MUS 361 Cr.1

Advanced Small Ensemble

Small ensemble open to students in all schools and colleges with consent of instructor. A maximum of two credits may be applied to music major. Requires concurrent enrollment in a large ensemble for music education majors: MUS 106/206/306/406 (Concert Choir), MUS 123/223/323/423 (Treble Chorus), MUS 158/258/358/458 (Choral Union), if choral and general music education major. MUS 100/200/300/400 (Marching Band), MUS 144/244/344/444 (Symphonic Band), MUS 156/256/356/456 (Orchestra), MUS 140/240/340/440 (Wind Symphony), if instrumental and general music education major. Repeatable for credit - maximum two. Prerequisite: two credits of MUS 161. Consent of instructor. Offered Fall, Spring.

MUS 364 Cr.3

History of Western Music II

A chronological study of music in Western civilization with emphasis on periods and styles from the late 18th century until the turn of the 20th century. Outside listening required. Prerequisite: MUS 115 or minimum score of 3 on AP music exam or Music Department Theory assessment milestone. Offered Annually.

MUS 365 Cr.3

History of Western Music III

A chronological study of music in Western civilization with emphasis on the twentieth century through the music of today. Outside listening required. Prerequisite: MUS 115 or minimum score of 3 on AP music exam or Music Department Theory assessment milestone. Offered Annually.

MUS 366 Cr.3

Theory of Music II

This course expands upon concepts introduced in MUS 266. Topics includes forms and compositional devices throughout various musical eras from the 1700s and 1800s (the "common practice" period). Students explore harmonic and formal ideas through short composition exercises. Prerequisite: MUS 266; concurrent enrollment in MUS 368. Offered Fall.

MUS 367 Cr.3

Theory of Music III

This course expands upon the musical concepts studied in MUS 266 and MUS 366, with an emphasis on music since 1900. Students study innovations in the concepts related to pitch organization, durations, meter, and form. Students analyze and discuss works by applying vocabulary and concepts derived from these innovations and study the practical application of these concepts by writing short composition projects. Students also engage with broader issues related to music analysis, such as various criteria for grouping musical elements and the value of different approaches to analysis. Prerequisite: MUS 366; concurrent enrollment in MUS 369. Offered Spring.

MUS 368 Cr.1

Aural Skills II

In this course students develop aural skills to build their musical literacy by seeing, listening, and transcribing notation. Students complete specialized exercises that develop their hearing skills through the practice of singing using syllables and transcribing what is heard. This course further develops the skills acquired in MUS 268. Exercises include singing and notating more challenging melodies, rhythmic exercises, and identifying more advanced harmonies and harmonic progressions. Prerequisite: MUS 268; concurrent enrollment in MUS 366. Offered Fall.

MUS 369 Cr.1

Aural Skills III

In this course students develop aural skills to build their musical literacy by seeing, listening, and transcribing notation. Students complete specialized exercises that develop their hearing skills through the practice of singing using syllables and transcribing what is heard. This course further develops the skills acquired in MUS 368. Exercises include singing and notating more challenging melodies, rhythmic exercises, identifying more advanced harmonies and harmonic progressions, as well as some material reflecting musical developments since 1900. Prerequisite: MUS 368; concurrent enrollment in MUS 367. Offered Spring.

MUS 370 Cr.4

K-12 General Music Methods

This course is the study of the philosophy, structure, and content of music education in K-12 school curriculum. This course provides the students with a positive view of the realities of general music in relation to the youngsters themselves and to the musical and aesthetic learning possible at early childhood to adolescent aged levels. Sufficient materials, methods, and techniques are explored to enable the beginning teacher to provide for a quality music education. Furthermore, this course incorporates a lab component in general music classroom observations of K-5 learners in elementary schools. Prerequisite: MUS 203; admission to teacher education. Offered Spring - 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 377 Cr.3

Travel/Study in Music

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: MUS 110 or MUS 205 or ART 102 or ART 251; concurrent enrollment in ART 360; sophomore standing. Consent of instructor. Offered Occasionally.

MUS 378 Cr.3

Advanced Instrumental Conducting & Field Experience I

This class includes an integrated field experience with instrumental conducting. In the field experience, candidates will learn about the complex processes of planning instrumental music instruction, engaging K-12 learners, and assessing student learning. Conducting topics include baton technique, score analysis and preparation, and interpretation. Students will study band and orchestral literature in relation to its performance and practice. This course will teach students how to connect on a higher level with young musicians through advanced score preparation and provide an array of effective rehearsal techniques and teaching strategies. A multi-day, consistent schedule in the field experience classroom will be established by the course instructor in consultation with the teacher candidate and cooperating teacher. Prerequisite: MUS 203, MUS 211, MUS 370; admission to teacher education. Consent of department. Offered Fall - Even Numbered Years.

MUS 379 Cr.3

Advanced Choral Conducting & Field Experience I

This class includes an integrated field experience with choral conducting. In the field experience, candidates will learn about the complex processes of planning choral music instruction, engaging K-12 learners, and assessing student learning. This class includes the study of advanced problems in choral conducting, and a more advanced approach into effective rehearsal techniques in the choral classroom. Topics covered will include refining the conducting gesture, score preparation, score analysis, interpretation, rehearsal techniques, and proper procedures. This course will teach students how to connect on a higher level with young musicians through advanced score preparation and provide an array of effective rehearsal techniques and teaching strategies. A multi-day, consistent schedule in the field experience classroom will be established by the course instructor in consultation with the teacher candidate and cooperating teacher. Prerequisite: MUS 203, MUS 211, MUS 370; admission to teacher education. Consent of department. Offered Fall - Even Numbered Years.

MUS 383 Cr.4

Choral Music in the Schools and Field Experience II

This combined methods and field experience course is designed to provide students with the basic principles and techniques of choral preparation and performance in relation to public school choral ensembles. This course specifically addresses vocal production in young voices, choral sound, repertoire, and vocal pedagogy. This course will also include the second field component required for all education majors. Students will practice these issues in the field concurrently with class peer discussion. A multi-day, consistent schedule in the field experience classroom will be established by the course instructor in consultation with the teacher candidate and cooperating teacher. Prerequisite: MUS 379; admission to teacher education. Consent of department. Offered Spring - Odd Numbered Years.

MUS 384 Cr.4

Instrumental Music in the Schools and Field Experience II

This combined methods and field experience course is designed to provide teacher candidates with opportunities to understand and develop practices related to instrumental music and its role in a 6-12 classroom. Administrative approaches, rehearsal techniques, modern comprehensive teaching styles, classroom management, and conflict resolution for the secondary instrumental teacher will be addressed. Students will practice these issues in the field concurrently with class peer discussion. A multi-day, consistent schedule in the field experience classroom will be established by the course instructor in consultation with the teacher candidate and cooperating teacher. Prerequisite: MUS 378; admission to teacher education. Consent of department. Offered Spring - 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 or MUS 364 or MUS 365. 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 or MUS 364 or MUS 365. Offered Occasionally.

MUS 423 Cr.1

Treble 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 123/223/323/423 (Treble Chorus), MUS 158/258/358/458 (Choral Union), if choral and general music education major. MUS 100/200/300/400 (Marching Band), MUS 144/244/344/444 (Symphonic Band), MUS 156/256/356/456 (Orchestra), MUS 140/240/340/440 (Wind Symphony), if instrumental and 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 or MUS 366. 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 123/223/323/423 (Treble Chorus), MUS 158/258/358/458 (Choral Union), if choral and general music education major. MUS 100/200/300/400 (Marching Band), MUS 144/244/344/444 (Symphonic Band), MUS 156/256/356/456 (Orchestra), MUS 140/240/340/440 (Wind Symphony), if instrumental and 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 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 or MUS 366. 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 or MUS 367. Offered Occasionally.

MUS 440 Cr.1

Wind Ensemble 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 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 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.

MUA 202 Cr.1

Applied Oboe

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 203 Cr.1

Applied Clarinet

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 204 Cr.1

Applied Bassoon

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 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 and music theatre 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 emphases. 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 emphases. 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 473 Cr.2

Jazz Performance Emphasis Recital

Capstone project in applied music in jazz performance. Includes one hour private lesson per week plus public recital with a jazz combo. See the Department of Music's "Student Handbook" for more details about policies covering this course. Prerequisite: MUS 326; two semesters of MUS 161 (Jazz Combo); two semesters of 300-level applied music on major instrument; declared major in music: jazz performance emphasis. Offered Fall, Spring.

Neuroscience (NEU) - Courses

Courses

NEU 200 Cr.3

Introductory Neuroscience

This course will introduce the student to the interdisciplinary study of neuroscience through an investigation of the contributions made by biology, philosophy, and psychology. In so doing, the student will come to see the unique methodological and theoretical approaches each discipline brings to the discussion, and why it is that these different perspectives matter. The course will address the relevant introductory concepts associated with these discussions and engage a number of pertinent topics including learning, memory, attention, and perception, and the interrelationship between these processes. Prerequisite: grades of "C" or better in BIO 105 and PSY 100. Offered Annually.

NEU 490 Cr.1

Capstone Seminar in Neuroscience

A seminar-style course designed for students to review and discuss primary literature on current subjects of importance in neuroscience. Students are expected to participate and lead discussions of research literature, develop and write novel review articles, and actively participate in the assessment of the neuroscience interdisciplinary minor. This course should follow the completion of the other courses in the core curriculum of the neuroscience interdisciplinary minor. Prerequisite: NEU 200; PHL/PSY 333; BIO 415 or BIO 446; BIO 465. Pass/Fail grading. 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, radiopharmaceuticals, instrumentation, types of imaging and therapeutic procedures performed, computer applications, related allied health professions, and healthcare ethics. Offered Fall.

NMT 314 Cr.1

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 344 Cr.2

Medical Ethics and Health Administration

This course will focus on medical ethics, diversity, inclusive excellence, as they pertain to the profession of imaging sciences. We will also have a full review of the health information systems that support the technologist in their role in taking care of patients. Prerequisite: admitted into one of the NMT or RS programs. Offered Spring.

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 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.1-5

Radiation Protection

Properties of alpha, beta, gamma, and x-ray 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 radioisotope handling devices used in medical diagnosis and therapy. 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. 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. 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. 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. 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. 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. 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.1-5

Radiopharmacy and Pharmacology

The study of radiopharmacology and radiochemistry of isotopes used in clinical nuclear medicine for research, diagnosis, and therapy. This course includes lecture and field work. Prerequisite: admission to the NMT Program; assignment to a clinical internship site. Offered Fall, Spring.

NMT 427 Cr.1-5

Clinical Evaluation of Mathematical Data in Nuclear Medicine

This is a study of data collection, reduction and enhancement by computers used in Nuclear Medicine to generate interpretable images and data for physicians to diagnose and treat patients. This course includes lecture and field work. Prerequisite: admission to the NMT Program; assignment to a clinical internship site. Offered Fall, Spring.

NMT 429 Cr.1-5

Multimodality Imaging

This course is designed to present a more in depth overview of all imaging modalities that can be done simultaneously with gamma cameras and PET cameras (i.e. PET/CT, SPECT/CT, PET/MRI, etc.). It will be an overview of the cross sectional anatomy, physics and instrumentation that is offered from these modalities. Specific topics will include; physics, instrumentation, scanning and image production. Comparison of cross sectional anatomy, specific to the modality and PET or SPECT imaging will be covered. Emphasis will be placed on patient considerations for each modality, image production and processing, patient and technologist safety, radiation protection and/or procedure protocol. This course includes lecture and field work. Prerequisite: admission to the NMT Program; assignment to a clinical internship site. Offered Fall, Spring.

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.

Nutrition (NUT) - Courses

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, herbals, 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, herbals, 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 quality and 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 UWL instructor and field site supervisor, 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

Working with a faculty mentor(s), students will aid in course development, delivery, and student assessment. Potential courses include approved courses in the nutrition minor. Prerequisite: grade of "B" or better in the class in which the student will be assisting AND permission from the instructor of the class in which the student will be assisting. Consent of instructor. Offered Fall, Winter, Spring, Summer.

NUT 499 Cr.1-2

Nutrition Research

Working with a faculty mentor(s), students will identify a research topic of 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

Courses

+PHL 100 Cr.3

Introduction to Philosophy

Are you looking for answers to life's important questions? This course offers students an introduction to important conversations about philosophical topics such as the nature of reality, personal identity, freedom, knowledge, morality, religion, and social justice with the aim of students developing their own well-considered views. Offered Fall, Spring.

+PHL 101 Cr.3

Introduction to Logic

This course offers students an introduction to several methods of logic: the science of reasoning. In this course, students examine the nature of statements and arguments, identify rules for distinguishing good arguments from bad, learn methods for constructing and testing proofs, and practice good reasoning in general. 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

This course is 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. Contemporary moral problems will help elucidate each of the theoretical positions. Offered Annually.

PHL 205 Cr.3

History of Ancient Philosophy

Almost all the questions and puzzles in the continental and analytic traditions of philosophy today can be sourced to developments in the philosophy of Ancient Greece. In this course, students read ancient texts from pre-Socratic thinkers such as Pythagoras, Heraclitus, and Parmenides. Students also read several dialogues of Plato, explore the metaphysics of Aristotle and the stoicism of Epictetus. Students discuss the differences between science and myth, philosophy and religion, opinion and knowledge, and explore questions about the nature of reality, its oneness and plurality, the nature of justice, and the purpose of life. Offered Fall.

PHL 206 Cr.3

History of Modern Philosophy

In this course, students explore the thinking of several important enlightenment philosophers whose work either led to, or gave interpretation to, the so-called "European Enlightenment." Students examine how these thinkers approached questions about mind and body, the foundations of knowledge, primary and secondary qualities, and the scientific image of human beings and nature. 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, ENG 212, PHL 212, POL 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

This course is an intensive examination of the central philosophical questions surrounding the nature of knowledge, truth, and justification. Topics may include the difference between knowledge, wisdom, and know-how; analyses of knowledge, truth, and justification; the nature of misinformation; disagreement; the structure and sources of justification; the insights and limits of cognitive science; the role of human evolution in our understanding of the world; knowledge of abstract entities (e.g., principles of logic, mathematics, or morality); knowledge of the self and other minds; social cognition; and issues concerning the lived-experience of marginalized groups. (Cross-listed with PHL/PSY; may only earn credit in one department.) Offered Annually.

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, Justification, and Objectivity

This course is an examination of classic and contemporary issues in the field of meta-ethics. Topics include addressing questions concerning the meaning of moral claims and principles, moral objectivity, moral psychology and motivation, moral disagreement, the nature of moral knowledge and justification, and the nature of moral reasons. Offered Fall.

PHL 310 Cr.3

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.

PHL 311 Cr.3

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.

PHL 313 Cr.3

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.

PHL/RGS 319 Cr.3

Indigenous Thought

This course draws from sources authored by Indigenous scholars, organizers, and artists to examine historical and contemporary turns in Native American and Indigenous thought. We consider how theories and methodologies that emerge from Native American communities intervene on dominant (colonial) approaches to philosophy and theory. The course combines theoretical and applied readings with personal reflection to develop a critical consciousness of key topics in Native American and Indigenous studies such as land, agency, and decolonization. (Cross-listed with PHL/RGS; may only earn credit in one department.) Prerequisite: sophomore standing. (Cross listed with PHL/RGS; may only earn credit in one department.) Offered Occasionally.

PHL 323 Cr.3

Phenomenology and Existentialism

This course will approach the topics of conscious experience and human existence from the standpoint of two major schools of European philosophy: phenomenology and existentialism. Questions we will consider are: What is it that makes human existence unique? How is it that we come to experience a meaningful world? How does communication and empathy with others occur? Additional themes to be addressed include what it means to be a self or person, the human experience of anxiety, and our relationship to time and death. Prerequisite: three credits in philosophy. Offered Alternate Years.

PHL 330 Cr.3

Philosophy of Food: The Dining Experience

This course explores the aesthetic, ethical and existential features of food. Topics may include the ethics of hunting; whether food can be art; the Tao of food; the phenomenology of terroir, localism, and cosmopolitanism; whether manners are a moral or aesthetic good; and whether certain foods are Veblen goods. Offered Fall.

PHL 331 Cr.3

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.

+PHL 332 Cr.3

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. (Cross-listed with PHL/PSY; may only earn credit in one department.) Offered Fall.

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 examines philosophical ideas and systems that are generated from a wide range of cultural traditions found in the United States. The aim of this course is to broaden and deepen understanding and appreciation of the diverse philosophical contributions made by a wide range of historically marginalized thinkers. This course focuses on philosophical contributions from Black American, Indigenous, Asian-American, and Latinx thinkers, women, members of the LGBTIQ community, and persons with disabilities. Offered Alternate Years.

+PHL 336 Cr.3

International Multicultural Philosophy

This survey course examines philosophical ideas and systems that are generated from a wide range of cultural traditions worldwide through the medium of film. The aim of this search is 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. 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 339 Cr.3

Medical Ethics

This course is an examination of the principal moral problems that arise in the clinical and non-clinical medical context. Topics include an introduction to the principles of autonomy, beneficence, non-maleficence, and justice, as well as the ethical complexities surrounding various issues including paternalism and patient autonomy, healthcare decisions regarding children, the role and responsibilities of surrogate decision-makers, truth-telling and confidentiality, clinical trials, abortion, reproductive and genetic technologies, euthanasia and physician-assisted suicide, public health, and justice in health care. Offered Occasionally.

PHL 341 Cr.3

Environmental Ethics

This course is an examination of the moral status of the natural environment. Theories including classical normative philosophy (e.g., virtue theory), ecocentrism, deep ecology, and eco-feminism are discussed. Topics surrounding animal rights, environmental justice, and the importance of biodiversity are considered. Throughout the course, students reflect upon what it means to have an appropriate relationship with the environment. 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

This course is an examination of the main questions found in the Asian philosophical traditions. Students read Indian, Chinese, and Japanese philosophers, with a special emphasis on Hinduism, Buddhism, Confucianism, and Daoism. Questions are centered in ethics, epistemology, and metaphysics. Topics include: (right) conduct and virtue; the nature of reality, mind, and self (e.g., what is a self, what is a person?); the Middle Way; individual and social well-being; and the notions of interdependent arising, emptiness, and enlightenment. Conceptual connections are made with Western philosophical traditions. Offered Alternate Years.

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 Annually.

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. Offered Alternate Years.

PHL 410 Cr.3

Neuroethics

Neuroethics is a study of the ethical, social and political impact of neuroscience, including the ways in which neurotechnology can be used to predict or alter human behavior and the implications of our understanding of brain function for society. As such students will be asked to integrate neuroscientific knowledge with ethical and social and political thought. Our understanding of the brain, as the organ of the mind, has implications for broader philosophical problems, such as the nature of free will, moral responsibility, self-deception, and personal identity. Prerequisite: PHL/PSY 333. Offered Annually.

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: ENV 201 or three credits in philosophy. Offered Alternate Years.

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

Individual Study in Philosophy

Directed reading and research under the supervision of an instructor. No more than six credits in PHL 494, 495, and 497 combined are applicable to a philosophy major or minor. Repeatable for credit - maximum six. Prerequisite: 12 credits in philosophy, Consent of department. Offered Fall, Spring.

PHL 496 Cr.3

Integrative Seminar

Integration of programmatic themes and methods in the major. May be taken for honors credit. Prerequisite: 18 credits including PHL 100 or PHL 200; PHL 101; PHL 201 or PHL 303; PHL 205; PHL 206. Offered Spring.

PHL 497 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

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.

PHY 134 Cr.4

Physics for Nuclear and Radiological Sciences

This course is an introductory study of physics concepts using algebra and trigonometry, designed for nuclear and radiological science students. Topics include kinematics, vectors, Newton's laws of motion, circular motion, energy, momentum, waves, electric forces and fields, electric potential, and magnetic fields. Wherever possible, applications to medical fields are discussed. Note: This class is specifically designed for students in the Nuclear Medicine Technology and Radiologic Science programs. Lect. 3, Disc 1. Offered Annually.

+PHY 142 Cr.3

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 Occasionally.

+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. Offered Fall.

+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. Offered Spring.

+PHY 203 Cr.4

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.

PHY 204 Cr.4

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. 3, Lab 2. Prerequisite: PHY 103 or PHY 203; MTH 208 or concurrent enrollment. Offered Spring.

PHY 305 Cr.3

General Physics III

This is the third course of introduction to physics using calculus. Topics covered are mechanical and thermal descriptions of solids and fluids, fundamentals of thermodynamics, waves, sound, and optics. Prerequisite: PHY 104 or PHY 204; MTH 208 or concurrent enrollment. Offered Fall.

PHY 306 Cr.3

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 305; MTH 208. Offered Spring.

PHY 308 Cr.3

Optics

This course covers the mathematical treatment and modern applications of electromagnetic theory; propagation of light; geometrical optics, with emphasis on fiber optics and the formation of images in cameras, microscopes, and telescopes; physical optics, with emphasis on spectroscopy and the resolution limits of optical systems; and lasers. Topics in modern optics may also include holography. Prerequisite: PHY 305. Offered Occasionally.

PHY 311 Cr.2

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. Lect. 1, Lab 3. Prerequisite: PHY 250 and PHY 302 or PHY 305 and PHY 306. Offered Fall.

PHY 314 Cr.3

Introduction to Biophysics

We build on introductory physics topics that will be used to investigate biological problems. This course will be taught at the intermediate level, targeting students interested in learning more about the role of physics in biology. Topics covered in this class will include statistical physics and thermodynamics (introduced as needed). Other topics may include (but are not limited to): diffusion, entropy, filament mechanics, motor dynamics, hemodynamics, and cellular electrostatics. Additional topics may include medical physics applications. Prerequisite: PHY 306. PHY 308 strongly recommended. Offered Occasionally.

PHY 320 Cr.3

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.

PHY 321 Cr.3

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 306; 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 306; MTH 310. 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 the following: current and voltage sources, resistors, I-V characteristics, Ohm's Law, Kirchhoff'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. 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 calorimetry. 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 306. Offered Spring.

PHY/BIO/CHM 356 Cr.2

Curriculum and Assessment in Math and Science

Students 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.

PHY 362 Cr.3

Astrophysics

The application of principles studied in fundamental or general physics to various areas of astrophysical research. This course emphasizes topics like measuring star and exoplanet properties, stellar structure and evolution, the solar neutrino problem, white dwarfs, neutron stars, pulsars, the interstellar medium, and galaxies. Prerequisite: PHY 305, PHY 306; MTH 310 or concurrent enrollment. Offered Occasionally.

PHY 374 Cr.3

Computational Physics

This course is an introduction to computational physics. 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. 2, Lab 2. Prerequisite: PHY 104 or PHY 204; MTH 308 or MTH 309 or concurrent enrollment in either. Offered Occasionally.

PHY 376 Cr.3

Introduction to Nuclear Science

An introduction to the structure and properties of atomic nuclei. This course explores the production of ionizing radiation, its interactions with matter, and the instrumentation used to detect it. While all types of ionizing radiation are studied, particular emphasis will be placed on X- and gamma-rays. Lect. 2, Lab 2. Prerequisite: MTH 150; PHY 104 or PHY 134 or PHY 204. 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 134 or PHY 204. 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 Schrodinger 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 321; MTH 308 or MTH 309; MTH 310. Offered Fall.

PHY 411 Cr.3

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. Lect. 1, Lab 4. Prerequisite: PHY 311; MTH 310. Concurrent registration in MTH 308 or 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 308 or MTH 309; MTH 310, PHY 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. Offered Occasionally.

PHY 450 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 courses above the 204 level; junior standing. Consent of department. Offered Occasionally.

PHY/BIO/CHM/MTH 451 Cr.2

Curriculum and Content in Science and Mathematics

This is a methods course for science education and mathematics education majors that focuses on how content knowledge and pedagogical content knowledge are used to inform instruction. The course will focus on exploration of state and national standards, academic language, and methods of assessment. Prerequisite: EDS 203, EDS 206; concurrent enrollment in the department's section of BIO/CHM/MTH/PHY 454 or BIO/CHM/MTH/PHY 455; admission to teacher education. (Cross-listed with BIO/CHM/MTH/PHY; may only earn credit in one department.) Consent of instructor. Offered Spring.

PHY/BIO/CHM 452 Cr.2

The Learner and Learning in Science

This is a methods course for science education majors that focuses on learning theories, equitable practices, and culturally relevant pedagogy. The course will draw on recommendations from state and national standards. Prerequisite: EDS 203, EDS 206; concurrent enrollment in the department's section of BIO/CHM/MTH/PHY 454 or BIO/CHM/MTH/PHY 455; admission to teacher education. (Cross-listed with BIO/CHM/MTH/PHY; may only earn credit in one department.) Consent of instructor. Offered Fall.

PHY 453 Cr.1-3

Topics in Physics and Astronomy

Various subjects of interest to specific groups will be offered 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. Offered Fall, Spring, Summer.

PHY/BIO/CHM 454 Cr.2

Field Experience I in Science Education

This course is the first field experience in a school environment. Candidates will plan and teach lessons within the designated grade range of 4-12. Candidates will be introduced to classroom management and conflict resolution. A multi-day, consistent schedule in the middle or high school field experience classroom will be established by the course instructor in consultation with the teacher candidate and cooperating teacher. Prerequisite: EDS 203, EDS 206; concurrent enrollment in the department's section of BIO/CHM/PHY 451 or BIO/CHM/PHY 452; admission to teacher education. (Cross-listed with BIO/CHM/PHY; may only earn credit in one department.) Consent of instructor. Offered Fall, Spring.

PHY/BIO/CHM 455 Cr.2

Field Experience II in Science Education

This course is the second field experience in a school environment. Candidates will plan and teach lessons within the designated grade range of 4-12. Candidates will be introduced to classroom management and conflict resolution. A multi-day, consistent schedule in the middle or high school field experience classroom will be established by the course instructor in consultation with the teacher candidate and cooperating teacher. Prerequisite: EDS 203, EDS 206; concurrent enrollment in the department's section of BIO/CHM/PHY 451 or BIO/CHM/PHY 452; admission to teacher education. (Cross-listed with BIO/CHM/PHY; may only earn credit in one department.) Consent of instructor. Offered Fall, Spring.

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 306; MTH 310. Offered Occasionally.

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. Prerequisite: grade of "C" or better in MTH 353. Offered Spring - Odd Numbered Years.

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: PHY 305, PHY 306; MTH 308 or MTH 309 or concurrent enrollment; MTH 310 or concurrent enrollment. Offered Occasionally.

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 the Standard Model of particles and interactions, Feynman diagrams, quantum electrodynamics, quantum chromodynamics, weak interaction theory, quarks, leptons, intermediate vector bosons, and experimental methods of particle detection. Current ideas concerning grand unified theories, supersymmetry, superstring theory and particle astrophysics also will be discussed. Prerequisite: PHY 306. Offered Occasionally.

PHY 474 Cr.3

Advanced Computational Physics

In-depth study of advanced computational techniques using the programming language Java. Programming topics will include File IO, 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. 2, Lab 2. Prerequisite: PHY 374; CS 120. Offered Occasionally.

PHY 476 Cr.3

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. Prerequisite: PHY 308; 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.

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. Pass/Fail grading. Offered Fall, Spring.

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. Consent of department. Offered Fall, Spring, Summer.

Political Science (POL) - Courses

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 Occasionally.

+POL 202 Cr.3

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, GEO 202, HIS 202, POL 202, SOC 202. Offered Fall, Spring.

+POL 205 Cr.3

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.

+POL 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, ENG 212, PHL 212, POL 212. Offered Occasionally.

POL 215 Cr.3

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 Occasionally.

POL 221 Cr.3

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 Fall, Spring.

POL 222 Cr.3

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.

+POL 234 Cr.3

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.

+POL 244 Cr.3

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 Fall, Spring.

POL 250 Cr.1-2

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 Occasionally.

+POL 251 Cr.3

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 Fall, Spring.

POL 261 Cr.3

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.

POL 301 Cr.3

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 Occasionally.

POL 302 Cr.3

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 Occasionally.

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 Occasionally.

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 Occasionally.

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 Occasionally.

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 Occasionally.

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 Occasionally.

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 Occasionally.

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 Occasionally.

POL 319 Cr.3

Campaigns and Elections

This course provides an overview of campaigns and elections in the United States. How can we explain the outcomes of American elections? Why do some people vote while other people do not? What strategies do candidates use to attract the support of voters, and are these strategies effective? How do national elections differ from state and local elections? What is the role of money in campaigns and elections? How do American campaigns and elections compare to campaigns and elections in other countries? These are just some of the questions our course will address. In our investigation of campaigns and elections, we will critically analyze the actions of voters, candidates, political parties, the media, and interest groups. We will study presidential elections, congressional elections, state-level elections, and local elections. Throughout the course, the questions "Are American elections 'broken'?" If so, can our election system be fixed?" will be asked. Prerequisite: POL 101 or POL 102. Offered Fall - Even Numbered Years.

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 Fall.

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 Occasionally.

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 Spring.

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 244 or junior standing. Offered Fall - Even Numbered Years.

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 244 or junior standing. Offered Spring - Even Numbered Years.

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 244 or junior standing. Offered Fall - 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 244 or junior standing. Offered Spring - Odd Numbered Years.

POL 346 Cr.1-3

Model United Nations

Participate 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. Repeatable for credit - maximum nine. Offered Fall.

POL 347 Cr.3

Peace and Conflict

This course provides an overview of the scientific study of peace and conflict. How do various types of conflict such as inter-state war, civil war, terrorism, genocide, repression, and nonviolence differ from each other, and what do we know about trends in these types of conflict? Why do countries go to war with each other? Why do civil wars break out? What causes ethnic groups to rebel against their governments? What can be done to resolve these types of conflicts and prevent their recurrence? These are just some of the questions we will examine in this course. To do so, we will explore definitions, data, and trends in various types of conflict, as well as theories about the causes, termination, and resolution of various types of conflict. In the process, students will develop a better understanding of foundational and emerging research in the field of conflict studies that will enable them to make sense of various types of conflict worldwide. Prerequisite: POL 234 or POL 244 or junior standing. Offered Spring.

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 Spring.

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 Fall - Every Third Year.

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 Fall - Every Third Year.

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 Fall - Every Third Year.

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 123, STAT 145, or placement into MTH 150 or higher. 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 Occasionally.

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 Occasionally.

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 Occasionally.

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 Occasionally.

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 Occasionally.

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 Occasionally.

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 221 or PUB 210. Offered Occasionally.

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 370 or POL 371 or POL 372 or POL 373 or POL 374 or POL 375 or POL 376. Offered Occasionally.

POL 399 Cr.3

Special Topics in Political Science

Special topics in political science not fully covered in the regular courses offered by the department. Repeatable for credit - maximum six. Offered Occasionally.

POL 400 Cr.2-3

Political Forum

Academicians 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.

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 Cr.3

Honors Research in Politics and Government

Honors research in political science and/or public administration, and under the supervision of a faculty advisor. Repeatable for credit - maximum six. Prerequisite: junior standing; political science and/or public administration honors candidate. Consent of instructor. 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

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 Occasionally.

PSY 204 Cr.3

Abnormal Psychology

This course introduces students to various clinical presentations of psychopathology that may occur throughout human development from a trauma-informed perspective. 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, Summer.

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 Annually.

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. Offered Fall, Spring, Summer.

PSY 230 Cr.3

Cognitive and Biological Foundations of Psychology

This course will introduce core issues, theories, and experimental findings in cognitive and biological psychology. Topics to be covered may include research methods, brain structures, neuronal communication, plasticity, sensory processes, attention, learning, memory, language, decision making, and problem solving. This course will serve as an introduction to the importance of cognitive and biological foundations of psychology. It will allow students to draw connections with other branches of psychology and to apply these foundations to research and real world situations. Prerequisite: PSY 100. Offered Annually.

PSY 241 Cr.3

Social Psychology

This course provides a comprehensive overview of theories and research in social psychology - the scientific study of how our thoughts, feelings, and behavior are influenced by our social context. Topics may include social cognition, social perception, the self, attitudes and persuasion, prejudice and discrimination, conformity and obedience, aggression, helping behavior, and interpersonal relationships. Students are encouraged to think about how social-psychological theories and research can be applied to understand current events as well as everyday social experiences. Prerequisite: PSY 100 or SOC 110. Students may only earn credit in SOC 330 or PSY 241. Offered Fall, Spring, Summer.

+PSY 282 Cr.3

Cross-Cultural Psychology

This course is 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 cognitive, social, and developmental processes, as well as on relationships, self and personality, language, and other psychological variables. Prerequisite: PSY 100. Offered Fall, Spring.

+PSY 283 Cr.3

Psychology of Culture and Race

This course focuses on the effects of culture, specifically White culture, on the nature and behavior of individuals in the United States, their adaptations to institutions and environments, and their relations within and outside their culture. We also explore psychological constructs such as racism, prejudice, microaggression, stereotype threat, and white supremacy thinking. Prerequisite: PSY 100; sophomore standing. 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 Fall, Spring.

PSY 291 Cr.1-3

Contemporary Topics in Psychology: Beginner

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. Repeatable for credit. Departmental approval is necessary to apply more than six credits toward the psychology major. Prerequisite: PSY 100. Offered Occasionally.

PSY/PHL 301 Cr.3

Theory of Knowledge

This course is an intensive examination of the central philosophical questions surrounding the nature of knowledge, truth, and justification. Topics may include the difference between knowledge, wisdom, and know-how; analyses of knowledge, truth, and justification; the nature of misinformation; disagreement; the structure and sources of justification; the insights and limits of cognitive science; the role of human evolution in our understanding of the world; knowledge of abstract entities (e.g., principles of logic, mathematics, or morality); knowledge of the self and other minds; social cognition; and issues concerning the lived-experience of marginalized groups. (Cross-listed with PHL/PSY; may only earn credit in one department.) Offered Annually.

PSY 302 Cr.3

Environmental Issues: Applied Psychology

This course is an exploration of psychological perspectives on environmental issues. The course covers a variety of topics, such as how our attitudes, thoughts, and behaviors have contributed to environmental degradation, how we can use social and cognitive psychological tools to promote environmentally sustainable behaviors, the psychological effects of environmental toxins and disasters, and the psychological benefits of nature. Prerequisite: PSY 100 or ENV 101. Offered Occasionally.

PSY 305 Cr.3

Human Sexuality

This course is an exploration of human sexuality from biological, psychological, and sociological perspectives throughout the lifespan. Various aspects related to sexuality, sexual attitudes, and behaviors reflecting a broad spectrum of typicality and experiences are addressed. Prerequisite: PSY 100; minimum of 45 credits earned. Offered Annually.

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 focuses 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 are examined. The course also highlights factors associated with relationship success and/or dissolution. Students engage with the theory, research, and practical application of the course material. Prerequisite: PSY 100 or PSY 212; junior standing. Offered Occasionally.

PSY 308 Cr.1-2

Research Apprenticeship

This course offers research experience under the supervision of a faculty member. Students assist a faculty member in any phase of the research process including literature searches, formulation of instruments, pilot studies, data collection, data coding, data analysis, and presentation of research findings. Repeatable for credit - maximum six. Prerequisite: PSY 331; psychology major; junior standing. Consent of department. 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 in a setting related to the field of psychology. This supervised fieldwork requires 30 hours on site per semester. Repeatable for credit - maximum two. Prerequisite: PSY 100, PSY 212; psychology major; sophomore standing. Consent of instructor. Offered Fall, Spring, Summer.

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 212. Offered Annually.

PSY 316 Cr.3

Child Abuse and Neglect

This course provides an overview of child abuse and neglect from historical and contemporary perspectives. The course covers causes, consequences, and contextual factors associated with child maltreatment. Interventions for children, families, caregivers and the community are covered. Topics include physical and emotional abuse and neglect, sexual abuse, reporting and investigation, and prevention and treatment for victims and abusers. Prerequisite: PSY 212; junior standing. Offered Occasionally.

+PSY 318 Cr.3

Psychology of Women

This course provides an overview of theories and research on biological, psychological, and social aspects of women's lives and experiences, as well as a critical exploration of women's historical under-representation and marginalization within psychology. Topics include gender roles and stereotypes, the development of gender identities, gender similarities and differences, women's work and well-being. These topics are examined using intersectional and multicultural approaches. 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; EFN 205 or any RGS course. 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 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. Prerequisite: PSY 100; 45 earned credits. Not open to psychology majors. Offered Occasionally.

PSY 325 Cr.3

LGBTQ+ Youth Psychology

This course is an introduction to the psychological study of LGBTQIA+ youth - their strengths, challenges, and lived experiences. We will "break the silence" surrounding LGBTQIA+ experiences by exploring underrepresented topics in this field. Students will explore major topics in LGBTQ psychology research such as identity development, minority stress, and romantic relationships. In all topics, we will focus on underrepresented perspectives and intersections of identity between sexual orientation, gender, race, ethnicity, socioeconomic status, and others. We will answer the question "What strengths, obstacles, and contexts define the lives of LGBTQIA+ youth" by the end of the course. Prerequisite: junior standing. Offered Occasionally.

PSY 331 Cr.4

Research Methods: 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. Lect. 2, Lab 4. Prerequisite: "C" or better in PSY 100 & STAT 145; complete ENG 110 or ENG 112, & 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.

PSY/PHL 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. (Cross-listed with PHL/PSY; may only earn credit in one department.) Offered Fall.

PSY 334 Cr.3

Health Psychology

This course examines the role of psychological factors in health, wellness, and illness. The focus is on the interdependence of physiological, psychological, and sociocultural factors on the experience and treatment of acute and chronic illness. There is 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 are considered. Prerequisite: PSY 100 and six additional credits in PSY; or PSY 100 and BIO 312 or ESS 205. Offered Occasionally.

PSY 343 Cr.3

Group Dynamics

The course is about the factors that drive groups - and individuals embedded within groups - to behave in particular ways. Students explore how they perceive others and are perceived by them, how they communicate, and how they operate as a member of a small problem-solving group. Psychological research and theories on group processes such as development, roles, norms, decision-making, leadership, and dealing with conflict are used to understand human behavior and improve group functioning. Prerequisite: PSY 100 or SOC 110. Not open for credit to students who have completed or are enrolled in CST 365. Offered Occasionally.

PSY 347 Cr.3

Empathic Listening Skills

This course is designed to clearly define empathic listening skills within a trauma-informed context. Students learn to differentiate listening from psychotherapy and practice listening skills. Topics include values identification, basic listening skills, in-depth exploration skills, working in challenging situations, and action planning without counseling. Students explore how their own barriers may lead to projection, hindering empathic listening. Ideal for those who plan to work in a human services setting. Prerequisite: PSY 100; second semester sophomore standing. Offered Fall, Spring.

PSY/ART 350 Cr.3

The Practice of Art Therapy

As the theoretical orientation course in the art therapy minor, the class addresses current issues in the field of art therapy. Taking a multidisciplinary approach, students will explore art therapy theories, art therapy assessments, and the historical use of art therapy materials and media. Prerequisite: PSY 204 or PSY 212. (Cross-listed with ART/PSY; may only earn credit in one department.) Consent of department. Offered Occasionally.

PSY 356 Cr.3

Infancy and Childhood

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. Research methodology and theoretical perspectives will be integrated throughout each topic area. Prerequisite: 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 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 212 or gerontology emphasis. 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 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 is discussed in relation to current issues and problems. Prerequisite: one of the following: PSY 212, ESS 207, or ESS 200. Offered Annually.

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 Occasionally.

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. Repeatable for credit. Departmental approval is necessary to apply more than six credits toward the psychology major. Offered Occasionally.

PSY 403 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, cognitive-behavioral, Adlerian, existential, and group therapy. This course focuses on the presentation of a transtheoretical analysis of these major theoretical views and methods used in psychotherapy. The course emphasizes the pragmatic and integrated qualities of major theories of psychotherapy and counseling. Prerequisite: PSY 100 or PSY 212; PSY 204; PSY major or minor, criminal justice minor, at risk child/youth care minor, or art therapy minor. Offered Fall, Spring.

PSY 405 Cr.1-2

Teaching Apprenticeship in Psychology

This course offers students the opportunity to assist a faculty member in teaching a course. Responsibilities may include grading and providing feedback on assignments, discussions, exams, and papers. Students may have the opportunity to lead discussions or give lectures. Students may hold office hours and offer tutoring. Students may learn about and give feedback to the instructor on instructional practices, strategies, and techniques. Students may assist in managing Canvas materials and grades. Repeatable for credit - maximum six. Prerequisite: minimum 3.25 cumulative GPA; psychology major; junior standing. Consent of instructor. 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 212; junior standing. Offered Occasionally.

PSY 407 Cr.3

Children's Cognition

This course is an examination of contemporary theories and current research on children's cognition, focusing on the years from birth to early adolescence. Topics 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 212; PSY 331. Offered Annually.

PSY 410 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 212; PSY 321 or PSY 331; STAT 145; junior standing. Offered Occasionally.

PSY/RGS 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. Strategies and skills relevant to providing effective multicultural counseling are investigated. Prerequisite: PSY 100; PSY 283 or PSY 285 or ERS 100 or RGS 100. (Cross-listed with PSY/RGS; may only earn credit in one department.) Offered Occasionally.

PSY 417 Cr.3

Child and Adolescent Psychopathology

An examination of psychological, behavioral, and neurodevelopmental disorders which first appear during infancy, childhood and adolescence. This course covers the etiology, diagnosis, classification, treatment, and possible prevention of psychological, behavioral, and neurodevelopmental disorders from different theoretical perspectives orientations. Special emphasis is placed on applying basic concepts and empirical data to various professional settings and to social policy issues. Prerequisite: PSY 204; PSY 212. Offered Occasionally.

PSY 420 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 212; grade of "B" or better in PSY 331; grade of "B" or better in STAT 145 or admission to Psychology Honors Program; junior standing. Offered Spring.

PSY/SOC 422 Cr.3

Death, Dying, and Bereavement

In this course, students explore the psychological and social dimensions of death, dying and bereavement, including the ways in which individual factors, intersectionality, family, community, society, culture and policies influence how we live, die and grieve. An emphasis is placed on identifying one's own values as they relate to topics within death and dying. Topics are explored throughout the life-course, from theoretical, research and practical perspectives. Prerequisite: PSY 100 or SOC 110 or SOC 120 or ANT 101 or gerontology certificate; junior standing. (Cross-listed with PSY/SOC; may only earn credit in one department.) Offered Annually.

PSY 425 Cr.3

Understanding the Mental Health Counseling Profession

This course introduces students to the field of mental health counseling. It familiarizes students with the assumptions, theories, strategies, applications, and ethical and legal considerations related to mental health counseling. Students are introduced to the core requirements and multicultural competencies necessary to become a counselor, the various employment opportunities and settings in the counseling profession, and the roles and functions of counselors in these settings. Central to this course is an on-going self-evaluation of the students' attitudes, values, interpersonal skills, and motives for choosing counseling as a potential profession. Prerequisite: psychology major or minor; junior standing. Offered Occasionally.

PSY 426 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 is on abuse as a maladaptive response to the demands of life. Special topics include consumptive patterns, level of dependence, neurological status, assessment, and contemporary treatment techniques. Prerequisite: PSY 100; PSY 204; PSY 212; junior standing. Offered Occasionally.

PSY 430 Cr.3

Cognitive Neuroscience

This course focuses on the biology of behavior and understanding the mental phenomena as it relates to 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 basic neural mechanisms, sensory systems, sensorimotor control, learning, memory, neuroplasticity, and biopsychological disorders. Prerequisite: PSY 100; PSY 321 or PSY 331 or BIO 312; junior standing. Offered Occasionally.

PSY 431 Cr.3

Consciousness

A comprehensive examination of conscious and nonconscious states of awareness. This course explores contemporary cognitive and neuroscience theories on the nature of consciousness and its role and functioning in human behavior. The course also discusses states of consciousness (i.e., sleep and dreaming) as well as alterations in consciousness. 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 Occasionally.

PSY 434 Cr.3

Clinical Neuropsychology

This course examines the relationship between brain functioning and cognition and behavior. The course covers neuroanatomy, neuropsychological assessment, and application to disorders. The history, rationale, goals, and procedures of neuropsychological assessment are 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 Occasionally.

PSY 435 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 Occasionally.

PSY 436 Cr.3

Psychology of Language

An introductory course in psycholinguistics concerned with the comprehension, production and acquisition of language. Other topics may 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 Occasionally.

PSY 439 Cr.3

Sensation and Perception

Survey of the anatomy and physiology of the human sensory systems including vision, audition, smell, taste, the skin senses, and the vestibular senses. Additionally, the course examines the process of perception, wherein sensory stimuli are interpreted and restructured, resulting in meaningful experience for the perceiver. Prerequisite: PSY 100; PSY 321 or PSY 331 or BIO 312. Offered Annually.

PSY 440 Cr.3

Psychopharmacology

The course surveys the neurochemical, physiological, and behavioral effects of the major classes of psychoactive drugs, including therapeutic agents and drugs of use/abuse. Special emphasis is on the drug's site of action, therapeutic effects, side effects, and clinical uses for psychiatric diagnoses. Also included is discussion on psychedelic-assisted therapies and the link between the gut microbiome and health. Prerequisite: PSY 100; PSY 321 or PSY 331 or BIO 312; junior standing. Offered Occasionally.

PSY 441 Cr.3

Advanced Social Psychology

The course will provide coverage of methodology most frequently encountered in social psychology and cover topics both of classic and current interest such as stereotypes and prejudice, evolutionary psychology, interpersonal and group dynamics, leadership, and power. Prerequisite: grade of "B" or higher in PSY 241 or SOC 330; STAT 145. Offered Occasionally.

PSY/RGS 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: one of the following: ERS 100, RGS 100, PSY 241, PSY 285, or SOC 330; junior standing. Students with credit in PSY/RGS 443 cannot earn credit in PSY/RGS 442. (Cross-listed with PSY/RGS; may only earn credit in one department.) Offered Occasionally.

PSY/RGS 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 PSY/RGS 442 may not earn credit in PSY/RGS 443. (Cross-listed with PSY/RGS; may only earn credit in one department.) Offered Occasionally.

PSY 450 Cr.2-4

Internship in Psychology

This is a practical and guided learning experience in the field of psychology, where the student intern's duties and responsibilities are tailored to the needs of the approved site in connection to the student's abilities. Students participate in course activities that connect their experiential learning with their academics. This supervised experience is arranged through Career Services and supervised by the psychology instructional coordinator. No more than four credits may be applied to a major in psychology. Prerequisite: PSY 100, PSY 212; cumulative GPA of 2.30; psychology major; junior standing. Consent of instructor. Offered Fall, Spring, Summer.

PSY 451 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 STAT 145; junior standing. Offered Annually.

PSY 459 Cr.3

Genes and Behavior

An overview of the impact of genetics on individual differences in human behavior in relation to the environment. Topics include basic molecular genetics and neurobiology, quantitative genetics, and behavior genetic methodologies. We critically examine important findings from the field of behavior genetics on a variety of dimensions of human behavior, ranging from IQ to clinical disorders, such as bipolar disorder, depression, and schizophrenia. Prerequisite: PSY 100; PSY 212; PSY 321 or PSY 331 or BIO 312. Offered Occasionally.

PSY 461 Cr.3

History and Systems of Psychology

This course examines the philosophical and empirical foundations of modern psychology and covers 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; STAT 145; junior standing. Offered Occasionally.

PSY 481 Cr.1-3

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; psychology major. Consent of instructor. Offered Fall, Spring.

PSY 482 Cr.1-3

Honors Projects in Psychology

This course allows psychology honors students to complete their independent research projects. Honors students must enroll for a total of three credits (over one or two semesters). Repeatable for credit - maximum three. Prerequisite: PSY 420, PSY 489. Consent of department. Offered Fall, Spring.

PSY 485 Cr.1

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 488 Cr.3

Research Capstone: Revise and Resubmit

This course gives students the chance to revise and replicate their PSY 331 (Research Methods) study. The focus is on learning from mistakes, implementing feedback, and applying classroom knowledge to hands-on projects. Students will also get experience submitting an IRB (ethics board) protocol and presenting at a university-wide research conference. Prerequisite: grade of "C" or better in PSY 331; PSY major; junior standing. Offered Annually.

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); STAT 145; junior standing. Consent of department. Offered Spring.

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. Repeatable for credit. Offered Occasionally.

PSY 495 Cr.3

Senior Seminar in Psychology

This seminar is designed to give graduating Psychology majors a small classroom experience for more intensive study of a specific area or problem in the field of psychology. Through discussion, interactive activities, and project development, students will work closely with each other and the instructor to go deeper into an interesting topic area. Topics will vary each semester based on the interests and expertise of the instructor, and the seminar will be capped at 15 students. Prerequisite: psychology major with 90+ credits. Offered Fall, Spring.

Public Administration (PUB) - Courses

Courses

+PUB 210 Cr.3

Contemporary Issues in Government

Government is designed to solve problems, and this includes the ways that leaders serve communities to advance the common good through the organization and management of people and resources. In this course, students are tasked with the Wisconsin Idea, which proposes that the university expand beyond the borders of its campus. The course focuses on contemporary issues in government and the policy solutions that might help alleviate the problems we face at each level of government (local, state, and nation). 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 Occasionally.

PUB 340 Cr.3

Public Personnel Law and Administration

An introduction to the field of public personnel administration; encompassing an overview of the laws, regulations, and practices governing the implementation of civil service systems. 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 346 Cr.3

Ethical Decision Making in Government

This course familiarizes students with a set of concepts, frameworks, and approaches for reasoning, arguing, and writing about the normative issues that confront public administrators. We will connect concepts from political philosophy and applied ethics - including utility, liberty, justice, rights, and deliberative democracy - to assess real-world challenges facing government administrators. The course also addresses why ethical failures occur by explaining such concepts as administrative evil, lying, blind spots, moral hazard, and how deviancy is justified. Last, students will understand the various ways of combating unethical behavior, to include whistleblowing, inspectors general, and expressing loyal dissent. Prerequisite: PUB 210 or legal studies minor. Offered Annually.

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 440 Cr.3

Recent Court Decisions Impacting Public Law and Administration

Through deep discussion and analysis of federal and state court decisions of the past year, this course helps explain how the third branch of government shapes the institutional foundations of government and its policy implementation. Such substantive analyses will illustrate the relationship between law, government, and society, while providing an opportunity to apply legal theories and criticisms of law and politics. Covered cases will range broadly, to include topics such as speech, religion, policing, prohibited discrimination, and government regulation and policy. Repeatable for credit - maximum six. Prerequisite: POL 221. Offered Annually.

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 Occasionally.

PUB 453 Cr.3

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 Occasionally.

Public Health (PH) - Courses

Courses

+PH 200 Cr.3

Introduction to Public Health

This course serves as an introduction to the past, present, and future of public health. The course covers multiple issues including analytical methods, biomedical basis of disease, social and behavioral factors, and environmental health. Students examine what those issues are, what determines them, and how they can be addressed. As a survey of the entire field of public health, students explore persistent health disparities, determinants of health, and public health in an era of globalization. Offered Fall, Spring, Summer.

PH 204 Cr.3

Introduction to Global Health

This course introduces participants to global health through its history, definition, determinants, and development as a field of study. The inter-connection between health problems in developed and developing countries and the interdisciplinary approach necessary to understand and address health problems and issues will be emphasized. Students will learn about the health status in regions of the world and various populations within those regions, and they will be able to suggest how health indicators are likely to change over time and explain why. They will also develop a basic understanding of the methods used to assess population health, and be able to discuss why some populations are healthier than others and what can be done to reduce health disparities. Offered Fall, Spring.

PH 335 Cr.3

Environmental Health

This course will examine the interdisciplinary and global impacts of human-environment relationships. Emphasis is placed on the critical nature of our understanding these relationships in order to improve ecosystem health, human health and well-being, global economics and sustainability. Politics, economics, science, technology, human behavior (both individual and collective), history, ethics, and the media are examined for the purpose of improving the quality of life for all people through the creation of a sustainable global society. The science, methods and processes of environmental health will be considered. The role of environmental health in public and population health will be examined. Prerequisite: admission to the public health and community health education major or an environmental studies minor. Offered Fall, Spring.

PH 340 Cr.3

Epidemiology and Human Disease Prevention

This course provides an introduction to epidemiology as a basic science for public health. It will address the principles of the quantitative approach to public health. The course will introduce measures of frequency and association, introduce the design and validity of epidemiologic research, and give an overview of appropriate data analysis for understand population health. An introduction to the skills needed by public health professionals to interpret critically the epidemiologic literature. The influence of epidemiology on legal and ethical issues will be presented. Prerequisite: admission to the public health and community health education, school health education major, or healthcare analytics management minor. Offered Fall, Spring.

PH 498 Cr.1-15

Community Health Education Preceptorship

Professional experience in a community health education setting for a full semester. The student works under faculty supervision with a professional in health education/health promotion who serves as a mentor. Repeatable for credit - maximum 15. Prerequisite: successful completion of all program course requirements; recommendation of the department; major GPA of 2.75. Consent of department. Offered Fall, Spring, Summer.

Race, Gender, and Sexuality Studies (RGS) - Courses

Courses

+RGS 100 Cr.3

Race, Gender, Sexuality, and Class

This course provides an introduction to how race, gender, sexuality, and class have been intertwined and coexisted over time to produce and reproduce social inequalities in the US, in the context of a globally connected world. It explores the key concepts, theories, and historical experiences that form the basis of scholarly work in comparative race, gender, sexuality, and class studies. The creation, transmittal, interpretation and institutionalization of racial, gender, sexual, and class identities are examined through a human rights framework. Offered Fall, Winter, Spring, Summer.

RGS/SOC 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 RGS/SOC; may only earn credit in one department.) Offered Annually.

+RGS/SOC 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. (Cross-listed with RGS/SOC; may only earn credit in one department.) Offered Annually.

+RGS/ENG 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. Prerequisite: ENG 110 or ENG 112 or concurrent enrollment in ENG 112. (Cross-listed with ENG/RGS; may only earn credit in one department.) Offered Fall, Spring.

+RGS/ENG 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/RGS; may only earn credit in one department.) Offered Fall, Spring.

RGS 300 Cr.1-3

Independent Study in Race, Gender, and Sexuality Studies

Directed reading and research under the supervision of an instructor. Repeatable for credit - maximum six. Prerequisite: sophomore standing. Consent of instructor. Offered Occasionally.

RGS/HIS 301 Cr.3

Women and Gender in the Modern United States: 1890-Present

This course introduces students to key developments in the history of women and gender in the modern period of U.S. history. It explores the diversity of women's experiences and gender constructs in relation to work, activism, citizenship, family life, and demographic changes, and cultural changes. (Cross-listed with HIS/RGS; may only earn credit in one department.) Offered Alternate Years.

RGS/HIS 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/RGS; may only earn credit in one department.) Offered Alternate Years.

+RGS 307 Cr.3

Ethnic, Racial, and Gender 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. Often these racialized images are equally rooted in gender, class, and sexualized identities and this will be explored as well. The mythopoeic image that surrounds Indigenous Americans, African Americans, Asian Americans, Latinx, 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 or RGS 100 or WGS 100. Offered Fall, Spring.

RGS 308 Cr.3

Justice and Film

Film, along with other forms of media, 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 race, gender, sexuality, class, 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. Offered Annually.

RGS 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. Offered Fall.

RGS 310 Cr.3

Topics in Queer Studies

This course offers students the opportunity to explore contemporary and historic issue through the lens of Queer studies and builds on the current Introduction to LGBT studies course in order to expand students' understanding of Queer history, activism, and/or theory. The course takes an intersectional and interdisciplinary approach through which students can build understanding of the connections between Queer studies and other fields. Department approval is necessary to apply more than three credits toward the RGS major/minor. Repeatable for credit - maximum nine. Prerequisite: sophomore standing. Offered Annually.

RGS 314 Cr.3

Race, Gender, 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 populations marginalized, oppressed, and discriminated against based on their racial, gender, and sexual identities. 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 and gender relations. We will pay particular attention to how the racial, gender, and sexual identities of African American, Native American, Latino/a, and Asian American athletes shaped the purposes, participation, and meaning of sport. Moreover, we will delve into the events, icons, and cultural meanings of sports over the last century. Prerequisite: ERS 100 or RGS 100 or WGS 100. Offered Occasionally.

RGS/SOC 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: one of the following: ERS 100, RGS 100, RGS 150, WGS 100, WGS 130, WGS 150, SOC 110, SOC 120, EDS 206. (Cross-listed with RGS/SOC; may only earn credit in one department.) Offered Occasionally.

RGS/PHL 319 Cr.3

Indigenous Thought

This course draws from sources authored by Indigenous scholars, organizers, and artists to examine historical and contemporary turns in Native American and Indigenous thought. We consider how theories and methodologies that emerge from Native American communities intervene on dominant (colonial) approaches to philosophy and theory. The course combines theoretical and applied readings with personal reflection to develop a critical consciousness of key topics in Native American and Indigenous studies such as land, agency, and decolonization. (Cross-listed with PHL/RGS; may only earn credit in one department.) Prerequisite: sophomore standing. (Cross listed with PHL/RGS; may only earn credit in one department.) Offered Occasionally.

RGS 320 Cr.3

Violence and Gender

This course will examine the connections between gendered violence and power distributions within our society using an interdisciplinary and intersectional perspective. Three specific types of violence and abuse will be examined in-depth: sexual harassment, intimate partner violence, and sexual assault. Prerequisite: sophomore standing. Offered Alternate Years.

RGS 321 Cr.3

Sexual and Racial Violence in the United States

This course explores the history of how sexual violence in the United States has been used as a tool of racial oppression. Students in the course learn how organized responses to that violence, both by community and state actors, have been influenced by (and reflective of) racial politics. Prerequisite: one of the following: ERS 100, RGS 100, RGS 150, WGS 100, WGS 130, WGS 150, WGS 212, EDS 206, POL 205, PUB 210, SOC 110, SOC 120, SOC 150. Offered Spring - Odd Numbered Years.

RGS 322 Cr.3

Identity-Based Violence Prevention

From interpersonal violence such as gay-bashing, sexual harassment, and hate crimes to state violence such as police brutality and unequal application of the death penalty, identity-based violence can take many forms. In this self-directed and group-based course, students will be assigned one of these forms (topics will vary) and then work as a group to identify, review, and synthesize the empirical and theoretical literature on that topic as well as the empirical and theoretical literature on prevention strategies. The class will then use that knowledge to design and develop a prevention program of their own choosing aimed at that form of violence. Prerequisite: one of the following: ERS 100, RGS 100, RGS 150, WGS 100, WGS 130, WGS 150, EDS 206, PH 200, PSY 100, SOC 110, SOC 120, SOC 150. Offered Alternate Years.

RGS 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 or RGS 100 or WGS 100. Offered Occasionally.

RGS 328 Cr.3

Sex/Work

In this course, students explore the topic of sex work. While course material will focus primarily on sex work in the United States, students also engage in comparative analyses in the international context. Participants in this course learn about the various types of labor that comprise sex work, as well as the different social, theoretical, feminist, regulatory, political, and legislative understandings and approaches to these forms of labor. Students also learn about the impacts that these understandings and approaches have on those engaged in these forms of labor and society more broadly, particularly as it relates to questions of gender, race, class, and sexuality. Prerequisite: one of the following: ERS 100, RGS 100, RGS 150, WGS 100, WGS 130, WGS 150, WGS 212, EDS 206, POL 205, PUB 210, SOC 110, SOC 120, SOC 150. Offered Fall - Odd Numbered Years.

RGS 330 Cr.3

Topics in Race, Gender, and Sexuality Studies

This course is an interdisciplinary analysis of a social issue, idea, or institution from the perspective of race, gender, and sexuality studies. Repeatable for credit - maximum nine. Prerequisite: sophomore standing. Offered Occasionally.

RGS 335 Cr.3

Indigenous and Postcolonial Feminisms

Indigenous women and Women of Color have been leaders in the development of feminist thought in the U.S. and globally. This course explores historical and contemporary Indigenous feminist scholarship and activism, with a focus on how decolonial and postcolonial thought expand feminist understandings of power. Through research and discussion, students consider the tensions and overlaps between feminist and Indigenous approaches and consider the transformative power of anti-colonial thought for feminist movements and literature. Prerequisite: ERS 100 or RGS 100 or WGS 100. Offered Alternate Years.

RGS 336 Cr.3

Anti-Colonial Theory and Movements

From Standing Rock to #FreePalestine, Indigenous people globally are organizing against colonialism. This course explores the history of anti-colonial thought that informs these movements. We engage postcolonial, decolonial, and Indigenous studies literatures to develop an understanding of contemporary movements against colonialism. Through discussion, research, and personal reflection, students develop a greater understanding of how Indigenous people resist and reject colonial regimes. Prerequisite: ERS 100 or RGS 100 or WGS 100. Offered Occasionally.

RGS/SOC 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: one of the following: ERS 100, RGS 100, RGS 150, WGS 100, WGS 130, WGS 150, EDS 206. (Cross-listed with RGS/SOC; may only earn credit in one department.) Offered Alternate Years.

RGS 340 Cr.3

Objectively Biased: Knowledge Systems as Power Systems

This course explores the connection between race, gender, sexuality, class (RGSC), knowledge, and power. Students in this course learn to apply classic and critical race feminist epistemological theory to questions such as how knowledge is socially situated, what it means to explore knowledge through a critical race feminist lens, and how the production of knowledge is impacted by conceptions of RGSC. Students also learn about the scientific method and how critical race feminist epistemological theory can strengthen, not weaken, objectivity. Students work on a topic of their choosing to bring these theoretical frameworks to bear on a literature review that can be used as the basis for a research or advocacy proposal. Prerequisite: one of the following: ERS 100, RGS 100, RGS 150, WGS 100, WGS 130, WGS 150, SOC 150. Offered Alternate Years.

RGS 345 Cr.3

Gender, Race, and Leadership

This course examines how gender and race impact opportunities for and exercise of leadership within workplaces, communities, and movements, while developing students' leadership skills and understanding of the workplace structures they are likely to inhabit. Students examine the under-representation of women of all colors, LGBTQ+ people, and people of color from formal, public positions of power while also evaluating the strengths such leaders can and do bring to their work. Students critically evaluate leadership models, especially as they pertain to gender, sexuality, and race. Offered Alternate Years.

RGS 350 Cr.3

Asian American Studies in Race, Gender, and Sexuality

This course explores the diverse histories and social, cultural, and political experiences of Asian Americans in the United States from a transnational perspective. It examines the intersection of race and ethnicity, gender, and sexuality, class, as well as major themes and trends such as migration, diaspora, labor, citizenship, identity formation, and politics in Asian America. Students learn how they can create a society for diverse citizens from a social justice point of view. Offered Fall.

RGS 353 Cr.3

The Disability Experience in the Contemporary World

Disability studies is a field of study which offers a critique of commonly held assumptions regarding oppressive binaries such as normal/abnormal, disabled/non-disabled, rational/irrational, human/subaltern, white/racialized, civilized/savage - binaries that are justified by claiming that they are rooted in irrefutable "scientific" fact. This course aims at fostering a critical conversation among race, class, gender and sexuality studies, transnationalism (or global studies) and disability studies. Offered Alternate Years.

+RGS/ANT 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. (Cross-listed with ANT/RGS; may only earn credit in one department.) Offered Occasionally.

RGS/SOC 363 Cr.3

Indigenous Peoples and the Environment

This course introduces students to Indigenous environmental issues. Topics include Western versus Indigenous perspectives on the environment, global distribution of environmental harms and hazards, Indigenous-led movements for environmental justice, toxic and nuclear waste disposal on Indigenous lands, mining and hydroelectric dams, public lands management systems, and sacred sites. Special attention is given to similarities and differences between Indigenous environmental issues globally versus in North America. (Cross-listed with RGS/SOC; may only earn credit in one department.) Offered Occasionally.

RGS 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: one of the following: ERS 100, RGS 100, RGS 150, WGS 100, WGS 130, WGS 150, EDS 206. Offered Fall - Odd Numbered Years.

RGS 374 Cr.3

Poverty as Public Policy

Is poverty something that capitalism produces or the fuel on which it runs? This course analyzes the historical underpinnings to the creation and evolution of welfare policy 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 gendered and racial violence are discussed in relation to the construction of poverty. Current welfare policy will be analyzed and suggestions for reform based on current research will be developed by the class. Offered Alternate Years.

RGS 377 Cr.3

Critical Research and Advocacy Methods

This course focuses on helping students translate their race, gender, and sexuality studies (RGSS) education to address social problems connected to structural inequality, which impact workplaces, communities, and other institutions. The aim is to help students understand the utility of their skills in RGSS, to learn to apply their feminist, anti-racist, and social justice learning to real-world contexts, and to understand the connection between research and advocacy for social change. Students learn about processes behind social change: strategic analysis, organizing, action planning, research, evaluation, and advocacy. Prerequisite: ERS 100, RGS 100, or WGS 100; RGS 335 or RGS 336 or RGS 340 or concurrent enrollment. Offered Annually.

RGS/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, NCAI, YLP, RG, NOW, NBFO, the Mattachine Society, the Daughters of Bilitis, STAR and other civil rights organizations, leaders, and local people in shaping their own destinies. It highlights and interrogates major national and local political struggles rooted in racial, gender, and sexual identities 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: one of the following: ERS 100, RGS 100, WGS 100, EDS 206, HIS 210. (Cross-listed with HIS/RGS; may only earn credit in one department.) Offered Spring.

RGS/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. Strategies and skills relevant to providing effective multicultural counseling are investigated. Prerequisite: PSY 100; PSY 283 or PSY 285 or ERS 100 or RGS 100. (Cross-listed with PSY/RGS; may only earn credit in one department.) Offered Occasionally.

RGS/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: one of the following: ERS 100, RGS 100, PSY 241, PSY 285, or SOC 330; junior standing. Students with credit in PSY/RGS 443 cannot earn credit in PSY/RGS 442. (Cross-listed with PSY/RGS; may only earn credit in one department.) Offered Occasionally.

RGS/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 PSY/RGS 442 may not earn credit in PSY/RGS 443. (Cross-listed with PSY/RGS; may only earn credit in one department.) Offered Occasionally.

RGS 450 Cr.1-9

Internship in Race, Gender, and Sexuality Studies

The internship is an academically relevant field experience for majors and minors in race, gender, and sexuality studies, which combines RGSS scholarship with practical experience. The field experience is supervised by the RGSS staff. A maximum of three credits will be counted toward the minor. Repeatable for credit - maximum nine. Prerequisite: six credits of any combination of RGS, ERS, and WGS courses; RGS major/minor or ERS minor or WS major/minor. Consent of department. Offered Fall, Winter, Spring, Summer.

RGS 490 Cr.3

RGSS Senior Capstone

This senior capstone course is designed as a culminating experience for students completing a major in race, gender, and sexuality studies or a Hmong and Hmong-American studies certificate. This course has three content foci: 1) Students apply what they have learned throughout their major in RGSS. Alone or in groups, students research, explain, and develop a means for addressing a social phenomenon through application of the material acquired in their courses - particularly those in RGSS. This culminates in a presentation and paper to be given before an audience that may include RGSS faculty, CASSH faculty, and UWL students. 2) Students analyze the ways race, ethnicity, gender, class, and sexuality have played and continued to play in liberating oppressive roles in social, political, or cultural institutions. 3) Students identify and learn about careers such as journalism, marketing, community and housing development, media, health and medicine, community and union organizing, social work, and a wide variety of positions in federal, state, county, and local governments. Prerequisite: ERS 100, RGS 100, or WGS 100; concurrent enrollment in one of the following: RGS 335, RGS 336, RGS 340, or RGS 377. Offered Spring.

Radiation Therapy (RT) - Courses

Courses

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. 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; STAT 145; concurrent enrollment in RT 310; admission to Radiation Therapy Program. Offered Fall.

RT 330 Cr.2

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 and 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 435 Cr.3

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 437 Cr.2

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.

Radiologic Technology (RAD) - Courses

Courses

RAD 306 Cr.3-5

Imaging Procedures I

This course is a study of human anatomy and physiology geared toward students majoring in the radiologic sciences. The course explores the structure and function of the human body, its components, the integration of systems into one functional unit and the concept of homeostasis. This course covers the theoretical and practical principles of radiographic positioning and procedures of the chest, abdomen and upper extremity. Special attention is paid to assessing radiographs for diagnostic quality and to instill critical thinking skills. Laboratory practice sessions are included. Prerequisite: admission to Radiologic Technology Program. Offered Fall.

RAD 307 Cr.2-5

Seminar in Radiology I - Ethics, Law, and Medical Records

This course provides the student with an introduction to radiography practice. Topics include the ARRT code of ethics, HIPAA laws, ethical and legal issues, and licensure and professional organizations. Emphasis is placed on the student's role in medical imaging. This seminar course will include writing and class presentations about ethical and legal issues in the medical field. Prerequisite: admission to Radiologic Technology Program. Offered Spring.

RAD 308 Cr.2-5

Imaging Procedures II

This course is a study of human anatomy and physiology geared toward students majoring in the radiologic sciences. The course explores the structure and function of the human body, its components, the integration of systems into one functional unit, the concept of homeostasis and the basic mechanism of disease processes. This course also covers the theoretical and practical principles of radiographic procedures of the shoulder, lower extremity, pelvis, and vertebral column. Special attention is paid to patient positioning, assessing radiographs for diagnostic quality, and the development critical thinking skills. Laboratory practice sessions are included. Prerequisite: admission to Radiologic Technology Program. Offered Spring, Summer.

RAD 309 Cr.2-5

Imaging Procedures III

This course is a study of human anatomy and physiology geared toward students majoring in the radiologic sciences. The course explores the structure and function of the human body, its components, the integration of systems into one functional unit, the concept of homeostasis and the basic mechanism of disease processes. This course covers the theoretical and practical principles of patient positioning and procedures in radiography of the bony thorax, skull, paranasal sinuses, and facial bones. Special attention is paid to assessing radiographs for diagnostic quality for the development of critical thinking skills. Laboratory practice sessions are included to aid in the application of procedural methods. Lect. 1, Lab 2. Prerequisite: admission to Radiologic Technology Program. Offered Summer.

RAD 350 Cr.2-4

Introduction to Radiologic Sciences and Health Care

This course provides the student with an introduction to radiography practice. Topics include patient care, patient care equipment, patient assessment, aseptic & non-aseptic techniques, pharmacology. Emphasis is placed on the student's role in medical imaging. Laboratory simulation and skills testing is provided to enhance patient care skills. Prerequisite: admission to Radiologic Technology Program. Offered Fall, Spring.

RAD 351 Cr.1-5

Radiation Protection

This course studies the principles of radiation protection as they apply to exposure from ionizing radiation during medical procedures. It includes radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies, and healthcare organizations. It focuses on the responsibilities of the radiographer in assuring correct radiation protection practices are followed for patients, personnel, and the public. Prerequisite: admission to Radiologic Technology Program. Offered Fall, Spring.

RAD 353 Cr.2-5

Principles of Imaging I

This course introduces the technical aspects of radiographic image production. Topics covered include production of the x-ray beam, image formation, image quality, scatter control exposure factor selection, automatic exposure control, and technique charts. Prerequisite: admission to Radiologic Technology Program. Offered Fall, Spring.

RAD 355 Cr.2-5

Radiography Clinical Education I

Students will participate in radiographic procedures at various clinical education centers and work toward achieving competency in radiographic practice. The first seven weeks is spent in providing the student with orientation to the clinical environment. Students will begin by observing in the clinical areas with participation increasing as the comfort level and procedural skill levels develop. Performance objectives and cognitive goals apply during the remaining weeks of the semester focusing on basic skill levels in radiography. A minimum of five successful competency tests must be completed by the end of this course. Prerequisite: admission to Radiologic Technology Program. Offered Fall.

RAD 360 Cr.1-5

Radiation Biology

This course teaches the principles of radiation biology. Topics covered include the various ways ionizing radiation interacts with matter from the atomic to the systemic levels of biologic organization including biologic effects of radiation exposure, early effects, late effects, somatic effects, and genetic effects. The concepts of stochastic and deterministic effects, risk models, and dose-response curves are also covered. Prerequisite: admission to Radiologic Technology Program. Offered Fall, Spring.

RAD 362 Cr.2-5

Principles of Imaging II

This course covers the technical aspects of radiographic image production. Topics covered include image acquisition, image receptors, processing, sensitometry, digital imaging, and fluoroscopy. Prerequisite: admission to Radiologic Technology Program. Offered Spring.

RAD 364 Cr.1-5

Radiography Clinical Education II

Students will participate in radiographic procedures at various clinical education centers and work toward achieving competency in radiographic practice. Students will rotate through various clinical areas with participation increasing as the comfort level and procedural skill levels develop. Performance objectives and cognitive goals apply during the remaining weeks of the semester focusing on basic skill levels in radiography. A minimum of 15 successful competency tests must be completed by the end of this course. Prerequisite: admission to Radiologic Technology Program. Offered Spring.

RAD 372 Cr.1-5

Radiography Clinical Education III

Students will participate in radiographic procedures at various clinical education centers and work toward achieving competency in radiographic practice. Students will rotate through various clinical areas with participation increasing as the comfort level and procedural skill levels develop. Performance objectives and cognitive goals apply during the remaining weeks of the semester focusing on basic skill levels in radiography. A minimum of 25 successful competency tests must be completed by the end of this course. Of the 25 successful competency tests, 10 must be completed with a clinical instructor. Prerequisite: admission to Radiologic Technology Program. Offered Summer.

RAD 401 Cr.2-5

Seminar in Radiography II - Research in the Radiologic Sciences

Topics will be geared toward research in the radiologic sciences. Students will gain experience working in groups and independently. Students will have the opportunity to read and critique professional journal articles and prepare an independent study project. The project can be completed as a scientific paper, scientific exhibit, or video exhibit. Topics must be pertinent to medical imaging and students must follow the essay and exhibit guidelines as published by the Wisconsin Association of Educators in Radiologic Technology (WAERT). Qualified projects will be submitted to the WAERT Student Symposium Essay and Exhibit Competition. Prerequisite: admission to Radiologic Technology Program. Offered Fall, Spring.

RAD 470 Cr.2-4

Radiologic Physics I

This course studies the principles of physics as they apply to radiologic science. It encompasses comprehensive coverage of the design and function of the x-ray imaging system components, x-ray production, the x-ray emission spectrum, and x-ray interactions with matter. Prerequisite: admission to Radiologic Technology Program. Offered Fall, Spring.

RAD 473 Cr.2-5

Imaging Procedures IV

This course covers advanced imaging procedures of the skeletal, CNS, and circulatory systems. The course includes guidelines for trauma and surgical radiography, pediatrics, bone densitometry, and the use of contrast agents in advanced radiologic procedures. It also covers advanced modalities including mammography, radiation therapy, nuclear medicine, and ultrasound. Prerequisite: admission to Radiologic Technology Program. Offered Fall.

RAD 474 Cr.2-5

Radiography Clinical Education IV

Students will participate in radiographic procedures at various clinical education centers and demonstrate competency in radiographic practice. Performance objectives and cognitive goals reinforce basic skills and focus on the achievement of advanced skills required of the practicing radiographer. Seventy mandatory competencies are required prior to program completion. A minimum of 40 successful competency tests must be completed by the end of this course. In addition, two of these successful competency tests must be completed with a clinical instructor, and two must be completed as impromptu competency tests to demonstrate continued proficiency. Prerequisite: admission to Radiologic Technology Program. Offered Fall.

RAD 475 Cr.2-5

Seminar in Radiography III - Physics II

This course studies the principles and equipment associated with advanced x-ray imaging and quality control. Topics cover mammography, fluoroscopy, interventional radiography, quality assurance programs, quality control testing, computed tomography, and magnetic resonance imaging. Prerequisite: admission to Radiologic Technology Program. Offered Fall, Spring.

RAD 477 Cr.1-5

Cross-Sectional Anatomy

This course is a study of human anatomy from a cross-sectional perspective. Special consideration is given to its application in the imaging modalities of CT and MRI. Prerequisite: admission to Radiologic Technology Program. Offered Fall, Spring.

RAD 478 Cr.2-4

Radiographic Pathology

This course is a study of disease processes and their radiographic appearance. Emphasis is on the detection of disorders and injuries relative to each body system and the diagnosis of pathological processes as aided by medical imaging. Prerequisite: admission to Radiologic Technology Program. Offered Fall, Spring.

RAD 479 Cr.2-5

Radiography Clinical Education V

Students will participate in radiographic procedures at various clinical education centers and demonstrate competency in radiographic practice. Performance objectives and cognitive goals reinforce basic skills and focus on the achievement of advanced skills required of the practicing radiographer. Seventy mandatory competencies are required prior to program completion. A minimum of 55 successful competency tests must be completed by the end of this course. In addition, two of these successful competency tests must be completed with a clinical instructor, and two must be completed as impromptu competency tests to demonstrate continued proficiency. Prerequisite: admission to Radiologic Technology Program. Offered Spring, Summer.

RAD 480 Cr.1-5

Seminar in Radiography IV - Image Analysis

This course covers the principles and practices associated with quality analysis and critique of the radiographic image. Emphasis is on the practical and empirical application of image analysis methods and techniques. Prerequisite: admission to Radiologic Technology Program. Offered Spring, Summer.

RAD 485 Cr.1-5

Professional Development in Radiography

This course is a comprehensive review of subjects deemed critical for the ARRT certification examination in radiography. Topics are in accordance with the content specifications of the ARRT certification examination for radiography. Activities include simulated certification examinations, discussions, and professional development seminars. Prerequisite: admission to Radiologic Technology Program. Offered Spring, Summer.

RAD 486 Cr.2-5

Radiography Clinical Education VI

Students will participate in radiographic procedures at various clinical education centers and demonstrate competency in radiographic practice. Performance objectives and cognitive goals reinforce basic skills and focus on the achievement of advanced skills required of the practicing radiographer. A minimum of 70 successful competency tests must be completed by the end of this course. In addition, one of these successful competency tests must be completed with a clinical instructor, and one must be completed as impromptu competency tests to demonstrate continued proficiency. Seventy mandatory competencies are required prior to program completion. Prerequisite: admission to Radiologic Technology Program. Offered Spring, Summer.

Reading (RDG) - Courses

Courses

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

Leisure, Quality of Life, and Well Being

This course will focus on the knowledge and skills necessary for integrating the major elements of well-being (physical, emotional, spiritual, environmental, intellectual, social, and occupational) through the lens of a leisure perspective into a balanced and fulfilling lifestyle throughout one's lifespan. Course content will include theories and methods related to leisure as the foundation for enhancing overall wellness, building coping strategies, and negotiating a balanced, fulfilling life. Additionally, this course will explore philosophical and historical aspects of leisure and recreation. Offered Fall, Spring, Summer.

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

Introduction to Outdoor Leadership

In this course, students will gain knowledge about the history and philosophy of outdoor leadership. The foundational elements related to outdoor recreation leadership will be explored through learning technical skills facilitation techniques. Students will also learn about the interrelationship between leisure behavior and the natural environment; administrative functions such as staffing, risk management, and transportation; and trip planning for outdoor settings. Offered Fall - Even Numbered Years.

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 - Odd Numbered Years.

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 histories, functions, and unique roles recreation holds for diverse communities. 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, directing, and evaluating programs that enhance well-being for diverse populations in a variety of physical settings. Prerequisite: REC 150; REC major/minor. Offered Fall, Spring.

REC 304 Cr.3

Maintenance of Recreation Facilities

An introduction to the maintenance of recreation facilities, parks, and outdoor recreation areas. Offered Fall.

REC 305 Cr.2

Operation and Management of Swimming Pools and Spas

This course explores the efficient operation and management of swimming pools, spas, and other aquatic facilities, including the promotion of attractive aquatic programs. Prerequisite: junior standing; REC major/minor or ESS-sport management major. Offered Occasionally.

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 issues associated with recreational land use and an introduction to environmental awareness and outdoor ethics. 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. Offered Spring - Odd Numbered Years.

REC 317 Cr.3

Experiential Facilitation in Recreation

This course provides students with an overview of techniques necessary for effective facilitation of recreation and leisure experiences. Students learn and apply techniques related to program leadership, understanding and managing group dynamics, and processing and debriefing experiences. Prerequisite: REC 301 or concurrent enrollment. 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, inclusive recreation minor, or social justice minor. Offered 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. 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. 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: STAT 145; ENG 307; REC major/minor. Offered Fall, Spring.

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 Occasionally.

REC 351 Cr.3

Civic Engagement in the Recreation Profession

Recreation professionals need to be leaders in their communities and advocates for quality recreation and leisure. This course explores the recreation profession's role in civic engagement and identifies ways the general citizenry can be brought into public discussion on issues about recreation programs and facilities. Prerequisite: REC 340; REC major/minor; junior standing. Offered 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: 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). This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: REC 301 or RTH 456; REC major/minor; junior standing. Offered Fall.

REC 402/502 Cr.3

Risk Management in Leisure Service Organizations

This course will identify the primary components of risk management and detail legal aspects of tort liability, waivers, and indemnification agreements in leisure service organizations. The course will equip students with basic knowledge and skills necessary to appropriately manage legal liability and risk exposure associated within various professional leisure and recreation contexts. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: REC 390 or concurrent enrollment; REC major/minor; junior standing. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: ECO 110; REC 390 or concurrent enrollment; REC major/minor; junior standing. Offered Fall.

REC 405/505 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: junior standing. Offered Spring.

REC 415/515 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 camp facility including administration, day-to-day operations, staffing, camp counseling, and program activities. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: REC 150; junior standing. Offered Spring - Even Numbered Years.

REC 420/520 Cr.3

Revenue Management in Leisure Enterprises

This course covers prices and pricing from both managerial and behavioral perspectives in recreation, parks, tourism and event 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: junior standing. Offered Fall.

REC 440 Cr.1

Professional Wellness in Contemporary Leisure Services

A reflective practice and an ethic of care toward self and others is essential for recreation professionals to meet the diverse demands of contemporary leisure services effectively and successfully. This course allows students to explore personal and professional well-being, self-care, and reflective practice as they prepare to complete their program of study and begin their professional career. The course focuses on well-being and self-care from a variety of perspectives, and activities and practices in which students can develop reflective skills necessary for meaningful engagement with contemporary professional concerns while reducing stress and enhancing both short- and long-term well-being. Prerequisite: recreation management major; senior standing. Offered Fall, Spring.

REC 445/545 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: REC 301 or RTH 456; junior standing. 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; all required REC courses completed. Offered Fall, Spring, Summer.

REC 481 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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

Russian in a Global Society I

The first of two introductory courses, this course is for students who have no prior knowledge of Russian. It develops basic communicative competence in the four skills of listening, speaking, reading, and writing. It also develops students' cross-cultural awareness while building their communicative strategies. Offered Fall.

+RUS 102 Cr.4

Russian in a Global Society II

The second of two introductory courses, this course further develops basic communicative competence in the four skills of listening, speaking, reading, and writing. It also develops students' cross-cultural awareness while building their communicative strategies. Prerequisite: RUS 101 or placement. Offered Spring.

+RUS 201 Cr.4

Russian Language and Cultures in Action I

The first of two intermediate-level Russian courses, this course continues to develop students' communicative competence in the four skills of listening, speaking, reading, and writing. It also develops students' cross-cultural awareness and competence while building their communicative strategies. Prerequisite: RUS 102 or placement. Offered Fall.

+RUS 202 Cr.4

Russian Language and Cultures in Action II

The second of two intermediate-level Russian courses, this course continues to develop students' communicative competence in the four skills of listening, speaking, reading, and writing. It also develops students' cross-cultural awareness and competence while building their communicative strategies. 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 320 Cr.3

The Russian Mindset: Cultural Perspectives

A topical approach to Russian culture and civilization, this course is designed to provide an examination of Russian socio-political and cultural history, art themes, geographical composition, and human settlement. The role and effects of leaders and personas in Russian history (Ivan the Terrible, Peter the Great, Stalin) will also be analyzed. Students will further develop language skills by practicing grammatical structures and lexical items required to describe and analyze cultural products, practices, and perspectives. Prerequisite: RUS 202 or equivalent. Offered Spring.

RUS 351 Cr.3

Russian Identity through Film

This course is an intermediate-language course exploring the topic of Russian identity through contemporary Russian films. Adhering to the World Readiness Standards for Learning Languages (produced by ACTFL), the course will allow students to develop cultural competences and make connections with other disciplines such as political science and history. Students will further develop language skills by practicing grammatical structures and lexical items required to narrate plots, summarize films, describe characters, and analyze film themes. Prerequisite: RUS 202 or equivalent. Offered Fall.

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.

Sociology (SOC) - Courses

Courses

SOC/RGS 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 RGS/SOC; may only earn credit in one department.) Offered Annually.

+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/RGS 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. (Cross-listed with RGS/SOC; may only earn credit in one department.) Offered Annually.

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 201 Cr.1

Careers in Sociology

The types of jobs in which sociology majors can work and the marketable skills to get them will be explored. Students will be required to research careers of interest to them in terms of job descriptions, growth and income outlooks, and the skills required. Internships and current job opportunities will be investigated and resumes, cover letters and job applications will be developed. Prerequisite: SOC 110 or SOC 120 or SOC 202 or SOC 212 or SOC 225. Pass/Fail grading. 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, GEO 202, HIS 202, POL 202, SOC 202. 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

Sociology of Race and Ethnicity

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 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 308 Cr.3

Disability and Society

This course is intended to introduce students to the sociological study of disability. In this course, students will study sociological understandings of disability and explore the experiences of people with bodily and mental differences. The sociological study of disability examines the commonalities of social life that exist and persist, despite the presence of biological differences. Additionally, it encourages critical evaluation of the influence of social systems, institutions, professional understandings of disability, and our own assumptions about the disability experience on the well being of people with disabilities and members of their families. Students will examine disability through understandings of identity (personal and collective), inequalities, social movements, social experience, sexualities, gender, race, class, intersectionalities, and physical and mental variation. We will examine the ways in which people with bodily and mental differences construct personal and collective identities and develop, support, and maintain communities; the effects of stigma on experiences of disability; and how disability is constructed by the cultural and structural demands of global capitalist societies. We will also explore the ways in which the experience of disability and disability studies can be used to further sociological understandings and to reexamine and reconceptualize taken-for-granted ideas about social life and experience, the social structure, and sociological theories and methodology. Prerequisite: one of the following: SOC 110, SOC 120, SOC 202, SOC 212, SOC 225, RGS/SOC 150, ANT 101, ANT 102, PSY 100, or PSY 200. Offered Annually.

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 202 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 or SOC 202. 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 SOC 202 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 202 or ANT 101. Offered Alternate Years.

SOC/RGS 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: one of the following: ERS 100, RGS 100, RGS 150, WGS 100, WGS 130, WGS 150, SOC 110, SOC 120, EDS 206. (Cross-listed with RGS/SOC; 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 SOC 202 or ANT 101. 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 or SOC 202. Offered Spring - Odd Numbered Years.

SOC 319 Cr.3

Sociology of City Life

This course explores the political, social, cultural, economic, and religious aspects of city life. The metropolis offers unique insight into highly fascinating and unusual social worlds where urban inhabitants explore their identities and push the boundaries of self exploration, transcendence, and identity formation. The city is the site of human creativity and struggle, lust and love, risk and adventure, fear and uncertainty, resistance and subversion, joy and triumph, and the endless possibility of self realization. Yet, the city has changed in crucial ways with an accelerated gentrification process, sharp increases in poverty and inequality, shocking violence, increased hyper segregation, rapid immigration, growing unemployment and heightened distrust in public officials. This class goes deep into the depths of city life to explore its many wonders. Prerequisite: SOC 110 or SOC 120 or SOC 202. Offered Every Third Semester.

SOC 320 Cr.3

Demography

This course is designed as a basic survey of the field of demography. Sources of population data will be explored along with causes and consequences of population growth, composition and distribution. This course will focus on the concepts, measurements, trends and theories of the major demographic processes of fertility, mortality and migration. Prerequisite: SOC 110 or SOC 120 or SOC 202 or ANT 101. Offered Alternate Years.

SOC 321 Cr.3

Delinquency

This course is an overview of the sociological study of delinquency, with special emphasis on competing theoretical perspectives. In the process of learning about theoretical perspectives aimed at explaining delinquency, this course will pay special attention to gender delinquency, gangs, current events regarding delinquency and the U.S. juvenile justice system. Prerequisite: SOC 110 or SOC 120 or SOC 202 or ANT 101. Offered Spring.

SOC 322 Cr.3

Criminology

This course provides an overview of the sociological study of crime in the United States, with a special emphasis on patterns of criminality, competing theoretical explanations of crime, and societal responses to crime. As part of the examination of crime in the U.S., the course explores the definitions, measurement, and patterns of various types of criminal behavior; theory and research on crime; the roles of the victim and offender and the implications of public policy. Specific crimes covered include homicide, hate/bias crime, assault, and white-collar crime. Prerequisite: SOC 110 or SOC 120 or SOC 202 or ANT 101. Offered Fall.

SOC 323 Cr.3

Corrections and Penology

This course provides an interdisciplinary review of criminal punishment and correctional systems in the U.S. This course examines dominant punishment philosophies such as deterrence, incapacitation, retribution and rehabilitation. Both institutional and community-based approaches to corrections are covered and particular attention is devoted to understanding the social context of current practices, the nature of correctional populations, and the management of correctional systems. Prerequisite: SOC 110 or SOC 120 or SOC 202 or ANT 101. Offered Spring.

SOC 324 Cr.3

Criminal Justice

This course provides an overview of the United States criminal justice system. Issues relating to various segments of the criminal justice system, such as the administration of justice, the police, courts, and correctional systems are explored. Prerequisite: SOC 110 or SOC 120 or SOC 202 or ANT 101. Offered Fall, Spring.

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 202 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 SOC 202 or ANT 101. Offered Spring.

SOC 327 Cr.3

Victimology

This course provides an overview of the field of victimology. It covers the historical development of the study of crime victims, the causes and consequences of being victimized, as well as responses by the criminal justice system and social service agencies to crime victims. Specific types of victims and victimization are discussed within this context, including victims of sexual assault, domestic/intimate partner violence, child abuse, and property crime. Prerequisite: one of the following: SOC 110, SOC 120, RGS/SOC 150, SOC 225, PSY 100, or RGS 100. Offered Annually.

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 202 or ANT 101 or PSY 100. Students may only earn credit in SOC 330 or PSY 241. Offered Alternate Years.

SOC 331 Cr.3

Restorative Justice

This course explores the fundamental principles and practices of restorative justice along with its theoretical and historical underpinnings. This course explores the needs and roles of key stakeholders in the criminal justice system (victims, offenders, communities, and justice systems), along with the strengths and weaknesses of restorative justice techniques in addressing those needs. Centered on secular, western understandings of justice, crime, and harm, this course teaches a practical, applied approach to conflict resolution, emphasizing strategies such as collaborative resolutions, mediations, and arbitration. Prerequisite: one of the following: SOC 110, SOC 120, RGS/SOC 150, SOC 225, PSY 100, or RGS 100. Offered Annually.

SOC 332 Cr.3

Environmental Justice

Environmental Justice has two distinct meanings. The first refers to the study of how and why environmental problems are experienced differently according to race, gender, class, and nationality. The second describes a social movement that works to fight unequal access to clean, healthy environments and the services that they provide. This course will focus on both aspects of environmental justice, examining the social dynamics that lead to environmental harms being distributed unequally among different communities and nations as well as the role of the environmental justice movement in fighting environment inequalities and injustices. Prerequisite: SOC 110 or SOC 120 or SOC 202 or ENV 201. Offered Annually.

SOC 333 Cr.3

Human Rights Policing

This course focuses on how to apply human rights to the field of criminal justice, in particular, policing. The concept of human rights and its various meanings throughout time and place is analyzed. The course reviews the roles and functions of policing throughout human history, including its more sinister beginnings in the United States. This class challenges mainstream thought, orthodoxy, and voices of the powerful that dominate the fields of criminal justice. Students will move beyond the dominant discourse to better challenge structures of power, question the function of police in society, and scrutinize the age of mass incarceration. While the class offers a critical analysis of policing in society, it also explores alternative and creative solutions to the problems of policing in an increasingly precarious, but exciting, post-modern age. Students will have the opportunity to analyze and evaluate first-hand accounts of police officers applying human rights while in the line of duty. In the end, budding criminal justice professionals, including future police officers, will learn to apply human rights to their careers. Prerequisite: SOC 110 or SOC 120 or SOC 202 or ANT 101. Offered Spring - Even Numbered 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 202 or ANT 101. Offered Alternate Years.

SOC/RGS 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: one of the following: ERS 100, RGS 100, RGS 150, WGS 100, WGS 130, WGS 150, EDS 206. (Cross-listed with RGS/SOC; 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 202 or ANT 101. Offered Occasionally.

SOC 345 Cr.3

Race, Gender, and Crime

This course provides an examination of race and gender and the roles they play in victimization, offending, and the profession of criminal justice. This course will explore contemporary criminal justice issues, criminological theory, and criminal justice policy, particularly as they relate to racial and ethnic minorities, women, and LGBTQ+ people. Additionally, this course will explore the intersections of these social statuses as they relate to key issues in the criminal justice system. Prerequisite: one of the following: SOC 110, SOC 120, RGS/SOC 150, SOC 225, PSY 100, or RGS 100. 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.

SOC/RGS 363 Cr.3

Indigenous Peoples and the Environment

This course introduces students to Indigenous environmental issues. Topics include Western versus Indigenous perspectives on the environment, global distribution of environmental harms and hazards, Indigenous-led movements for environmental justice, toxic and nuclear waste disposal on Indigenous lands, mining and hydroelectric dams, public lands management systems, and sacred sites. Special attention is given to similarities and differences between Indigenous environmental issues globally versus in North America. (Cross-listed with RGS/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 SOC 202 or RGS 100 or ANT 101. Offered Alternate Years.

SOC 370 Cr.3

Sociology of Gender

This course explores the social construction, variation and consequences of gender categories across time and space. It also examines how gender identities are developed and how gender structures our experiences in education, work, families, the media and other institutions. Prerequisite: one of the following: SOC 110, SOC 120, SOC 202, SOC 212, SOC 225, RGS 100, RGS/SOC 105, or RGS/SOC 150. Offered Alternate Years.

SOC 380 Cr.3

Fat Studies and Body Politics

The purpose of this course is to explore the social construction, medicalization, and pathologization of fat in the United States. Fat will be examined as a social justice issue that intersects with race, class, gender, sexuality, and ability status. This course will explore the body politics behind attempts to redefine fat identity, including body positive and fat positive movements. This course will also examine fat activism as a means of addressing fatphobia and size discrimination. Emphasis will be placed on the use of historical and empirical evidence to evaluate common myths about fat bodies. Prerequisite: one of the following: RGS/SOC 105, SOC 110, SOC 120, RGS/SOC 150, SOC 202, ANT 195, ANT 202, ANT 212, ERS 100, PSY 100, or RGS 100. Offered Annually.

SOC 390 Cr.3

Sociological Theory

Sociological theory is a lens that is constructed based on detailed examinations of the world around us, and then used for viewing, studying, and understanding the social world in which we live. Beginning with early attempts to explain society, this course provides a critical survey of social theory and theorists over time, and traces the themes of sociological inquiry into the modern era. Theories covering society, groups, interactions and the human self will be summarized, explored, compared, contrasted, and, most important, applied to help better understand contemporary social conditions and life in modern societies. Prerequisite: SOC 200. Offered Fall, 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 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. Offered Annually.

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. 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. Prerequisite: SOC 110 or SOC 120 or SOC 202 or ANT 101. Offered Fall.

SOC 421 Cr.3

Sociology of Intersectionality and Queer Studies

The term "intersectionality" has become prominently used on social media, in activists spaces, in academic works, and recently as buzzword in corporate America. In this course we will investigate intersectionality as an analytic tool and theoretical framework to examine the complex manner in which privilege and oppressive forms are interconnected. This course explores the intersections of social and political identities related to gender, sexuality, race, class, ethnicity, indigeneity, age, ability, culture, nation, and other forms of difference. Furthermore, we will explore new considerations for sociology along side intersectionality, such as Queer Theory, Quare Studies, Trans Studies, and Crip Theory. This is an interdisciplinary sociology course in which we will contend with contemporary contributions made by scholars across the social sciences, humanities, and natural sciences. This course will explore the following questions: How are marginalized identities constructed in the social world and within the context of institutions such as schools, hospitals, and prisons? How are individual identities intersectionally informed, specifically as it pertains to the experiences of people of color, LGBTQ+ people, women, and disabled people? What does intersectionality mean in an increasingly globalized world? What does it mean in the context of one's career trajectory? How do social movements and activists take up intersectionality? And where and how do intersectionality, critical race, and queer theory converge and diverge? Prerequisite: one of the following: SOC 110, SOC 120, SOC 225, RGS 100, RGS/SOC 105, or RGS/SOC 150. Offered Alternate Years.

SOC/PSY 422 Cr.3

Death, Dying, and Bereavement

In this course, students explore the psychological and social dimensions of death, dying and bereavement, including the ways in which individual factors, intersectionality, family, community, society, culture and policies influence how we live, die and grieve. An emphasis is placed on identifying one's own values as they relate to topics within death and dying. Topics are explored throughout the life-course, from theoretical, research and practical perspectives. Prerequisite: PSY 100 or SOC 110 or SOC 120 or ANT 101 or gerontology certificate; 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 SOC 202 or ANT 101. Offered Spring.

SOC 450 Cr.1-15

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.1-15

Internship in Criminal Justice

An academically relevant field experience for minors in criminal justice. Repeatable for credit - maximum 15. 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. Consent of instructor. Offered Occasionally.

Spanish (SPA) - Courses

Courses

SPA 101 Cr.4

Spanish in a Global Society I

This course is 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 Occasionally.

+SPA 102 Cr.4

Spanish in a Global Society II

This is 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 Occasionally.

+SPA 103 Cr.4

Spanish in a Global Society I & 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: students with no evidence of prior study of Spanish are required to begin at SPA 103. Not open to students with credit in SPA 101 or SPA 102 (or equivalent). Offered Fall, Spring.

+SPA 201 Cr.4

Spanish Language and Cultures in Action I

This course is 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 SPA 103 or placement based on UW System Placement Test scores. Offered Fall, Spring.

+SPA 202 Cr.4

Spanish Language and Cultures in Action II

This course is the second of two intermediate-level Spanish courses, designed specifically to transition students to upper-level content courses. Students continue to develop all language skills with special emphasis placed on refining reading and writing in Spanish. Topics in Spanish culture history and contemporary Spanish speaker countries society are explored while obtaining a grasp of more complex grammatical structure. Prerequisite: SPA 201 or placement based on UW System Placement Test scores. Not open to students with credit in SPA 221. Offered Fall, Spring.

+SPA 221 Cr.4

Introduction to Spanish for the Health Professions

In this course, students will strengthen their linguistic skills through the lens of the world of healthcare. More specifically, students will continue to work on the grammatical foundations of Spanish while acquiring vocabulary they can use in basic interactions with their patients. Particular attention will be paid to the experiences of patients and healthcare providers through cultural readings and stories. Class activities and assignments will be designed to allow students to understand and define cultural exchanges between Spanish-speaking patients and healthcare providers, and compare them with the products, practices and perspectives of their own cultural experiences. Prerequisite: SPA 201 or placement based on UW System Placement Test scores. Not open to students with credit in SPA 202. Offered Annually.

SPA 302 Cr.3

Faces of Spain: Conversation and Culture

This course is an introduction to the concepts of diversity and social responsibility through the study of the construction of national identity in Spain. A main focus will be on describing these themes in their social and cultural contexts, especially through the analysis of films in Spanish. This course explores issues related to origins of Spanish identity, diversity in communities, changing social structures, and independence movements. Students will also develop all four language skills, with an emphasis on oral proficiency (focusing on listening and speaking), along with critical thinking. Prerequisite: SPA 202 or SPA 221 or placement based on UW System Placement Test scores. Offered Occasionally.

SPA 307 Cr.3

Latin American Texts: Reading Between the Lines

In this course we will focus our attention on Latin American texts, reading for both their literal and figurative meanings so as to discover underlying messages of social justice. Because texts represent the communities in which they are created, students will learn how the text, as a cultural product, responds to the socio-historical contexts in which they are created. Along with reading and writing skills, students will build their vocabulary, expand their knowledge of grammar, and create their own short narratives. Prerequisite: SPA 202 or SPA 221 or placement based on UW System Placement Test scores. Offered Occasionally.

SPA 309 Cr.3

Spanish Culture Through Art

This course explores concepts of diversity and social responsibility in Spanish culture through the study of its artistic production. A main focus will be on exploring how artists represent and reflect on the most relevant social and cultural processes of the Spanish civilization through their art. This course also examines the impact other cultures have left in Spain throughout its history of migrations, focusing on cultural diversity. Students will investigate and reflect on the role of art as an agent to promote a sense of identity, awareness, and social responsibility in Spanish society. As students develop critical thinking and language skills - with an emphasis on written proficiency - they will explore architecture, painting, sculpture, music, performance, film, and mass-media in their social and cultural contexts from the origins of Spanish culture to the twenty-first century. Prerequisite: SPA 202 or SPA 221 or placement based on UW System Placement Test scores. Offered Occasionally.

SPA 310 Cr.3

Communities of Resistance in the Spanish-Speaking World

For Spanish majors and minors, this course will continue the process of developing global competency by refining oral proficiency skills and learning to engage with some of the cultural products and practices of different communities in the Spanish speaking world. Students will learn to use their language skills as a tool to discover themes related to social justice that inform each community under study. Such themes may include religion; violence; social, political, economic and criminal justice; oppression; power; ideology; corruption; environmental degradation; racism; sexism; homophobia; and the role of social change movements. The goal is to have the ability to better understand cultural perspectives of Spanish speaking communities, and students will learn how to independently identify and engage with the cultural perspectives of any community. Prerequisite: SPA 202 or SPA 221 or placement based on UW System Placement Test scores. Offered Occasionally.

SPA 312 Cr.3

Cinema and Social Justice in the Spanish-Speaking World

This course will develop oral expression skills in Spanish by focusing on the relationship between cinema, culture, and society in communities around the world where Spanish is spoken. Emphasis will be placed on the development of critical and analytical skills, as students will learn to interpret and compare film aesthetics, visual narratives, sound, and other aspects of cinema production in Spain, Latin America, the Caribbean, and Latino and migrant communities in the U.S. Students will engage with issues of diversity and social justice by understanding the relationship between the creation of meaning in cinema and the specific historic and socioeconomic processes of the communities and regions studied. General topics may include migration, gender and race disparities, trauma and memory, colonization and neoliberalism, among others. Film selection will vary according to the instructor of the course. Prerequisite: SPA 202 or SPA 221 or placement based on UW System Placement Test scores. Offered Occasionally.

SPA 322 Cr.3

Spanish for Mental Health Professionals

This intermediate-level Spanish course is specifically designed to prepare students to work with Latinx populations in the United States and abroad. Hispanics in the United States are expected to comprise nearly a quarter of the future workforce, and they are affected by mental health morbidity e.g., anxiety, depression, PTSD, alcohol and drug abuse, and family conflict, to cite a few, in part due to the lack of linguistically and culturally accessible services. In this oral proficiency course, to be conducted primarily in Spanish, students will not only learn the appropriate vocabulary and jargon associated with the discipline, they will also develop awareness of the strengths, resilience, and protective factors that emanate from Latina/o culture through a selection of adapted videos and readings, grammar exercises, in-class simulations, and a mock video consultation. At the end of the course students will be better positioned to deliver more linguistically and culturally congruent interventions. Prerequisite: SPA 202 or SPA 221 or placement based on UW System Placement Test scores. Offered Occasionally.

SPA 323 Cr.3

Spanish for Heritage Speakers

This course celebrates students' multilingual and multicultural skills while supporting their competency in reading, writing, and grammar in Spanish. Students achieve these goals by understanding linguistic diversity and social responsibility through the lens of language awareness. The course focuses on the many varieties of Spanish that exist, how these varieties are accepted or stigmatized in the context of the United States, and what this means for the speakers of these varieties. This is a Spanish writing proficiency course. Prerequisite: SPA 202 or SPA 221 or placement based on UW System Placement Test scores. Consent of department. Offered Occasionally.

SPA 325 Cr.3

Spanish for Professional Communication

This course enhances a student's ability to function effectively in an increasingly important commercial language locally, in the United States, and abroad. A variety of adapted readings and videos provide a solid foundation in the vocabulary and written discourse used in Spanish in a variety of professions such as business and marketing, sports sciences, psychology, and human resources, among others. This course also develops a cultural understanding of the Spanish-speaking world, which is key to being able to successfully conduct formal conversations with native professionals. The course, to be conducted primarily in Spanish, includes various activities, grammar topics, and assignments that provide preparation for the final task: writing a cover letter in Spanish for a job in the student's knowledge area where knowledge and/or proficiency of Spanish is required. This intermediate-level course has a strong written-proficiency focus. Prerequisite: SPA 202 or SPA 221 or placement based on UW System Placement Test scores. Offered Annually.

SPA 332 Cr.3

Spanish Speakers in the U.S.: Language, Community, (In)justice

In this course students develop and refine their listening comprehension and speaking skills by listening to and discussing the experiences of Spanish-speaking communities in the United States. Students will learn about language and identity by exploring Spanish across the generations and Spanish dialects in context; language ideology by reflecting on Mock Spanish and Spanglish; and language in society by understanding language access in places like schools, healthcare, and other public services. Prerequisite: SPA 202 or SPA 221 or placement based on UW System Placement Test scores. Offered Occasionally.

SPA 333 Cr.3

Spanish Beyond the Classroom: Navigating the Personal and Professional World

Throughout this course, students will explore diverse Spanish-speaking communities through the lens of both the professional world and the personal world. To do so, students will analyze the societal impacts of work and play in different cultural contexts while also reviewing and mastering important grammatical concepts in Spanish. Students will have opportunities to apply their knowledge regularly in real-world tasks related to the three modes of communication: interpretive, interpersonal, and presentational. Content and grammar instruction and practice will be presented in relevant cultural contexts, paying special attention to the ways in which different forms can be used to make meaning and do things with the language in different spheres of society. Students will build upon their previous language experience to achieve a greater level of proficiency for reading and writing in Spanish while also gaining a deeper understanding of diversity and social responsibility in both the professional and personal sectors. Prerequisite: SPA 202 or SPA 221 or placement based on UW System Placement Test scores. Offered Occasionally.

SPA 335 Cr.3

Writing to Effect Change: Global and Responsible Citizenship

In this writing-focused course, students will examine concepts of social responsibility and advocacy, paying specific attention to the power of language to effect change. In particular, students will analyze social justice movements, such as the plight of various indigenous groups, protests in Latin America, and other current events occurring in the Spanish-speaking world. Learners will analyze how language is used in these movements to advocate for change and will hone their skills of critical and creative expression through the completion of different written advocacy-related tasks. Such tasks seek to challenge stereotypes and confront biases, focusing specifically on perspectives of diverse communities in the Spanish-speaking world. Prerequisite: SPA 202 or SPA 221 or placement based on UW System Placement Test scores. Offered Occasionally.

SPA 352 Cr.3

Latin American Voices of Revolution

Revolutions inform the way nations identify themselves as individuals and as a community in the post-war era. These identities continue to inform the nation's culture long after the conflict ends. This course explores the way in which the social and historic aspects of the revolution form and inform the cultural output during and after the conflict. Students will examine and reflect on the formation of national identity, and through cultural texts such as narratives, film, art, and song they will interpret and engage with the many perspectives, or faces of revolution. Prerequisite: three courses from the following: SPA 302, SPA 307, SPA 309, SPA 310, SPA 312, SPA 322, SPA 323, SPA 325, SPA 332, SPA 333, SPA 335. Offered Occasionally.

SPA 353 Cr.3

Perspectives on Contemporary Spain: Culture and Society

Spain has gone through deep transformations during the last few decades that have affected the concept of its national and cultural identity. In the light of these changes, this course analyzes aspects of contemporary Spain related to its economy, politics, culture, and social structures. It investigates trends on immigration and emigration, nationalisms, role of the European Union, environmental concerns, and popular culture. This social and cultural context will also be analyzed through its practices and cultural products, especially through contemporary Spanish film. Prerequisite: three courses from the following: SPA 302, SPA 307, SPA 309, SPA 310, SPA 312, SPA 322, SPA 323, SPA 325, SPA 332, SPA 333, SPA 335. Offered Occasionally.

SPA 354 Cr.3

Artistic Expression and Society in the Spanish-Speaking World

This interdisciplinary course introduces students to the literary and artistic production of the Spanish-speaking world in its social and cultural contexts. Students will study the visual arts, short films and narratives, and poetry. A main focus will be on identities and cultural perspectives, as well as the development of intercultural competence. In addition, students will review language functions specific to the genres studied. Prerequisite: three courses from the following: SPA 302, SPA 307, SPA 309, SPA 310, SPA 312, SPA 322, SPA 323, SPA 325, SPA 332, SPA 333, SPA 335. Offered Occasionally.

SPA 355 Cr.3

Latinx in the U.S.: Culture and Society

This course is an introduction to the historic, social and cultural contexts of Latinx culture in the United States. Using an interdisciplinary approach, students analyze literature, art, music, media, film, performance, and social activism which reflect the main events and social movements in the trajectory of Latinx culture in the U.S. The course focuses on the impact of U.S. colonialism and imperialism on Latinx social systems in the U.S., as well as Latin American migrations and their impact on modern-day Latinx identities. The course also explores issues of statehood, racism, gender inequalities, cultural hybridization, and immigration. Conducted in Spanish with some materials in Spanglish. Prerequisite: three courses from the following: SPA 302, SPA 307, SPA 309, SPA 310, SPA 312, SPA 322, SPA 323, SPA 325, SPA 332, SPA 333, SPA 335. Offered Occasionally.

SPA 369 Cr.3

Topics in Hispanic Cultures

This course is designed to investigate areas of current social and cultural interest in Hispanic/Latin American culture. Topics will vary. Repeatable for credit - maximum six. Prerequisite: three courses from the following: SPA 302, SPA 307, SPA 309, SPA 310, SPA 312, SPA 322, SPA 323, SPA 325, SPA 332, SPA 333, SPA 335. Offered Occasionally.

SPA 370 Cr.3

Spanish for the Health Professions

In this course students will develop linguistic, professional, and cultural skills necessary to work with and advocate for Spanish-speaking patients in the healthcare professions. To do this, students will learn how Limited English Proficient patients experience the United States healthcare system and reflect on their own role as cultural brokers in this setting. Class activities and assignments are designed to allow the student to engage with and interpret the healthcare system from the perspective of Spanish-speaking patients. Prerequisite: three courses from the following: SPA 302, SPA 307, SPA 309, SPA 310, SPA 312, SPA 322, SPA 323, SPA 325, SPA 332, SPA 333, SPA 335. Offered Occasionally.

SPA 371 Cr.3

Business Spanish

This course enhances students' ability to function effectively in an increasingly important commercial language locally, in the United States, and abroad. This course is designed to introduce students to essential business terminology and language situations in common business contexts, reinforcing strategies for understanding, interpreting, and responding to new information. Students learn the importance of cultural awareness in doing business in Spanish-speaking countries or with Spanish speakers in the United States in general. The course, to be conducted primarily in Spanish, includes some translating and interpreting activities of special importance for managers and leaders. The course also develops students' geographic literacy and cultural understanding of the Spanish-speaking world, as these are central to conducting business successfully in Spanish. Prerequisite: three courses from the following: SPA 302, SPA 307, SPA 309, SPA 310, SPA 312, SPA 322, SPA 323, SPA 325, SPA 332, SPA 333, SPA 335. Offered Annually.

SPA 372 Cr.3

Intercultural Medical Experience Abroad/Away

This course is designed for future healthcare providers who want to increase their intercultural competence in the world of healthcare. The goal is to provide the student with the necessary linguistic competence and confidence to communicate with Spanish-speaking patients, and to develop intercultural competence that complements the student's existing discipline knowledge. Through daily language classes, cultural excursions, hands-on service-learning activities, home-stay living, and invited talks, students further develop their linguistic and intercultural skills, thus providing more humane treatment to patients with limited English proficiency. If this course is to be part of a faculty-led study abroad/away program in a Spanish-speaking location, it is expected that students use the second language at all times throughout the experience. Consent of instructor. Offered Summer.

SPA 380 Cr.3

Spanish Language in Contexts

This course focuses on developing students' pragmatic competence in Spanish, or knowledge of how to use the language appropriately in different social contexts. Even with advanced linguistic proficiency, we can experience breakdowns in communication or even offend others if we are unaware of the cultural norms and perspectives that govern how to use linguistic forms appropriately in different situations. Thus, the objective of this course is to equip students with the linguistic and cultural knowledge they need to use Spanish appropriately in real and meaningful contexts. To do so, students will analyze how culturally-confined politeness norms, contextual elements, and speakers' identities impact how language is used to carry out different speech acts such as requests, invitations, and apologies, among others. Furthermore, students will compare variation in pragmatic norms among different Spanish and American English-speaking communities and reflect upon how cultural perspectives and identities influence how we do things with words. Prerequisite: three courses from the following: SPA 302, SPA 307, SPA 309, SPA 310, SPA 312, SPA 322, SPA 323, SPA 325, SPA 332, SPA 333, SPA 335. Offered Occasionally.

SPA 381 Cr.3

The Sounds of Spanish

Through a cross-linguistic approach, students reflect on the major phonetic and phonological differences between Spanish and American English in order to promote awareness and thus development of their second language pronunciation. Students will also analyze authentic and meaningful audiovisual materials, which will expose them to major geographical, social and contextual varieties of Spanish-speaking communities. Finally, following a sociolinguistic approach, students reflect on the relationship between phonetic/phonological variation and the formation, development and perception of social and cultural identities; as well as on the development of their own identity as adult speakers of a second language. Prerequisite: three courses from the following: SPA 302, SPA 307, SPA 309, SPA 310, SPA 312, SPA 322, SPA 323, SPA 325, SPA 332, SPA 333, SPA 335. Offered Occasionally.

SPA 382 Cr.3

Spanish Storytelling

This course focuses on developing learners' linguistic and cultural competence in Spanish at the ACTFL intermediate-mid level through the process of storytelling. Adopting a multiliteracies approach to learning, students will analyze and evaluate various types of stories and/or texts in Spanish and discuss the different visual, cultural, and/or linguistic elements. Content in this course might include, but is not limited to, TED Talks, podcasts, personal narratives, written histories, and short films. Through the analysis of the content in this course, students will then create a culminating story of their own, one in which they will share about diverse perspectives and identities that are present in the Spanish-speaking world. Prerequisite: three courses from the following: SPA 302, SPA 307, SPA 309, SPA 310, SPA 312, SPA 322, SPA 323, SPA 325, SPA 332, SPA 333, SPA 335. Offered Occasionally.

SPA 403 Cr.3

Studies in Hispanic Literature

This course is designed to allow flexibility in the study of current topics of interest in Spanish or Latin American literature. Repeatable for credit - maximum six. Prerequisite: two courses from the following: SPA 352, SPA 353, SPA 354, SPA 355, SPA 369, SPA 370, SPA 371, SPA 380, SPA 381, SPA 382. Offered Annually.

SPA 443 Cr.3

Studies in Hispanic Linguistics

This course introduces students to the discipline of linguistics through a focus on Spanish-speaking communities and the linguistic diversity amongst them. Students will learn key theoretical concepts in linguistics by addressing areas of study such as phonetics, phonology, morphology, syntax, semantics, pragmatics, acquisition of a language, variation, and linguistic change. Students will reflect on diversity and on their identity as speakers of multiple languages in order to develop their role as multilingual agents for social responsibility. Repeatable for credit - maximum six. Prerequisite: two courses from the following: SPA 352, SPA 353, SPA 354, SPA 355, SPA 369, SPA 370, SPA 371, SPA 380, SPA 381, SPA 382. Offered Annually.

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. Consent of department. Offered Occasionally.

SPA 498 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 department. Offered Occasionally.

SPA 499 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 department. Offered Occasionally.

Special Education (SPE) - Courses

Courses

SPE 200 Cr.3

Foundations of Special Education

This course will introduce teacher education majors to special education practices from historical, legislative, and people-centered recommended practices. General education and special education teachers have a shared responsibility to meet the needs of all students in learning environments that address individual needs and strengths. Teacher candidates will gain foundational understanding of exceptionalities from people, concepts, and historical perspective; policies, practices, and programs in special education; characteristics, prevalence, and supports and services for individuals with exceptionalities (as defined in current federal regulations); collaborative roles of general and special educators; and partnerships with families. Prerequisite: EDS 206 or EDS 308 or concurrent enrollment; sophomore status. Students cannot earn credit in both SPE 401 and SPE 200. Offered Fall, Winter, Spring, Summer.

SPE 207 Cr.3

American Sign Language and Deaf Culture I

Students will use American Sign Language to learn about communicating with individuals with a hearing loss in the elementary school setting. Students will explore deaf culture, intricacies of working with individuals with a hearing loss, including appropriate accommodations, modifications, and assistive technology. Offered Fall, Spring.

SPE 214 Cr.3

American Sign Language and Deaf Culture II

Students will extend the use of American Sign Language to learn about communicating with individuals who have a hearing loss. Students will further explore deaf culture, intricacies of working with individuals who have a hearing loss, including appropriate dialects, accommodations, modifications, and assistive technology. Prerequisite: SPE 207. Offered Fall, Spring.

SPE 300 Cr.3

Designing Sustainable Inclusive Classrooms

Establishing and maintaining productive learning environments is a key feature of an effective globally responsive educator's classroom. In this course, students will integrate foundational knowledge and learn how to create a classroom environment using developmentally-appropriate and responsive pedagogy based on the belief that all students have a variety of assets and all can learn at high levels. Key features of this class are understanding the role of the educator in intentionally creating learning opportunities uniquely designed for diverse learners and evaluating effectiveness in inclusive settings. Viewed through the lens of developmentally-appropriate and responsive practices, students will apply pedagogical frameworks to create a supportive classroom that will increase the likelihood of success for all learners and evaluate the impact of the practices to inform their teaching (e.g., Universal Design for Learning and Trauma-Informed Practices). Prerequisite: SPE 200; EDS 402 or ECE 415 or concurrent enrollment; admission to teacher education. Offered Fall, Spring, Summer.

SPE 340 Cr.3

Collaborative Partnerships and Transitions for Students with Disabilities

Effective communication and collaborative relationships between parents, students, and school and community personnel in a culturally responsive environment is an essential component of being a globally responsive educator. Students receiving special education services are supported by educational teams composed of students, parents, education professionals, and agency representatives. This course is designed to prepare special education teacher candidates for the responsibilities related to collaboration and transition associated with serving students with special education needs in grades K-12. This course focuses on effective collaboration processes as well as the development of transition plans for students with specific learning disabilities, emotional/behavioral disabilities, and intellectual disabilities; and the impact transition plans have on educational curriculum, instructional practices, career development, and placement practices. Prerequisite: SPE 200. Offered Fall, Spring.

SPE 420 Cr.3

Advanced Literacy and Math Practices for K-12 Students with Persistent Academic Challenges

This course prepares teacher candidates with theoretical frameworks and practical applications of evidence-based practices in the areas of literacy and math. Teacher candidates deepen their understanding of various developmental, remedial, and compensatory literacy and math evidence-based practices, critically analyze them, and apply their learning with students with disabilities in K-12 settings. These skills allow teacher candidates to identify students who will experience school failure in the areas of math and literacy if they do not receive instruction that is responsive to their needs, evaluate and monitor their teaching effectiveness, and improve learning outcomes. Candidates have the opportunity to work directly with 9-12 learners through a tutoring program to apply practices learned in the course. Prerequisite: SPE 300; admission to teacher education. Offered Fall, Spring.

SPE 424 Cr.3

Advanced Practices for Students with Challenging Behaviors

This course will allow teacher candidates to use effective and varied behavior management strategies to support and enhance students' successful engagement and participation in the classroom. They will learn about laws and policies impacting behavior management planning and implementation; functional behavioral assessment and the use of its information in designing behavior intervention plans and making decisions for the student and the program; understand the rights and responsibilities of families and other professionals in assessing the needs of the student and the use of different behavior management strategies; and evaluate and modify instructional practices and monitor the progress of students with challenging behaviors. In addition, teacher candidates will be exposed to high school level interactions through simulated teaching experiences in a virtual classroom setting. Teacher candidates will have at least 10 hours of work with K-12 learners in a school setting, by arrangement with the instructor. Lect. 2, Lab 1. Prerequisite: concurrent enrollment in SPE 455 and SPE 460; admission to teacher education. Consent of department. Offered Fall, Spring.

SPE 425 Cr.3

Advanced Practices for Students with Challenging Behaviors in an International Setting

This course allows candidates to use effective and varied behavior management strategies to support and enhance students' successful engagement and participation in the classroom. Candidates learn about laws and policies impacting behavior management planning and implementation; functional behavioral assessment (FBA) and the use of its information in designing behavior intervention plans (BIP) and making decisions for the student and the program; understand the rights and responsibilities of families and other professionals in assessing the needs of the student and the use of different behavior management strategies; and evaluate and modify instructional practices and monitor the progress of students with challenging behaviors. Teacher candidates conduct the FBA and BIP while they are in their concurrent field placement. Prerequisite: must be taken concurrently with SPE 435 and SPE 465; admission to teacher education. Consent of department. Offered Summer.

SPE 435 Cr.3

Methods in Cross-Categorical Special Education in an International Setting

This course focuses on curriculum, methods, and strategies used in educating students with disabilities (specific learning disabilities, emotional/behavioral disabilities, intellectual disabilities, autism spectrum disorders, and others) over the K-12 developmental range. Candidates apply knowledge of curriculum, methods and strategies to knowledge of learners with disabilities to teach in inclusive settings with an emphasis on science, social studies, study skills, and social skills. Candidates also learn to develop Individualized Education Programs. Teacher candidates are designing lessons within cultural context of the setting Luxembourg and implementing them during the concurrent field experience. Prerequisite: must be taken concurrently with SPE 425 and SPE 465; admission to teacher education. Consent of department. Offered Summer.

SPE 452 Cr.3

Assessment in Special Education

This course focuses on the role assessment plays in the diagnosis of a disability, determination of eligibility for special education services, and education of students with disabilities according to IDEA (the Individuals with Disabilities Education Act). Students will become familiar with the High Leverage Practices for assessment identified by the Council for Exceptional Children, including the use of multiple sources of information to develop a comprehensive understanding of a student's strengths and needs, interpretation and communication of assessment information with stakeholders to collaboratively design and implement education programs, and the use of student assessment data to analyze instructional practices and make necessary adjustments that improve student outcomes. Prerequisite: SPE 200; SPE 300 or concurrent enrollment; admission to teacher education. Offered Fall, Spring.

SPE 455 Cr.3

Methods in Cross-Categorical Special Education (K-12)

This course focuses on curriculum, methods, and strategies used in educating students with exceptionalities in various educational settings. Topics covered within this course include approaches to learning and teaching, Individualized Education Program (IEP), Social and Emotional Learning (SEL), learning strategies, content, and study skills. Teacher candidates will deepen their understanding and apply their learning with students with exceptionalities. Prerequisite: EDS 402; concurrent enrollment in SPE 424 and SPE 460; admission to teacher education. Consent of department. Offered Fall, Spring.

SPE 460 Cr.3

Field Experience in Special Education (K-12)

This course is a field experience for teacher candidates students seeking cross-categorical special education (K-12) licensure. Teacher candidates are placed in a variety of educational settings (e.g., special education setting, inclusive setting, interim alternative educational setting) in which they will observe, design, and implement various pedagogical practices with students with exceptionalities (i.e. specific learning disabilities, emotional and behavioral disorders, intellectual disabilities, etc.), and become familiar with special education teacher responsibilities. Teacher candidates will be under the direct supervision of a certified special education teacher and university supervisor (course instructor). Prerequisite: EDS 402; SPE 300; concurrent enrollment in SPE 424 and SPE 455 (concurrent enrollment in other field experience courses is not permitted); admission to teacher education. Consent of department. Offered Fall, Spring.

SPE 465 Cr.2

Field Experience in Special Education in an International Setting

This course is a field experience for teacher candidates in the Elementary Middle Education (K-9) and Special Education (K-12) Program. Teacher candidates are exposed to a variety of educational settings (e.g., special education setting, inclusive setting) for 100 hours in Luxembourg. They observe, design, and implement various pedagogical practices, plans, and programs with students with disabilities (i.e., specific learning disabilities, emotional and behavioral disorders, intellectual disabilities, autism spectrum disorder, etc.), and become familiar with special education teacher responsibilities. Teacher candidates are under the direct supervision of a certified special education teacher and university supervisor. Prerequisite: must be taken concurrently with SPE 425 and SPE 435; admission to teacher education. Consent of department. Offered Summer.

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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Repeatable for credit - maximum six. (Maximum three credits applicable to master's degree). Prerequisite: junior standing. Offered Occasionally.

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.

Statistics (STAT) - Courses

Courses

+STAT 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 050 or an appropriate placement test score. Offered Fall, Spring, Summer.

STAT 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.

STAT 345 Cr.3

Statistical Computing

An introductory course covering fundamentals of modern statistical computing. Topics include core programming concepts such as functions, data structures and debugging. Stochastic simulations and random variable generation are introduced, as well as accessing, filtering, and analyzing data from other resources. The R language will be used. Prerequisite: STAT 245 and CS 120. Offered Spring.

STAT 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: grade of "C" or better in STAT 145 or STAT 245; junior standing. Offered Fall.

STAT 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. Prerequisites: grade of "C" or better in STAT 445 or STAT 446; consent of the Statistical Consulting Center director. Consent of instructor. Pass/Fail grading. Offered Fall, Spring, Summer.

STAT 441/541 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: grade of "C" or better in STAT 245 and MTH 310; junior standing. Offered Fall.

STAT 442/542 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: grade of "C" or better in MTH 308 or MTH 309; grade of "C" or better in STAT 441; junior standing. Offered Spring.

STAT 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, multcategory logit models and log-linear models for contingency tables with an emphasis on applications and implementation using computer software. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisites: grade of "C" or better in STAT 345 or STAT 405. Offered Fall - Even Numbered Years.

STAT 445/545 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: grade of "C" or better in STAT 345 or STAT 405; junior standing. Offered Fall.

STAT 446/546 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: grade of "C" or better in STAT 345 or STAT 405; junior standing. Offered Spring.

STAT 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: grade of "C" or better in STAT 345 or STAT 405; junior standing. Offered Spring - Even Numbered Years.

STAT 448/548 Cr.3

Operations Research

An introductory course which applies mathematics/statistics to management decision making. Included are methods of optimizing systems, decision analysis, simulation, and reliability. Various programming techniques are introduced with the computer used as a tool where appropriate. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisites: grade of "C" or better in STAT 245 or STAT 405; junior standing. Offered Spring - Odd Numbered Years.

STAT 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: grade of "C" or better in STAT 345 or STAT 405; junior standing. Offered Fall - Odd Numbered Years.

STAT 452/552 Cr.1

Introduction to SAS

This course will provide students with an introduction to the statistical software SAS. Students will learn the syntax that is necessary to write SAS code to perform basic statistical techniques, including data manipulation, graphical displays, and common statistical inference procedures. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: STAT 405 or STAT 445 or STAT 446 or STAT 447 or STAT 449; junior standing. Pass/Fail grading. Offered Winter.

STAT 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Repeatable for credits - maximum six. Prerequisite: junior standing. Consent of department. Offered Occasionally.

STAT 498 Cr.1-3

Independent Study

Directed readings or presentation of material not available in formal departmental courses under the supervision of a faculty member. Registration by written consent of supervising faculty member and department chair. Repeatable for credit - maximum six. Consent of instructor. Offered Occasionally.

STAT 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 statistics and mathematics major or minor. Registration by written consent of supervising faculty member. Repeatable for credit - maximum six. Offered Occasionally.

Teaching English to Speakers of Other Languages (TSL) - Courses

Courses

TSL 250 Cr.3

Educating Multilingual Learners

In this course students develop their understanding of and sensitivity to the multilingualism and cultural diversity of the United States through the study of multilingual English learners (ELs) in public schools. Course topics include exploration of who ELs are, educational and linguistic rights, special challenges ELs may face in classrooms and schools, and how to overcome those challenges. Students engage in inquiry-based learning as they justify answers to essential questions about cultural and linguistic diversity in the U.S., education, and best practices for educating a multilingual society. Students learn to evaluate school environments for ELs and practice skills needed for equitable education for ELs. Prerequisite: sophomore standing. Offered Fall, Spring, Summer.

TSL 340 Cr.3

The Study of Language

This course offers an introduction to the study and nature of human language. Students investigate the structure of languages in general. They apply that structure to English and compare it to 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 TSL 340. Offered Fall.

TSL 345 Cr.3

Intercultural Interactions

In this course, students learn about cultural influences in education 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, culturally-responsive teaching, and intercultural competence. Students compare their own cultural values across diverse groups and learn to apply culturally responsive pedagogy to diverse teaching contexts where they are likely to work in the future. Depending on individual focus, students create a case study or a unit 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: one of the following: AP foreign language score of 3 or higher; placement into 201-level or higher foreign language course; score 70 or higher on La Crosse Battery (non-native speakers of English); grade "B" or better in 102-level or higher foreign language course taken at UWL (taught in foreign language). Offered Spring.

TSL 400/500 Cr.3

Teaching English to Speakers of Other Languages (TESOL) Policies and Program Models

An overview of 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 learners (ELs), and content-based instruction. Students learn how to plan for EL instruction in general education and ESOL classes. In addition, students develop skills to advocate for ELs in educational settings. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: TSL 345 or ENG 331; junior standing. Offered Spring.

TSL 420 Cr.1

TESOL Field Seminar

This course is designed to equip TESOL teacher candidates with a solid understanding of the theoretical and research-based second language acquisition processes in practice. Teacher candidates will learn about and practice the complex processes of planning instruction for ELs, engaging ELs in learning, and assessing EL learning. Candidates will further develop understanding and practices related to the topics of academic language, co-planning and co-teaching, intercultural communication, professionalism and advocacy and teacher performance assessment (edTPA). Prerequisite: TSL 400 or TSL 463 or concurrent enrollment; must be taken concurrently with EDS 402 or EDS 446; admission to teacher education. Consent of department. Offered Fall, Spring.

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 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, students gain practical experience tutoring or teaching non-native speakers of English in a variety of settings, including high school tutoring programs, adult literacy programs, after-school enrichment programs, university-level ESL programs, and EFL programs abroad. Undergraduates who are seeking ESL licensure must complete at least one credit in a high school (grades 9-12) setting. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Repeatable for credit - maximum three. Prerequisite: TSL 400 or TSL 463 or concurrent enrollment; consent of TESOL director; junior standing. Consent of instructor. Pass/Fail grading. Offered Fall, Winter, Spring, Summer.

TSL 460 Cr.3

TESOL Field Experience

This course is designed to equip TESOL students with a solid understanding of the theoretical and research-based second language acquisition processes in practice. Students learn about and practice the complex processes of planning instruction for multilingual learners (MLs), engaging MLs in learning, and assessing ML learning. Students further develop understanding and practices related to the topics of academic language, co-planning and co-teaching, intercultural communication, professionalism and advocacy and teacher performance assessment (for example, the edTPA). This experience occurs in Puerto Rico. In their field placements, students plan and teach lessons within the designated content area and developmental range. A multi-day, consistent schedule in the field experience classroom is established by the course instructor in consultation with the cooperating teacher. Prerequisite: admission to teacher education, or declared TESOL minor and permission of instructor. Consent of department. Offered Winter.

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 as a second or foreign language (ESL/EFL). Students identify the historical development of approaches and methodologies for teaching ESL/EFL, understand foundational principles of teaching ESL/EFL, and explore individual English learner (EL) differences, including age/grade level and language proficiency level, 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, grammar, and vocabulary. Additionally, students explore materials and technology available for teaching ESL/EFL. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: TSL 345 or ENG 331; junior standing. Offered Fall.

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. Offered Occasionally.

Theatre Arts (THA) - Courses

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. Drama and Theory

In this course, students study dramatic literature from multiple cultures within contemporary U.S. society. Texts highlights African American, Asian American, Indigenous, Arab American, Latin American, queer and trans, working and lower class, and disability cultures. Students analyze the plays and research their cultural contexts in order to enhance student awareness, exchange ideas about the multicultural history and culture of the U.S., and develop fluency with multicultural and intersectional methods of analysis. Offered Spring - Even Numbered Years.

+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 222 Cr.3

Voice and Movement for the Stage

The course examines the theory and practice of the fundamentals of movement, gesture, and vocal production to serve as skillful and expressive means of communication on stage. The emphasis is on the student's awareness of the relationship between voice and body as the foundation of theatrical performance. Offered Fall.

THA 223 Cr.2

Foundations of Dance

An introduction to the field of dance, this course examines the ideas, concepts, and trends important to studies in dance through lecture, readings, studio experience, and discussion. This course provides an overview of Western dance forms and esthetics, professional standards and practices related to rehearsal/productions, career options in dance, basic human anatomy, injury prevention, and conditioning for dance. Lect. 1, Studio 2. Offered Fall - Even Numbered Years.

THA 225 Cr.2

Jazz Dance I

This course is an introduction to the fundamentals of jazz dance techniques and styles. As a technique, jazz dance incorporates rhythmic concepts, grounded movement qualities, with a sense of energy and excitement. Through physical practice, this course focuses on beginner level technique, vocabulary, style, musicality, and movement retention. Emphasis will be placed on proper alignment and body awareness for injury prevention. Lect. 1, Studio 2. Offered Spring - Even Numbered Years.

THA 226 Cr.2

Tap Dance I

This course is an introduction to the fundamentals of tap techniques and styles. Tap is a rhythmically and musically based dance experience. Through physical practice, this course focuses on beginner level techniques, rhythm, coordination, musicality, and movement retention. Emphasis is placed on proper alignment and technique for injury prevention. Lect. 1, Studio 2. Offered Fall - Odd Numbered Years.

THA 227 Cr.2

Ballet Dance I

This course is an introduction to the fundamentals of ballet techniques and styles. As a technique, ballet focuses on grace and fluidity while strengthening control and body awareness. Through physical practice, this course focuses on beginner level technique, vocabulary, coordination, movement retention, and musicality. Emphasis is placed on proper alignment and technique for injury prevention. Lect. 1, Studio 2. Offered Fall - Even Numbered Years.

THA 228 Cr.2

Modern Dance I

This course is an introduction to the fundamentals of modern techniques and styles. As a technique, modern dance focuses on grounded qualities, use of breath, and personal expression. Through physical practice, this course focuses on movement retention, coordination, and musicality. Emphasis is placed on proper alignment and technique for injury prevention. Lect. 1, Studio 2. Offered Spring - Odd Numbered Years.

THA 229 Cr.2

Musical Theatre Dance I

This course is an introduction to the fundamentals of techniques and styles employed by musical theatre. Students explore various dance styles through technical training to understand the artistic impact dance has on the musical theatre genre. Through physical practice, this course focuses on beginner level techniques, audition preparation, performance quality, and movement retention. Emphasis is placed on proper alignment and technique for injury prevention. Lect. 1, Studio 2. Offered Fall - Even 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. Offered Spring.

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. Repeatable for credit - maximum six. 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 relies heavily on the imagination and creative skills of the student and includes research in physical analysis, character analysis, and color theory. Each student serves as the makeup designer for all projects in this course. Repeatable for credit - maximum six. Offered Fall - Even Numbered Years.

THA 250 Cr.3

Theatre Studies I: Antiquity to the 18th Century

This course is a survey of Western theatre history, dramatic literature and theory in cultural context from origins through the 18th century. Particular attention is paid to the relationship of theatre to religion during antiquity and to the relationship of theatre to nation-building in the 17th and 18th centuries. Recommended to be taken before THA 350. Offered Fall - Odd 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.

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. Offered Spring - Odd Numbered Years.

THA 305 Cr.3

History of Dance

This course offers a historical overview of the development and evolution of dance as we know it today, including its relation to society, culture, and the future of dance. This lecture-based course allows students to dive deeper into the history of many dance forms, conduct their own historical research, and develop their own personal sense of belonging in the dance community. Significant events, cultural importance, and controversies throughout the history of dance are examined. Through readings, research, and video recordings, students are introduced to the beginnings of dance in early cultures and folk dancing to the creation of ballet, and through the evolution of modern and jazz forms. Offered Spring - Even Numbered Years.

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. Offered Fall - Odd Numbered Years.

THA 311 Cr.2

Dance Improvisation

This course is the exploration of improvised movement through exercises and fundamentals. Through physical practice, students learn how to create movement in the moment and connect that movement to ideas, sounds, or concepts. By understanding the tools for movement generation, this introductory experience of dance improvisation works as a skill for developing the core conceptual elements of dance composition. Focus is placed on personal aesthetic and individuality. Prior dance training is not required. Lect. 1, Studio 2. Offered Spring - 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.

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. Offered Fall - Even Numbered Years.

THA 325 Cr.2

Jazz Dance II

This course offers continued training in jazz dance technique. Through exercises, choreography, and discussions, students advance and strengthen their prior knowledge of jazz dance. Students learn intermediate techniques and proper alignment. Stylistic qualities are emphasized to encourage artistic development. Focus is placed on performance qualities, technical proficiency, rhythm, and tempos. Lect. 1, Studio 2. Prerequisite: THA 225. Offered Spring - Even Numbered Years.

THA 326 Cr.2

Tap Dance II

This course offers continued training in tap dance. Through exercises, choreography, and discussions, students advance and strengthen their prior knowledge of tap. Students work on intermediate techniques, styles, and rhythms. Differences in movement quality, energy and rhythm will be explored. Stylistic qualities are emphasized to encourage artistic development. Focus is placed on performance qualities, technical proficiency, advanced rhythms, and tempos. Lect. 1, Studio 2. Prerequisite: THA 226. Offered Spring - Even Numbered Years.

THA 327 Cr.2

Ballet Dance II

This course offers continued training in ballet technique. Through physical practice, choreography, and discussions, students advance and strengthen their prior knowledge of the artform. Students work on intermediate level techniques, performance qualities, dynamics, and musicality. Stylistic qualities are emphasized to encourage artistic development. Focus is placed on proper alignment and technical proficiency. Lect. 1, Studio 2. Prerequisite: THA 227. Offered Fall - Odd Numbered Years.

THA 328 Cr.2

Modern Dance II

This course offers continued training in modern dance technique. Through exercises, choreography, and discussions, students advance and strengthen their prior knowledge of modern dance. This course provides students with advanced development and practice in the diverse styles of contemporary/classical principles of modern dance technique. Stylistic qualities are emphasized to encourage artistic development. Focus is placed on proper alignment, technical proficiency, weight shifting, and the connection to breath. Lect. 1, Studio 2. Prerequisite: THA 228. Offered Spring - Odd Numbered Years.

THA 329 Cr.2

Musical Theatre Dance II

This course offers continued training in musical theatre dance. Students explore various dance styles through technical training to understand the artistic impact dance has on the musical theatre genre. Additionally, students focus on audition preparation, and an insight into the showmanship and performance of that choreography. Stylistic qualities are emphasized to encourage artistic development. Focus is placed on performance qualities, technical proficiency, and advanced rhythms. Lect. 1, Studio 2. Prerequisite: THA 229. Offered Spring - Odd 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 331 Cr.3

Theatre Technology

The research and application of current technology in the theatre, including the exploration of new materials and construction techniques. The course will include an introduction to computer-Assisted drafting and design, the operation and maintenance of new technologies in the theatre facility, and the examination of health, safety, and liability issues. Prerequisite: THA 210, THA 231. 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. 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. Offered Fall - Odd Numbered Years.

THA 342 Cr.3

Sound Design

The course provides the student with a working knowledge of sound design for theatre. It emphasizes the creation of sound environments for theatre through the use of modern digital and physical sound technology. The course also covers basic acoustics through the lens of theatrical sound. Prerequisite: THA 210. Offered Spring - Odd Numbered Years.

THA/MUS 347 Cr.3

Sound Recording and Engineering

Students will explore the theory, methods, and technologies of live sound engineering and sound recording. Through hands-on projects, students will learn basic acoustics, sound technologies, live sound mixing, as well as the recording and digital editing of music. Lect. 2, Lab 2. Prerequisite: junior standing. (Cross-listed with MUS/THA; may only earn credit in one department.) Offered Spring - Even Numbered Years.

THA 350 Cr.3

Theatre Studies II: 19th Century to the Present

This course is a survey of Western theatre history, dramatic literature and theory in cultural context from the 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. Offered Fall - Even Numbered Years.

+THA 351 Cr.3

World Theatre

This course surveys and analyzes historical and contemporary theatre and performance in cultural contexts from various cultures/geographic regions around the world. These areas include India and the middle east, eastern Asia, Africa, and Latin and Indigenous America. Particular attention is paid to theatre's relationship to local customs and philosophies, religious practices and theologies, political and social contexts, and global cultural exchange. Offered Spring - Odd Numbered Years.

THA 355 Cr.3

Dramaturgy

This course introduces students to the role of the dramaturg on a theatrical production. Students will learn to conduct historical, social, political, and cultural research and analysis, and develop best practices for sharing this information with actors, audiences, and creative teams in both print and digital formats. Prerequisite: THA 110 or THA 201 or THA 210 or THA 250. Offered Spring - Even 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.

+THA/ECO 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 provides 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 the leadership, organizational, and creative components of stage management. Repeatable for credit - maximum eight. Prerequisite: THA 290. Offered Fall.

THA 420 Cr.3

Directing

This course introduces students to the theory and practice of directing for the stage. Emphasis is placed on analysis, production preparation, rehearsal techniques, and ethnical collaboration for the presentation of realistic dramatic scenes. Prerequisite: THA 210; THA 220; THA 250 or THA 350. Offered Spring - Odd 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 Spring.

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 - Even Numbered Years.

THA 424 Cr.3

Composition of Dance

This course focuses on the core conceptual elements of movement creation and dance composition. Students use choreographic elements, tools, and principles to analyze and construct choreography. Through physical practice, students grasp the skills of composition with the use of improvisation, traditional dance technique, and pedestrian movements. Through this exploration, students develop their individual choreographic process and voice. 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. Prerequisite: 15 credits in THA; junior standing. Consent of department. Offered Fall, Spring, Summer.

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 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.

Recreational Therapy (RTH) - Courses

Courses

RTH 229 Cr.3

Diagnostic Groups in Recreational Therapy

This course provides an understanding of the International Classification of Function Disability and Health (ICF) from the World Health Organization (WHO) framework for classifying the consequences of disease into diagnostic groups. A broad working knowledge of a variety of diagnostic groups are examined, focusing on prevalence, etiology, diagnostic criteria, pathology and symptomatology, recommended course of treatment, and prognosis. Prerequisite: REC 150 or concurrent enrollment. Offered Fall, Spring.

RTH 250 Cr.3

Introduction to Recreational Therapy

The course introduces the history, service models, theory/philosophy, social implications, and potentials of recreational therapy practice. Basic skills of a recreational therapist are described and practiced. The need for, use of, and employment opportunities in recreational therapy are examined. Prerequisite: REC 150 or taken concurrently. 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: REC 150, RTH 250. Offered Fall, Spring.

RTH 319 Cr.3

Recreational Therapy Management and Special Event Planning

This course provides students with the opportunity to develop the knowledge of the organization and delivery of health care and human services. Basic management competencies and ethical ramifications of recreational therapy services in various settings are applied throughout the course. In addition, modules provide key concepts integral to management including special event planning, safety and risk management, budgeting, volunteer management, marketing, and strategic planning. Prerequisite: REC 150, RTH 229, RTH 250. Offered Fall, Spring.

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 329; RTH major/minor or CYC minor. Offered Fall.

RTH 352 Cr.3

Modality Preceptorship in Recreational Therapy I

This course facilitates experiential learning environments for recreational therapy students consisting of preceptor-supervised experiences in health care and community-based agencies. Students acquire specific modality/skills and facilitation techniques used as treatment interventions in recreational therapy practice. Components of the recreational therapy process, that includes but is not limited to, activity selection, activity analysis, activity planning, and activity modifications will be utilized within an experiential learning environment. Prerequisite: REC 150, RTH 229, RTH 250. Offered Fall, Spring.

RTH 355 Cr.3

Medical Language and Digital Competencies for Allied Health Professionals

This course provides an introduction to medical terminology with emphasis on prefixes and suffixes, word roots, and combining forms through the various health systems. Basic computer/tablet/mobile app skills for managing information and data are applied through a series of learning experiences. This course also introduces digital health concepts and definitions in this emerging field. Key topics include overviews and application of Learning Health Systems and Electronic Health Records. Supportive course modules explore basic pharmacology, utilizing assessment databases, telehealth, and electronic reference management systems to enhance digital literacy. Prerequisite: REC 150 or concurrent enrollment; RTH 250 or concurrent enrollment; or ESS pre-professional major and sophomore standing. Offered Fall, Spring.

RTH 376 Cr.3

Assessment and Treatment Planning in Recreational Therapy

This course provides students with the knowledge and skills to develop competence to individually screen, assess and systematically collect comprehensive and accurate data about patients/clients in an efficient and effective manner and to analyze the data collected to determine the course of action subsequent to an individualized treatment/program plan. Skills are developed in the areas of selecting and designing assessments, interviewing clients, observing behaviors and documenting assessment results. Prerequisite: REC 150, RTH 229, RTH 250. Offered Fall, Spring.

RTH 412/512 Cr.3

Animal Assisted Therapy

This course demonstrates how to safely and ethically integrate animals into a variety of therapeutic settings while creating mutually beneficial relationships with animals and the environment. Differences between Animal Assisted therapy (AAT), Animal Assisted Activities (AAA), and certified Service Dogs are explored. A focus on the effects of Animal Assisted Therapy (AAT) as a recreational therapy intervention to address agitated behaviors and social interactions are learned through research, practitioners, and observations. Site visitations may include long-term health care facilities, specific animal use in physical medicine and rehabilitation facilities, equine-assisted psychotherapy, literacy programs in libraries, and/or agencies serving veterans with polytrauma. AAT, AAA, and Service Dog skills are applied through a series of learning experiences during this interactive course. This course includes direct contact with a trained Service Dog. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: RTH 319, RTH 352, RTH 376; junior standing. Offered Occasionally.

RTH 414/514 Cr.3

Recreational Therapy and Adaptive Sports

This course introduces recreational therapists' use of adaptive sports, recreation, and leisure activities for individuals with disabilities to meet treatment goals and improve quality of life. Emphasis is given to the history and rules of a variety of sports, and possible settings where these take place. The examination of each sport includes a focus on its connection to the recreational therapy profession and professional processes used in the field. Hands on experience with a variety of sports are included. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: RTH 319, RTH 352, RTH 376; RTH major; junior standing. Offered Occasionally.

RTH 416 Cr.3

Recreational Therapy for Youth and Adolescents

This class is designed to provide students with information relating to recreational therapy services for youth and adolescents with and without disabilities. Programming consideration will include treatment concerns, community inclusion, and leisure activities. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: RTH 319, RTH 352, RTH 376; RTH major; junior standing. Offered Occasionally.

RTH 420 Cr.3

Nature and Forest Therapy

This course is designed to provide students with specialized sessions relating to nature-based therapy knowledge and application in outdoor leisure and recreational therapy settings from international and domestic perspectives. The course provides special emphases on general nature-based therapy concepts and benefits, planning for nature-based therapy walks with various clients with and/or without special needs, the process of implementing nature-based therapy walks, actualizing mindfulness in nature, nature connection, relevant environmental literature (e.g., outdoor therapies related to trauma or depression), interactions between humans and environments, medicinal plants, and practice doing therapeutic walks. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: RTH 319, RTH 352, RTH 376; junior standing. Offered Occasionally.

RTH 430/530 Cr.3

Recreational Therapy and Mental Health

This course is designed to provide students with information regarding therapeutic recreation services to persons with mental illness, and substance abuse disorders, or individuals served in behavioral health treatment facilities. Course emphasizes mental health recovery, activities to facilitate change in different behavioral domains, therapeutic interventions for adults and children, treatment settings and services, and trends in recreation therapy program delivery. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: PSY 204, RTH 319, RTH 352; RTH major/minor or CYC minor; junior standing. Offered Occasionally.

RTH 432/532 Cr.3

Recreational Therapy for Physical Disabilities

This course is designed to provide students with information relating to recreational therapy services for individuals with physical disabilities. Programming considerations include treatment concerns, community inclusion, wheelchair sports and leisure activities. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: RTH 252, RTH 319, RTH 329; RTH major/minor; junior standing. Offered Occasionally.

RTH 434/534 Cr.3

Recreational Therapy for Individuals with Intellectual and Developmental Disabilities

This course introduces students to recreational therapy interventions and facilitation techniques commonly used by professionals who work with individuals who have intellectual and developmental disabilities. The course emphasizes behavioral and developmental approaches to working with this population and address the social and sensory needs of this population within a leisure context. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: RTH 252, RTH 319, RTH 329; RTH major/minor; junior standing. Offered Occasionally.

RTH 445/545 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: RTH 319, RTH 352, RTH 376; junior standing. Offered Occasionally.

RTH 452 Cr.3

Modality Preceptorship in Recreational Therapy II

This course facilitates experiential learning environments for recreational therapy students consisting of preceptor-supervised experiences in health care and community-based agencies. Students will acquire specific modality/skills and facilitation techniques used as treatment interventions in recreational therapy practice. Unique to the Modality Preceptorship Level II course, students will complete a certification prior to implementing an evidence-based modality within the assigned recreational therapy setting. Measured competence (e.g., knowledge, skill, and ability) to lead and facilitate the treatment interventions used to achieve evidence-based outcomes for the patients/clients served will be assessed. Documentation procedures for program planning, accountability, and payment of service will be practiced throughout the course. Advocacy, legislation, and recreational therapy as a related service in community-based settings receive special emphasis in this course. Prerequisite: RTH 319, RTH 352, RTH 355, RTH 376, junior standing. Offered Fall, Spring.

RTH 456/556 Cr.3

Program Design and Administration of Recreational Therapy

This course is designed to present a rationale and foundation for systematic program design, program implementation and program evaluation in various recreational therapy settings. Students develop competence in the planning and development of evidenced-based recreational therapy programs using a structured and systematic process for purposes of improved client functioning and independence in life activities. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: RTH 319, RTH 352, RTH 355, RTH 376; junior standing. 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: RTH 355, RTH 456, RTH 470; junior standing. Offered Fall, Spring.

RTH 470/570 Cr.3

Recreational Therapy Processes and Facilitation Techniques

In this course students implement the individualized treatment/program plan using appropriate evidence-based treatment interventions and programs to restore, remediate, or rehabilitate patient/client functioning as well as to reduce or eliminate the limitations to participation in life activities resulting from medical, psychiatric, or other disabling conditions. Included are processes for leading therapeutic groups, experiences of modalities and facilitation techniques, and counseling techniques and approaches for recreational therapy as an action therapy. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: RTH 319, RTH 352, RTH 355, RTH 376; RTH major/minor or CYC minor; junior standing. Offered Fall, Spring.

RTH 476/576 Cr.3

Assessment and 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: RTH 355, RTH 456, RTH 470; junior standing. Offered Fall, Spring.

RTH 480/580 Cr.3

Leisure Education in Therapeutic Recreation

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 people to enhance the quality of their own lives in leisure. The focus will be leisure education as a major component of therapeutic recreation services. Topics included are 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: RTH 355, RTH 456, RTH 470; RTH major/minor or GTL emphasis; junior standing. Offered Fall, Spring.

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 Recreational Therapy

Group study of varying recreational therapy topics. University professors as well as visiting lecturers will be invited to address the students and conduct specialized phases of the workshops. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. 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 492 Cr.3

Clinical Education Experience in Recreational Therapy

This course provides opportunities to practice and integrate cognitive learning, with the associated psychomotor skills requirements of the profession, in accordance with professional standards of practice, to develop entry-level clinical proficiency and professional behavior as a recreational therapist as defined by professional guidelines for competencies necessary for safe and effective recreational therapy practice. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: RTH 452, RTH 456, RTH 470; RTH major; junior standing. Offered Fall, Spring.

RTH 493/593 Cr.3

Advancing the Recreational Therapy Profession

This course provides an examination of current issues, trends, and professional concerns in recreational therapy including: professional standards, ethics, advocacy, professional development, professional organizations, credentialing, accreditation standards, improving organizational performance, research, and current professional controversies. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: RTH 452, RTH 456, RTH 470; RTH major; junior standing. Offered Fall, Spring.

RTH 494 Cr.3

Research Methods and Program Evaluation in Recreational Therapy

Students in this course learn fundamental research terminology and procedures and develop the competency to systematically conduct evaluation and research to determine the effectiveness of treatment interventions and programs used to reach patient/client outcomes. Students gain knowledge and skill in basic research methods and processes, with an emphasis on promoting evidence-based practice and program evaluation to promote the accountable outcomes from recreational therapy interventions. Prerequisite: RTH 452, RTH 456, RTH 470; RTH major; junior standing. Offered Fall, Spring.

RTH 495 Cr.1-3

Independent Study in Recreational Therapy

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.3

Fieldwork Preparation in Recreational Therapy

This course prepares students for their senior fieldwork experience. Students are orientated to accreditation requirements, supported in facilitating their internship search, and afforded experiences in clinical skill assessment and evaluation. Upon completion of this course, students work to secure their required senior internship. This course should be taken two semesters prior to enrollment in RTH 498. Prerequisite: RTH 319, RTH 352, RTH 355, RTH 376, junior standing. Offered Fall, Spring.

RTH 497 Cr.1-3

Special Projects in Recreational Therapy

Individualized study areas not available in existing courses or independent study. Program project includes 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 advisor 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 Recreational Therapy

This course is a semester-long, full-time field placement where students apply academic learning to demonstrate competencies associated with entry-level practice in recreational therapy. This includes involvement in the assessment of clients, planning and delivering RT services to clients, and evaluating these decisions. Additionally, the student gains experience with self-reflective learning through clinical supervision with both a faculty and clinical supervisor. Upon completion of the internship, students have the knowledge, skills, and abilities needed to assume the responsibilities of a RT. Prerequisite: senior standing; RTH major, all required REC/RTH courses completed; 2.50 cum GPA. 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

UWL 150 Cr.1

International Student Cultural Engagement

International students in this course will learn strategies to be successful in college. The focus will be on identifying and utilizing available college and community resources. Topics will include USA academic culture, immigration regulations, study skills, wellness, intercultural communication, and cultural awareness and reflection. Recommended for all entering new and transfer undergraduate international students. Prerequisite: new and/or transfer international student. Consent of department. Pass/Fail grading. Offered Fall, Spring.

UWL 199 Cr.1-3

Special Topics: New Student

Topics of interest to undergraduate students new to the university will be offered periodically with a focus on expanding traditional course content to specific applications. Offerings will be determined by student interest, programmatic needs, and availability of teaching resources. Repeatable for credit - maximum six. Departmental option for letter grade. Pass/Fail grading. Offered Occasionally.

UWL 260 Cr.2

Residence Life Problem Solving and Critical Thinking

This is a professional development course for Residence Life student staff focusing on creating inclusive communities and experiential learning opportunities for UWL's on campus student population. Emphasis is on the application of student development theory and research associated with developing strategies for working with diverse students and learning a variety of approaches for problem solving. Students develop specific skills in building inclusive communities, enhancing student engagement, conflict mediation, interpersonal communication, and decision making. Open only to resident assistants. Consent of instructor. Offered Fall, Spring.

UWL 299 Cr.1-3

Special Topics: Intermediate

Topics of interest to undergraduate students with some college experience from across the university will be offered periodically with a focus on expanding traditional course content to specific applications. Offerings will be determined by student interest, programmatic needs, and availability of teaching resources. Repeatable for credit - maximum six. Departmental option for letter grade. Depending on the specific topic to be addressed, prerequisites may be required. Pass/Fail grading. Offered Occasionally.

UWL 300 Cr.3-16

International Study Abroad

Resident study for an extended term at an approved university or other institution of higher education outside the United States. International 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 UWL Office of International Education & Engagement. Upon satisfactory completion of course work abroad, appropriate credits are entered upon the student's permanent record. Offered Fall, Winter, Spring, Summer.

UWL 399 Cr.1-3

Special Topics: Advanced

Topics of interest to undergraduate students with several years experience of college from across the university will be offered periodically with a focus on expanding traditional course content to specific applications. Offerings will be determined by student interest, programmatic needs, and availability of teaching resources. Repeatable for credit - maximum six. Departmental option for letter grade. Depending on the specific topic to be addressed, prerequisites may be required. Pass/Fail grading. Offered Occasionally.

UWL 499 Cr.1-3

Special Topics: Senior Advanced

Topics of interest to senior level undergraduate students across the university will be offered periodically with a focus on expanding traditional course content to specific applications. Offerings will be determined by student interest, programmatic needs, and availability of teaching resources. Repeatable for credit - maximum six. Departmental option for letter grade. Depending on the specific topic to be addressed, prerequisites may be required. Pass/Fail grading. Offered Occasionally.

Faculty and Staff

As of July 31, 2023, based on records provided by the UWL Human Resource Office. Academic staff includes 50% and above appointments.

The faculty and staff emeriti directory (<https://www.uwlax.edu/info/emeriti-directory/>) can be found on the UWL website.

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BS, St Cloud State University

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Dean's Office-CSH

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