UNIVERSITY OF WISCONSIN
LA CROSSE

2026-27
UNDERGRADUATE CATALOG

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Undergraduate Catalog

This catalog is a record of undergraduate programs, courses, policies, staff, and facilities as of July 2026. 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 are 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 will 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!
James M. Beeby
Chancellor

Student responsibilities and this catalog

Each department, school, and college within the university establishes specific requirements that students must fulfill to complete a degree program. These requirements address areas such as curriculum and coursework, majors and minors, and residency 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, you must become acquainted with university requirements and regulations, continue to keep information about them throughout your college career, and be responsible for the completion of all requirements.

In addition, the effective administration of the university requires the establishment of broad institutional policies, along with the regulations and procedures necessary to implement them. It is essential that you understand these policies and are familiar with the regulations and procedures that you are expected to follow. This catalog serves as the official curriculum guide throughout your academic career at UWL, provided you maintain continuous enrollment and complete the 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. If you add or change programs (majors, minors, certificates, etc.), you will follow the catalog requirements for the program at the time when you declare. 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 Universities of Wisconsin policies, or program quality. Curriculum changes are reflected in your advisement report/degree audit, 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. Some colleges may have additional catalog rules to follow such as requiring the primary major and the general education program to be the same catalog year.

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)**
- **Freedom of thought and expression (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. UWL is the No. 1 public regional university in Wisconsin, Minnesota, and Illinois — according to U.S. News & World Report's 2026 Best Colleges ranking. It has been ranked among the top public universities in the Midwest for more than two decades.

UWL's student body comes from all corners of the United States and from many countries around the world, bringing an array of social, cultural, and academic perspectives. UWL's retention rate is an outstanding 86%, and its six-year graduation rate is 71% — both well above national averages.

UWL offers more than 100 undergraduate academic programs in 30 disciplines, 30 graduate programs, and two doctoral programs. A 20:1 student-faculty ratio supports personalized instruction, with a median class size of just 25 students. Students learn directly from award-winning faculty and instructional staff, 86% of whom hold a doctoral or terminal degree.

The university is organized into three academic colleges and two schools: the College of Business Administration; the College of Science and Health; the 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/academics/) page. Descriptions of pre-professional programs can be found in the College of Science and Health section. Wisconsin teacher licensure information can be found in the School of Education section.

UWL's intercollegiate athletic teams, the Eagles, compete in 21 sports, predominately in the NCAA Division III. As of spring 2026, they have combined to win 81 national championships. 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 Track & Field Championships and has hosted the NCAA III National Track & Field Championships numerous times, including in spring 2026.

The campus lies in a residential neighborhood in 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 serves as a hub for education and culture in western Wisconsin, hosting an array of arts events, athletic competitions, regional and national conferences, and prominent guest speakers throughout the year. The university works closely with local businesses and organizations to create experiential learning opportunities that enrich student learning while strengthening the community. As a leading university in the health sciences, UWL maintains close partnerships with two area medical institutions — Emplify Health by Gundersen and Mayo Clinic Health System — collaborating on research initiatives, community outreach, and workforce development.

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, now called the Universities of Wisconsin, 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 Universities of Wisconsin 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 Civil Rights & Compliance (https://www.uwlax.edu/civil-rights-and-compliance/), 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 Civil Rights & Compliance (https://www.uwlax.edu/civil-rights-and-compliance/).

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/center/access/), 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 Universities of Wisconsin, UWL is also guided by the Universities of Wisconsin Mission Statement and the Core Mission of the University Cluster Institutions, which applies to all the comprehensive universities in the Universities of Wisconsin. 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 21 st 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 Universities of Wisconsin Mission

The mission of the Universities of Wisconsin 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 Universities of Wisconsin 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 Universities of Wisconsin 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 Universities of Wisconsin 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 will be determined as follows:

- A student who enrolls in a program that holds instruction primarily at a physical location on the UW-La Crosse campus (on-campus instruction) shall be considered located in the state of Wisconsin.
- A student enrolling in a program that offers instruction in a hybrid learning format will be considered located in Wisconsin.
- A student enrolling exclusively in distance education will be considered located at their current home address listed on their official application and/or acceptance into the program.

All students are prompted to update their address in the Student Information System (WINGS) each term. See SYS #100-09 (https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/professional-licensure-programs-determining-student-location/) for full Universities of Wisconsin policy.

Administration and Board of Regents

University of Wisconsin-La Crosse administration

Office of the Chancellor

- Chancellor – James M. Beeby
- Chief of Staff – Stacy Twite
- Director of Community Engagement – Lisa Klein

Division of Academic Affairs

- Provost & Vice Chancellor, Academic Affairs, Interim – Sandy Grunwald
- Associate Vice Chancellor, Academic Affairs, Interim – Tim McAndrews
- Assistant Vice Chancellor, Admissions & Recruitment – Corey Sjoquist
- 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 – Taggert Brooks
- Associate Dean – Timothy Dale

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

- Dean – Marie Moeller
- Associate Dean, Interim – Kathleen Hawkes

College of Science and Health

- Dean – Gubbi Sudhakaran
- Associate Dean – Robert Allen
- Associate Dean – Whitney George

School of Education

- Dean – Marcie Wycoff-Horn
- Associate Dean, Interim – vacant

Division of Student Affairs

- Vice Chancellor, Student Affairs, Interim – Stacy Narcotta-Welp
- Assistant Vice Chancellor & Dean of Students, Student Affairs – Kara Ostlund

Division of Access, Belonging, & Compliance

- Vice Chancellor, Access, Belonging, & Compliance – Stacy Narcotta-Welp
- Assistant Vice Chancellor, Access, Belonging, & Compliance – Nevin Heard
- Director of Title IX and Compliance – Sarah Jackson
- Director of the Center for Civil Dialogue and Civic Engagement, Interim – Caleb Colon-Rivera

Intercollegiate Athletics

- Director of Athletics – Kim Blum
- Deputy Director of Athletics/NCAA Compliance – Erin Hanson

Division of Administration and Finance

- Vice Chancellor, Administration and Finance – Stephanie Pope
- Associate Vice Chancellor, Budget and Personnel – Emily Roraff
- Controller, Business Services – Mark Haakenson
- Director, Facilities Management – Scott Brown
- 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 – Allison Ziegelman

Board of Regents of the University of Wisconsin System

The University of Wisconsin-La Crosse is governed by the University of Wisconsin System Board of Regents. The Board of Regents as of July 2026:

- Kyle M. Weatherly, President
- Ashok Rai, Vice President
- Angela Adams
- Amy B. Bogost
- Noah Fritz
- Haben Goitom
- Jim Kreuser
- Edmund Manydeeds III
- Timothy Nixon
- Tom Palzewicz
- Joan Prince
- Sara Rogers
- Linda Terwilliger
- Amy Traynor
- Jill Underly
- Karen Walsh

Universities of Wisconsin Administration

- Renée Wachter, President (Interim)
- Johannes Britz, Senior Vice President, Academic & Student Affairs
- Christopher Patton, Vice President, University Relations
- Julie Gordon, Vice President, Finance & 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 core 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 (https://www.uwlax.edu/records/dates-and-deadlines/)

Majors, Minors, and Other Programs

Below is the complete list of undergraduate and graduate programs at UW-La Crosse. Undergraduate programs can also be viewed by type (e.g., major, minor, certificate, etc.) on the undergraduate programs by type (p. 21) page. More details about graduate programs is in the graduate catalog (https://catalog.uwlax.edu/graduate/programrequirements/).

Select a particular college or school to navigate to the undergraduate programs relating to that particular college/school.

The list of pre-professional advising tracks (p. 21) can be found at the bottom of this page. Departmental honors are listed on the oncampus life (p. 65) page.

List is current as of July 2025.

UWL Colleges and Schools

- College of Business Administration (CBA) (p. 348)
- College of Arts, Social Sciences, and Humanities (CASSH) (p. 77)
  - School of Visual and Performing Arts (VPA) (p. 77)
- College of Science and Health (CSH) (p. 383)
- School of Education (SOE) (p. 622)

Alphabetical list of programs (not including pre-professional tracks)

Program	College / School	B.A.	B.S.	Minor	Certific (Under	Teacher Cert.	Graduate
Accountancy	CBA		√	√			
Adapted Physical Education	CSH					√ [2]	√ [2]
Addressing Inequity [3]	CASSH						
Adventure/ Outdoor Pursuits	CSH						√ [2]
Advocating for Equity [3]	CASSH						
Anthropology	CASSH			√			
Archaeological Studies	CASSH	√	√	√			
# Cultural Anthropology Emphasis	CASSH	√	√				
Art	VPA	√	√	√			
# Education	VPA		√			√	
Art History	VPA			√			
Art Therapy	VPA			√			
Artificial Intelligence Ethics	CASSH				√		
Associate of Arts Degree (A.A.)	all colleges						
Athletic Training	CSH					√	
Biochemistry w/ ASBMB Certification	CSH			√			
Biology	CSH			√	√		√
# Aquatic Science Concentration	CSH			√			√
# Biomedical Science Concentration	CSH			√			
# Cellular and Molecular Biology Concentration	CSH						√
# Conservation Biology Concentration	CSH			√			√
# Molecular Genetics and Cell Biology Concentration	CSH			√			
# Nurse Anesthesia Concentration	CSH						√
# Physiology Concentration	CSH						√
# Plant & Fungal Biology Concentration	CSH			√			
# Science Education	CSH			√		√	
# Zoology & Animal Physiology Concentration	CSH			√			
# Bachelor of Science in Biology & Doctor of Physical Therapy Accelerated Graduate Program	CSH			√			√
Broadfield Social Studies Education	CASSH			√		√	
# History Concentration	CASSH			√		√	
# Political Science Concentration	CASSH			√		√	
# Sociology Concentration	CASSH			√		√	
Business Administration	CBA				√ [4]		
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 [5]	CSH		√√				
Child and Youth Care	CASSH			√			
Chinese Studies	CASSH			√	√		
Clinical Exercise Physiology	CSH						√
Clinical Laboratory Science	CSH		√				
# Bachelor of Science in Clinical Lab Science & Master of Science in Clinical Microbiology Accelerated Graduate Program	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		√	√			
# Artificial Intelligence Emphasis	CSH		√	√			
# Computer Engineering Technology Emphasis	CSH		√				
# Cybersecurity Emphasis	CSH		√	√			
# Computer Programming	CSH				√		
# Database Modeling	CSH				√		
# Web Design	CSH				√		
# Web Developer	CSH				√		
# Bachelor of Science in Computer Science & Bachelor of Science in Engineering Dual Degree Program [4]	CSH		√√				
# Bachelor of Science in Computer Science & Master of Software Engineering Accelerated Graduate Program	CSH		√				√
# Bachelor of Science in Computer Science: Artificial Intelligence & Master of Software Engineering Accelerated Graduate Program	CSH		√				√

# Bachelor of Science in Computer Science: Cybersecurity & Master of Software Engineering Accelerated Graduate Program	CSH		√			√
Creative Writing	CASSH			√		
Criminal Justice	CASSH			√		
Criminology	CASSH	√	√			
Cybersecurity [8]	CASSH					√
Dance	VPA			√		
Data Science	CSH		√			√ [6, 8]
# Bachelor of Science in Data Science & Master of Science in Applied Statistics Accelerated Graduate Program	CSH		√			√
Digital Media Studies & Design	CASSH			√		
Digital Marketing	CBA					
# Digital Marketing Analytics	CBA					√ [8, 9]
# Digital Marketing Management	CBA					√ [8, 9]
Earth Science	CSH			√		
Economics (CBA)	CBA		√	√		
Economics (CASSH)	CASSH	√	√			
Education, teacher certification - see Teacher Education						
Engineering Physics	CSH		√			
English	CASSH					
# Education	CASSH		√		√	
# Education & Teaching English To Speakers of Other Languages	CASSH		√		√	
# Language and Literature	CASSH			√		
# Literary and Cultural Studies Emphasis	CASSH	√		√		
# Medical Professions Emphasis	CASSH	√	√			
# Writing & Rhetoric Studies Emphasis	CASSH	√				
Environmental Science	CSH					
# Environmental Biology Track	CSH		√			
# Environmental Chemistry Track	CSH		√			
# Environmental Geospatial Techniques Track	CSH		√			
# Environmental Microbiology Track	CSH		√			
Exercise and Sport Science	CSH					
# Coaching Competitive Athletics	CSH			√		
# Kinesiology Emphasis	CSH		√			
# Physical, Adapted, and School Health Education (PASHE)	CSH		√		√	
# Physical Education Teaching	CSH					√ [10]
# Sport Management Emphasis	CSH		√			
# Bachelor of Science in Exercise Science: Kinesiology & Master of Science in Athletic Training Accelerated Graduate Program	CSH		√			√

Finance	CBA		√				
# Personal Financial Planning Concentration	CBA		√				
# Risk, Insurance & Financial Planning Concentration	CBA		√				
Food and Nutrition Sciences	CSH		√				
French	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	CSH						√ [11]
# Geographic Information Science Concentration	CSH		√	√	√		
# Humans and the Environment Emphasis	CSH		√	√			
Geoarchaeology	CSH			√			
Gerontology	CASSH				√		
Health Coaching	CSH				√		
Healthcare Administration	CSH						√ [8]
# Nursing Home Administration	CSH						√ [8, 9]
Healthcare Management	CBA			√			
History	CASSH	√	√	√			
Hmong and Hmong-American Studies	CASSH				√		
Human Rights and Criminal Justice	CASSH					√	
Identifying Diversity [3]	CASSH						
Inclusive Recreation	CSH				√		
Information Systems	CBA		√	√			
Information Technology Management	CBA						√ [8]
# Enterprise Infrastructure	CBA						√ [8, 9]
# IT Leadership	CBA						√ [8, 9]
# IT Operations	CBA						√ [8, 9]
Intercultural Competence for Career Readiness	CASSH					√	
International Business	CBA		√	√			
International and Global Studies	CASSH			√			
Leadership Development	CASSH			√			
Legal Studies	CASSH			√			
Linguistics	CASSH			√			
Management	CBA		√				
Marketing	CBA		√				
Mathematical Biology	CSH			√			
Mathematics	CSH		√	√			
# Education	CSH		√			√	
# Bachelor of Science in Mathematics & Bachelor of Science in Engineering Dual Degree Program	CSH		√√ [5]				
Mathematics for Teachers	CSH			√			
Medical Dosimetry	CSH						√
Microbiology	CSH		√	√			√
# Clinical Microbiology Concentration	CSH						√
# Environmental Concentration	CSH		√				
# Medical Microbiology and Immunology Concentration	CSH		√			√	

# Environmental Microbiology	CSH				√		
# Food Microbiology	CSH				√		
Military Science	CASSH			√			
Music	VPA			√			
# Composition and Creation Emphasis	VPA	√	√				
# Education: Choral & General Music Education Emphasis	VPA		√			√	
# Education: Instrumental & General Music Education Emphasis	VPA		√			√	
# Jazz Performance Emphasis	VPA	√	√				
# Performance Emphasis	VPA	√	√				
Music Performance	VPA			√			
Neuroscience (Interdisciplinar	CASSH			√			
Nuclear Medicine Technology	CSH		√				
Nutrition	CSH			√			
Occupational Therapy	CSH						√
Outdoor, Recreation, Tourism and Event Management	CSH						
# Community-Based Recreation Emphasis	CSH		√				
# Generalist Emphasis	CSH		√				
# Outdoor Recreation Emphasis	CSH		√				
# Outdoor and Recreation Management	CSH			√ [12]			
# Tourism and Event Management Emphasis	CSH		√	√ [12]			

# Bachelor of Science in Outdoor, Recreation, Tourism & Event Management (four emphasis options) & Master of Science in Recreation Management Accelerated Graduate Program	CSH						
## Community-Based Recreation Emphasis	CSH		√				√
## Generalist Emphasis	CSH		√				√
## Outdoor Recreation Emphasis	CSH		√				√
## Tourism and Event Management Emphasis	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		√				
# Optics Emphasis	CSH		√				
# Science Education	CSH		√			√	
Political Science [13]	CASSH	√	√	√			
Professional & Technical Writing	CASSH			√	√		
Psychology	CASSH	√	√	√			
Public Administration	CASSH	√	√	√			
Public Health	CSH			√			

Public Health and Community Health Education	CSH		√				√ [8]	
Public History	CASSH				√			
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						√	
Recreation Management: Professional Development Emphasis	CSH					√ [8]		
Recreational Therapy	CSH		√				√	
# Bachelor of Science in Recreational Therapy & Master of Science in Recreational Therapy Accelerated Graduate Program	CSH		√				√	
Russian Studies	CASSH				√			
School Psychology	CASSH					√	√ [14]	
Science, Technology, and Society	CASSH				√			
Social Justice	CASSH			√				
Sociology	CASSH	√	√	√				
Society, Health, and Medicine (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	CASSH					√		
Spanish for Health Professions	CASSH					√		
Statistics	CSH			√	√			
# Actuarial Science Concentration	CSH			√				
# Bachelor of Science in Statistics & Master of Science in Applied Statistics Accelerated Graduate Program	CSH			√				√
Student Affairs Administration in Higher Education	CASSH							√ [15]
Student Affairs Administration and Leadership	CASSH							√ [8]
# Higher Education Leadership	CASSH							√ [8, 9]
Sustainability and Environmental Studies	CASSH				√			
Sustainable Business	CBA				√			
Teacher Education Programs, undergraduate:	SOE							

# Early Childhood Education (birth-grade 3) & Special 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	√ [16]		√						
# Grades K-12 Education	CASSH	√ [17]		√						
Teacher Education Programs, graduate:	SOE									
# Professional Teaching:	SOE									
## Director of Instruction (5010) Add-on Certification [8]	SOE			√	√					
## Experience-Based Learning Emphasis	SOE				√ [18]					
## Learner-Focused Instruction Emphasis	SOE				√ [18]					
## Educational Leadership (Principal 5051) Emphasis	SOE				√ [19]					
# Reading: [8]	SOE									
## Reading, non-certification	SOE				√					
## Reading Teacher (1316)	SOE				√ [20]			√		
## Reading Specialist (5017)	SOE				√ [21]			√		
## Reading Teacher (1316) and Reading Specialist (5017)	SOE				√			√		
# Special Education Certificate	SOE				√ [8, 9]			√		
Teaching English to Speakers of Other Languages	SOE			√ [22]	√ [22]			√ [22]		
Theatre Arts	VPA									
# Arts Administration Emphasis	VPA	√	√	√						
# Design/ Technical Emphasis	VPA	√	√	√						
# Multidisciplinary Studies Emphasis	VPA	√	√	√						
# Musical Theatre Emphasis	VPA	√	√							
# Performance Emphasis	VPA	√	√	√						
# Stage Management Emphasis	VPA	√	√	√						

1 Undergraduate certificates are open to degree-seeking undergraduate students only.
2 Emphasis available only with the M.S. ESS Phy Ed Teaching Program.
3 Undergraduate microcredential only. Open to degree-seeking, undergraduate students in the College of Administration Business only.
4 Open to non-CBA majors only.
5 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.
6 Graduate certificate also available.

[7] Concentration only. Open to all majors.
[8] Online program only.
[9] Graduate certificate only.
[10] Program includes emphasis options in Adapted Physical Education and Adventure/Outdoor Pursuits. Adapted Physical Education has an optional certification pathway.
[11] Graduate certificate open only to degree-seeking UWL graduate students.
[12] Minor-to-master's degree pathway available.
[13] All courses included in this major's requirements may be taken online.
[14] In-person and online options available.
[15] Hybrid/blended (in-person and online courses) and online programs available.
[16] Middle/high school education majors housed in the respective content department. Departments include: Biology, Chemistry, English, History, Mathematics and Statistics, and Sociology.
[17] 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).
[18] Hybrid (in-person/online) program only.
[19] Educational Leadership (Principal 5051) M.S.Ed. (hybrid) and certificate (online) options available.
[20] Reading Teacher (1316) M.S.Ed. and certificate options available.
[21] Reading Specialist (5017) M.S.Ed. and add-on certification options available.
[22] Undergraduate microcredential also available. Open to degree-seeking undergraduate students only.
[23] Graduate certificate only. Only completing the graduate certificate qualifies candidates for teacher certification in this area.

Pre-Professional Tracks:

Tracks are intended for advising purposes. Students must still select a primary major.

Pre-Professional track	College/School
Pre-Athletic Training	CSH
Pre-Chiropractic	CSH
Pre-Dentistry	CSH
Pre-Engineering	CSH
Pre-Genetic Counseling	CSH
Pre-Law	CASSH
Pre-Medicine	CSH
Pre-Occupational Therapy	CSH
Pre-Optometry	CSH
Pre-Pharmacy	CSH
Pre-Physical Therapy	CSH
Pre-Physician Assistant Studies	CSH
Pre-Veterinary	CSH

Undergraduate programs by type

Majors & overview

To view a combined list of all undergraduate and graduate programs at UWL, view the majors, minors, and other programs (p. 14) page.

Undergraduate degree-seeking students must select a major as their main course of study. Students may also complete major requirements for one or more additional majors, depending on the program and their individual situation. Select a college or school below to view the majors that belong to that college/school.

- College of Business Administration (CBA) (p. 348)
- College of Arts, Social Sciences, and Humanities (CASSH) (p. 77)
  - School of Visual and Performing Arts (VPA) (p. 77)
- College of Science and Health (CSH) (p. 383)
- School of Education (SOE) (p. 622)

Accelerated graduate programs

Accelerated Graduate Programs:

Accelerated graduate programs allow students to earn an undergraduate degree (Bachelor of Science) and graduate degree (either masters or doctorate) in a shorter period of time by counting certain required courses toward both degrees. The undergraduate portion of the accelerated graduate program is usually considered the undergraduate student's primary major.

- Biology (BS) & physical therapy (DPT) (p. 414)
- Clinical laboratory science (BS) & clinical microbiology (MS) (p. 438)
- Computer science (BS) & software engineering (MSE) (p. 461)
- Computer science: artificial intelligence (BS) & software engineering (MSE) (p. 465)
- Computer science: cybersecurity (BS) & software engineering (MSE) (p. 468)
- Data science (BS) & applied science (MS) (p. 532)
- Exercise sport science: kinesiology (BS) & athletic training (MS) (p. 484)
- Outdoor, recreation, tourism and event management: community-based recreation (BS) & recreation management (MS) (p. 605)
- Outdoor, recreation, tourism and event management: generalist (BS) & recreation management (MS) (p. 608)
- Outdoor, recreation, tourism and event management: outdoor recreation (BS) & recreation management (MS) (p. 610)
- Outdoor, recreation, tourism and event management: tourism/event management (BS) & recreation management (MS) (p. 613)
- Statistics (BS) & applied statistics (MS) (p. 535)
- Therapeutic recreation (BS) & therapeutic recreation (MS) (p. 615)

Minor-to-Master's Degree Pathways:

Minor-to-master pathways provide undergraduate students the opportunity to earn graduate credit that will count towards a graduate program at UWL, which saves them time in earning the graduate degree. Students opting to complete a minor-to-master's pathway must still select a primary undergraduate major.

- Outdoor and recreation management minor to Master of Science in recreation management (p. 620)
- Outdoor and recreation management minor to Master of Science in recreation management for recreational therapy majors (p. 620)
- Tourism and event management minor to Master of Science in recreation management (p. 621)

Dual degrees

Dual degree programs allow students to earn two Bachelor of Science degrees in a shorter period of time by counting certain required courses toward both degrees. The student completes about three years at UWL, transfers certain credits needed to the second school in the program, and finishes another two years at that school. The student

then transfers the courses taken from the other school back to UWL and earns a Bachelor of Science degree from each school if all requirements have been satisfied.

- Chemistry (BS) & engineering (BS) (p. 433)
- Computer science (BS) & engineering (BS) (p. 458)
- Mathematics (BS) & engineering (BS) (p. 530)
- Physics (BS) & engineering (BS) (p. 573)

Minors

A minor is a secondary area of study with fewer requirements than a major, but which cannot be completed without a major unless the student has already earned a baccalaureate degree. A minor's area of study may complement the major or simply be a subject the student finds interesting. Students may be required to complete one or more minors, depending on which college their primary major resides in. Students are also welcome to complete a minor even if it is not required, as long as the minor is open to students of that major.

- Accountancy minor (p. 352) (open to CBA majors only)
- Anthropology minor (p. 98)
- Archaeological studies minor (p. 97)
- Art minor (p. 109)
- Art history minor (p. 109)
- Art therapy minor (p. 110)
- Artificial intelligence minor (p. 472)
- Biology minor (p. 417)
- Business administration minor (p. 353) (open to non-CBA majors only)
- Business analytics minor (p. 370)
- Chemistry minor (p. 434)
- Child and youth care minor (p. 123)
- Chinese studies minor (p. 206)
- Coaching competitive athletics minor (p. 487)
- Communication studies minor: interpersonal communication emphasis (p. 150)
- Communication studies minor: media studies emphasis (p. 150)
- Communication studies minor: organizational and professional communication emphasis (p. 151)
- Communication studies minor: public communication and advocacy emphasis (p. 152)
- Communication, writing, and critical reasoning minor (p. 538)
- Computational science minor (p. 442)
- Computer science minor (p. 473)
- Creative writing minor (p. 180)
- Criminal justice minor (p. 268)
- Cybersecurity minor (p. 473)
- Dance minor (p. 345)
- Digital media studies and design minor (p. 152)
- Earth science minor (p. 513)
- Economics minor (p. 356)
- English language and literature minor (p. 181)
- French minor (p. 206)
- General science for teachers minor (p. 576) (open to ECE or EME majors only)
- Geography minor: geographic information science concentration (p. 514)
- Geography minor: humans and the environment emphasis (p. 514)
- Geoarchaeology minor (p. 514)
- Healthcare management minor (p. 378)
- History minor (p. 217)
- Inclusive recreation minor (p. 618) (open to all majors except recreational therapy majors)
- Information systems minor (p. 371)
- International business minor (p. 374)
- International and global studies minor (p. 218)
- Leadership development minor (p. 153)
- Legal studies minor (p. 269)
- Linguistics minor (p. 181)
- Literary and cultural studies minor (p. 183)
- Mathematical biology minor (p. 538)
- Mathematics minor (p. 539)
- Mathematics for teachers minor (p. 539) (open to ECE or EME majors only)
- Microbiology minor (p. 550)
- Military science minor (p. 221)
- Music minor (p. 247)
- Music performance minor (p. 247)
- Neuroscience interdisciplinary minor (p. 279)
- Nutrition minor (p. 491)
- Outdoor and recreation management minor (p. 619)
- Outdoor and recreation management minor for recreational therapy majors (p. 619) (open only to recreational therapy majors)
- Philosophy minor (p. 254)
- Photography minor (p. 110)
- Physics minor (p. 577)
- Physics minor with astronomy emphasis (p. 577)
- Political science minor (p. 270)
- Professional and technical writing minor (p. 183)
- Psychology minor (p. 280)
- Public administration minor (p. 270)
- Public health minor (p. 581)
- Race, gender, and sexuality studies minor (p. 289)
- Social justice minor (p. 290)
- Sociology minor (p. 305)
- Spanish minor (p. 206)
- Statistics minor (p. 539)
- Sustainability and environmental studies minor (p. 308)
- Sustainable business minor (p. 382) (open to CBA majors only)
- Teaching English to speakers of other languages minor (p. 655) (does not lead to teaching license)
- Theatre arts minor: arts administration emphasis (p. 346)
- Theatre arts minor: design/technical emphasis (p. 346)
- Theatre arts minor: multidisciplinary emphasis (p. 346)
- Theatre arts minor: performance emphasis (p. 347)
- Theatre arts minor: stage management emphasis (p. 347)
- Tourism and event management minor (p. 620)

Certificates

An undergraduate certificate at UWL is a secondary area of study with fewer requirements than either a major or a minor, but which cannot be completed without a major unless the student has already earned a baccalaureate degree. Students may be required to complete one or more certificates, depending on which college their primary major

resides in. Students are also welcome to complete a certificate even if it is not required, as long as the certificate is open to students of that major.

- Artificial intelligence certificate (p. 254)
- Chinese proficiency certificate (p. 207)
- Computer programming certificate (p. 473)
- Database modeling certificate (p. 474)
- Environmental microbiology certificate (p. 550)
- Food microbiology certificate (p. 550)
- French proficiency certificate (p. 207)
- Geography certificate: geographic information science concentration (p. 515)
- Gerontology certificate (p. 185)
- Health coaching certificate (p. 582)
- Hmong and Hmong-American studies certificate (p. 290)
- Human rights and criminal justice certificate (p. 305)
- Intercultural competence for career readiness certificate (p. 209)
- Medical microbiology and immunology certificate (p. 550)
- Professional and technical writing certificate (p. 184)
- Public history certificate (p. 217)
- Russian studies certificate (p. 208)
- Science, technology, and society certificate (p. 218)
- Society, health, and medicine certificate (p. 306) (*currently not accepting new students*)
- Spanish for business and organizations certificate (p. 208)
- Spanish for the health professions certificate (p. 208)
- Web design certificate (p. 474)
- Web developer certificate (p. 474)

Microcredentials

Microcredentials are optional programs smaller than a minor or certificate and narrower in focus.

Open to students in all colleges:

- Teaching English to speakers of other Languages (TESOL) microcredential (p. 656) (does not lead to teaching license)

Open to College of Business Administration (CBA) students:

- Addressing inequity microcredential (p. 306)
- Advocating for equity microcredential (p. 306)
- Identifying diversity microcredential (p. 307)

Pre-professional tracks

Pre-professional tracks are optional programs intended to help advise students in the common requirements for graduate professional programs. Pre-professional programs do not earn students a credential but instead help prepare them for graduate school. Students opting to declare a pre-professional track must still select a primary undergraduate major.

More information about the below pre-professional programs can be found on the university's pre-professional programs website (https://www.uwlax.edu/academics/pre-professional/).

- Pre-athletic training
- Pre-chiropractic
- Pre-dentistry
- Pre-engineering
- Pre-genetic counseling
- Pre-law
- Pre-medicine
- Pre-occupational therapy
- Pre-optometry
- Pre-pharmacy
- Pre-physical therapy
- Pre-physician assistant studies
- Pre-veterinary

Admissions - Undergraduate

Admissions office

Admissions Office (https://www.uwlax.edu/admissions/)
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

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 (https://www.uwlax.edu/admissions/explore/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 Universities of Wisconsin application (https://apply.wisconsin.edu/)
2. Non-refundable application fee
3. 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).
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, and/or recommendations.

The Wisconsin Guarantee

New freshman applicants from Wisconsin may be eligible for guaranteed admission to UW-La Crosse as a result of WI ACT 95. Students must apply during their senior year of high school (or final year of homeschool or online school).

Wisconsin residents qualify for this program by meeting one of the following criteria:

- Enrollment in a public, private, or tribal high school in Wisconsin with a class rank in the top 10% (upon completion of 11th grade).
- Enrollment in homeschool or virtual private school with an ACT score at or above the 90th percentile (nationally).
- Selection as a National Merit Scholarship finalist.

Participation requirements:

- Complete the Universities of Wisconsin application for admission.
- Meet admission requirements as outlined by the Board of Regents.
- Demonstrate successful completion of senior year coursework.
  - *Admission may be revoked due to deterioration of academic performance, misrepresentation of academic information, academic misconduct, or failure to receive a high school diploma.*

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/credit-by-exam-or-departmental-assessment/). 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. 41), see the academic polices section.

Mathematics and English placement

Placement into the appropriate level of English and mathematics courses is determined by using scores earned on the Universities 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 English placement policy (p. 39).

Admissions Policies: Transfer Students and Transfer Credits

Application procedures/requirements

The university will begin accepting transfer applications on August 1 for the summer and fall terms. Applications (https://apply.wisconsin.edu/) 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:

1. A completed Universities of Wisconsin 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 Universities of Wisconsin campus within one year of separation or withdrawal.
6. ACT/SAT scores (optional: ACT/SAT generally not considered if applicant has completed a minimum of 18 transferable credits).
7. If appropriate electronic copies of any materials are not available, official hard copies may be sent to the Admissions Office, UW-La Crosse, 2320 Student Union, 1725 State St., La Crosse, WI 54601.

Admission guidelines

All complete applications receive a comprehensive review. Applicants with at least a 2.25 cumulative grade point average in previous transferable college-level work completed since graduating high school will be considered stronger candidates for admission. Applicants with a cumulative grade point average between 2.00 and 2.24 will be considered for admission based on available space. 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 year students must earn at least 18 transferable semester credits after graduating high school 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. Other non-academic secondary factors may contribute to the strength of an application. These include qualities such as demonstrated leadership, extracurricular involvement, special talent, personal statement(s), and/or recommendations.

Admission to the university does not ensure 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.

Universities of Wisconsin guaranteed transfer admission

Universities of Wisconsin students who are admitted as a new first year student and intend to continue their undergraduate education at the University of Wisconsin-La Crosse will be guaranteed admission with junior standing provided they meet the following criteria:

1. Student must be admitted as a new first year student in an associate or bachelor's degree program at a UW university and be enrolled in that program at the time they submit a transfer application.
2. Students must complete 60 transferable credits with a minimum grade point average of 2.0 and be in good standing at the time of their application for transfer.
3. Students have three academic years from the time of enrolling in the associate or bachelor's degree program in which to complete the minimum credits required.
4. Transfer GPA's are calculated using UWL's standard method.
5. Students must submit a Universities of Wisconsin application, official college transcripts, and any supplemental documents that may be required for a complete application to the UWL Admissions office.

The Guaranteed Transfer Admission Program guarantees admission to the university only and not to the specific program or major.

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 March for those students admitted to the summer or fall semester and in October 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

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.

The University of Wisconsin-La Crosse has established a undergraduate credit for prior learning policy (p. 41) 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 Universities of Wisconsin 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 4.0 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 or to remove deficiencies must complete the Universities of Wisconsin application (https://apply.wisconsin.edu/) and submit one official transcript of all previous college work.

Information regarding undergraduate enrollment in graduate courses (p. 50) 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 Universities of Wisconsin 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. 70) section of the catalog.

School of Education

After receiving their bachelor's degree, some students decide to pursue certification as a teacher at the k-12 level. There are several different types of programs that can assist these students in earning licensure in various states; some of these programs offer both certification and a Master's degree. Some programs offer evening and weekend courses while others follow a more traditional, residential college program format. At this time, UW-La Crosse does not offer a pathway to post-baccalaureate initial teacher certification. Please consult the School of Education (https://www.uwlax.edu/soe/undergrad/certification-and-licensures/#tm-300126) for further information.

Admissions Policies: Re-Entry and Re-Admission

Re-entry

If a student 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 for a year or more, the student will be subject to the requirements of the catalog in effect upon return. If the student has been gone for one semester, the student remains under the "old" catalog. Students granted re-entry status who were on academic 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 beensuspended from UWL for scholastic #or other reasons, the student must first notify the College/School Dean's Office in writing of their intended major or program and then submit an onlineapplication#for re-admission. The notification should indicate the program(s) the student wishes to pursue, as well as a current phone number and email address.

Students academically suspended must follow catalog requirements in effect at the time of re-admission. Early application is encouraged to facilitate timely registration in courses needed. The appropriate Dean's Office 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

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

1. Submit a Universities of Wisconsin application (https://apply.wisconsin.edu/). Students apply as a "special non-degree" student. The application fee is not required.
2. Submit an official high school transcript and, if applicable, ACT/SAT scores. Official transcripts must be sent directly from the issuing institution(s) or through an electronic secure document sending services. 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. Submit completed forms for the applicable college credit program to the Admissions Office via email to admissions@uwlax.edu:
   a. Early College Credit Program and High School Special Agreement Form (https://uwhelp.wisconsin.edu/prepare-for-college/additional-credit-opportunities/wisconsins-early-college-credit-program/).
   b. Concurrent Enrollment Student Information Sheet (https://www.uwlax.edu/gel/ypc/concurrent-enrollment/student-application-process/#tm-205206).
4. UW Placement Test (p. 25) scores and AP Test (p. 42) scores (if applicable) must be submitted for math, world languages, English, computer science, some economics, and some science courses prior to registration.

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/)**
- **Veteran & Military Connection (https://www.uwlax.edu/veteran-and-military-connection/)**
- **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. 29)**
- **Student billing (electronic) & guest access (p. 29)**
- **How to pay (p. 29)**
- **Installment billing & late fee (p. 29)**
- **Segregated fees (p. 30)**
  - **Textbooks (p. 30)**
  - **Health service (p. 30)**
- **Residence halls (p. 30)**
- **UWL dining services (p. 30)**

Financial aid & scholarships

- **Eligibility requirements (p. 31)**
- **Application procedures (p. 31)**
- **Notification dates (p. 31)**
- **Financial aid programs (p. 30)**
- **Satisfactory academic progress policy (p. 31)**
- **Evaluation process (p. 31)**
- **Appeal process (p. 32)**
- **Additional information about financial aid (p. 32)**
- **Education abroad program cost and financial aid (p. 59)**
- **Scholarships (p. 32)**
- **The University of Wisconsin-La Crosse Foundation, Inc. (p. 32)**

Veteran & military benefits

- **Veteran educational benefits (p. 33)**
- **Priority registration for service members (p. 34)**

Expenses - Undergraduate

- **Tuition and fees (p. 29)**
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Tuition and fees

The university establishes a tuition and fee schedule for each academic year. The tuition and fees for each term are published by the Cashier's Office (https://www.uwlax.edu/cashiers/). 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/billing-and-payment/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. 62) 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

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- **Satisfactory academic progress (SAP) policy (p. 31)**
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Financial aid programs

There are many types of financial aid. These include federal and state grants, institutional and private scholarships, federal work-study, federal subsidized loans, federal unsubsidized loans, federal Parent PLUS loans, and private loans. Visit, information for students at Financial Aid (https://www.uwlax.edu/finaid/info/) to learn more about different aid programs.

Most financial aid programs are based on financial need. Financial need is determined using 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, most UWL scholarships, private scholarships, private loans, Federal Unsubsidized loans, and federal Parent PLUS loans.

Eligibility requirements

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 submit a FAFSA each year to be eligible for federal aid, most forms of state aid, and some scholarships.

Students must demonstrate satisfactory academic progress (p. 31) in order to receive aid. Several other federal and state requirements need to be met in order to receive financial aid. These include eligible U.S. citizenship status 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) for the relevant award year, which is available starting October 1 each year. File the FAFSA by February 1 for priority consideration, although applications are accepted throughout the academic year.

Students whose application is selected for verification by the United States Department of Education will be required to submit additional documentation to the Financial Aid Office.

Notification dates

Incoming first-year students and fall transfer students who submit their FAFSA by the February 1 priority deadline can expect to receive their financial aid offer around mid-February. Continuing students can usually expect to receive a financial aid offer starting in mid-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.

Satisfactory academic progress policy

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

1. **Grade Point Average (GPA):**
   All undergraduate students receiving financial aid must maintain a 2.0 UWL cumulative GPA, while graduate students receiving financial aid must maintain a UWL cumulative GPA of 3.0. Note that this GPA requirement is different from the Retention, Probation and Suspension requirements listed in the Undergraduate catalog. Students receiving financial aid must follow both. Transfer credits are not included in the UWL cumulative GPA calculation. Grades of W and P are not factored into this calculation once a cumulative GPA is established. Students enrolled in both undergraduate and graduate courses must meet the requirements of the degree seeking career, while students seeking a certificate will be required to follow the undergraduate GPA requirements.
2. **Pace (67% Rule):**
   All full-time and part-time undergraduate and graduate students at UW-La Crosse who receive financial aid must stay on pace to graduate on time. Pace is calculated by dividing the cumulative number of credits a student successfully completed by the cumulative number of credits they have attempted. (See note regarding completed and attempted credits). When this calculation falls below 67%, a student is no longer on pace to graduate on time. Transfer credits that count toward a student's program are considered within this calculation as credits attempted and credits earned.
3. **Maximum Time Frame (150% Rule):**
   An eligible undergraduate, graduate, or second degree seeking student can receive Federal financial aid while attempting up to, but not exceeding, 150% of the published normal completion length of the student's program, regardless of enrollment status. For example, a student seeking a degree which requires 120 credit hours could receive financial aid while attempting 180 credit hours (120 X 150% = 180). Credits transferred to UW-La Crosse, and any credits attempted at UWL, with or without the benefit of student financial aid, must be taken into consideration. Financial aid will be suspended when our office determines that a student cannot mathematically complete their degree within this time frame.

SAP evaluation process

These components are evaluated every enrollment 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 enrollment 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.

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.
- 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 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. 39).
- 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/academics/department/exercise-and-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

- Enrollment Period: fall semester, spring semester, summer session (if attended).
- Warning Status: assigned to one payment period, to a student who fails to make SAP after any enrollment period.
- Suspension: assigned to a student who fails to meet SAP in the enrollment period after being placed on Warning Status. Student must complete the appeal process to reinstate financial aid eligibility.
- Probation Status: assigned for one enrollment 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 enrollment period.

SAP 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 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.

If the appeal is approved, the student is placed on an academic plan status. If the student is not 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.

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.
- 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.
- Students considering education abroad opportunities (p. 59) 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.

Scholarships

Many scholarships and awards have been established by alumni, faculty and staff, parents, students, businesses, and organizations. Recipients are selected by scholarship committees on the basis of an application, grade point average, and other materials as deemed appropriate by departmental committees. Scholarships are presented to students whose qualifications best fit the stipulations of the donor. Amounts may 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.

UWL Foundation scholarship applications are available to currently enrolled students or admitted incoming students through the UWL Alumni & Friends Foundation (https://www.uwlax.edu/foundation/).[1] All applications (unless otherwise indicated) must be submitted to the UWL Foundation Office. The deadline for these applications

is announced each year. Scholarships and awards are typically announced during the last week in April. For additional information, visit the It Make$ Cents UWL Foundation scholarships (https://www.uwlax.edu/foundation/impact/scholarships-and-fellowships/) page or call 608.785.8760.

Students interested in private scholarships may also learn about and apply for them by visiting It Make$ Cents (https://www.uwlax.edu/scholarships/).

Other scholarships include:

- **Wisconsin Academic Excellence Scholarship** - 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.
- **Merit-Based Scholarships** - all incoming freshman are considered for UWL merit scholarships (https://www.uwlax.edu/admissions/afford/scholarships/#tm-12381) by the Admissions Office.

[1] The UWL Alumni & Friends 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 & Military Benefits - Undergraduate

The university is fully approved for the education of current military service members, veterans, and dependents of military service members under both federal and state programs. New students who qualify for benefits should contact Veteran and Military Connection (https://www.uwlax.edu/veteran-and-military-connection/) before or during registration. After this initial contact, registered students should keep the Veteran and Military Connection office apprised of their status and needs each semester.

Students must submit a Certificate of Eligibility for federal education benefits to the Veteran and Military Connection office and complete a certification request form (https://www.uwlax.edu/veteran-and-military-connection/certification-request/) (cert request) before the Veterans Services 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 Services Coordinators (https://www.uwlax.edu/veteran-and-military-connection/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 with the Veterans and Military Connection (https://www.uwlax.edu/veteran-and-military-connection/) and the Office of Records and Registration (https://www.uwlax.edu/records/student-pathways/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 Services 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 polices 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. 36)**
- **Summary table of standings and GPAs (p. 36)**
- **Committee on Academic Policies and Standards (CAPS) (p. 37)**

Academic forgiveness

- **Academic forgiveness policy (p. 37)**

Academic records/FERPA

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Course information

- **Course repeat policies (p. 39)**
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- **Course numbering (p. 40)**
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Credit for prior learning policy

- **Credit by transfer (p. 41)**
- **Retroactive credit (p. 42)**
- **Credit by national/international exam (p. 42)**
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- **Additional limitations and exceptions (p. 44)**
- **Transcription of credit for prior learning (p. 44)**

Fees

- **Fee information can be found in expenses (p. 29).**

Grading system, grading policies, and final exams

- **University grading system (p. 44)**
- **Pass/fail policy (p. 45)**
- **Final exams (p. 45)**
- **Incomplete (I) grade (p. 46)**
- **Change of final grade (p. 46)**
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Graduation/commencement

- **Undergraduate resident requirement (p. 47)**
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- **Graduation fee (p. 47)**
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Registration and scheduling

- **Registration process (p. 48)**
- **Schedule changes after semester begins (p. 48) (drop/add/ change of schedule policy)**
- **Class drops at an instructor's discretion (p. 48)**
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- **Student credit load (p. 49)**
- **Student classifications (p. 49)**
- **Class start policy (p. 49)**
- **Class attendance (p. 49)**
- **Audit policy (p. 50)**
- **Changing major, minor, program, college, or school (p. 50)**
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- **Student disciplinary procedures (p. 51)**
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Withdrawal

- **Individual class withdrawal/drop (p. 51)**
- **Withdrawal from UWL (p. 51)**
- **Medical withdrawal (p. 52)**
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Academic Eligibility - Undergraduate

- **Academic standing and progress policy (p. 36)**
- **Summary table of standings and GPAs (p. 36)**
- **Committee on Academic Policies and Standards (CAPS) (p. 37)**

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 may appeal for immediate re-admission. Letters of appeal should be submitted to the college/school dean's office of the student's intended major or program. Students should consult the re-admission policy if they do not appeal. Upon re-admission to UWL, students have 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 University of Wisconsin institution. A student planning to enroll at another institution and transfer those courses back to UWL should discuss their plans with the college/school dean's office of their intended major or program.

Summary table

Good Standing	Warning	Probation	Suspension
Cumulative and semester GPAs ≥ 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. A student wishing to appeal their suspension may do so through the college/school dean's office of their intended major or program. If permission to return is granted, the student may return on probation. If the appeal is denied, the student has the right to appeal to the Committee on Academic Policies & Standards (CAPS).
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 Forgiveness Policy - Undergraduate

Academic forgiveness is the removal of a term of previously completed coursework from a student's calculated grade point averages.

Students who have been separated from the University of Wisconsin–La Crosse (UWL) for four or more years and who have experienced academic challenges affecting their grade point average may wish to seek academic forgiveness as a means of restarting their academic career. The purpose of this policy is to provide an option for undergraduate students to seek forgiveness for one term of past academic coursework, after a time of separation from UWL.

Students seeking academic forgiveness are responsible for ensuring their eligibility, initiating the process by filling out an Application for Academic Forgiveness, and understanding the impact that this policy may have on their academic record.

Eligibility criteria

To be considered for academic forgiveness, a student must be a former undergraduate student who attended UWL for one or more terms and who:

- has been separated from UWL (non-enrolled) for four consecutive calendar years or more,
- has not already earned an undergraduate baccalaureate degree from UWL or another accredited institution,
- has applied to re-enroll at UWL, or has already re-enrolled at UWL following the designated separation,
- has submitted an Application for Academic Forgiveness within one academic year of a return to UWL, and
- is free from unresolved holds placed on enrollment by any UWL office or department.

Applicability and transcription

Upon approval of a request, academic forgiveness is applied to all classes within the identified term, regardless of the number of credit hours in the term. Forgiveness is not applicable to individual classes. All courses taken and grades earned during the term of academic forgiveness remain on the student's official transcript. The transcript is notated that the courses have been removed from the calculation of the GPA.

Limitations and rules

1. The term requested for academic forgiveness must apply to the individual's previous academic enrollment prior to re-entry.
2. Academic forgiveness can only be approved one time.
3. Academic forgiveness is irreversible and final.
4. Tuition refunds are not considered for an academic forgiveness term.
5. The academic credits earned during the forgiveness term will not count toward the number of credits required for graduation.
6. Courses used to satisfy a previously earned degree or program (e.g., Bachelor's degree, Associate degree, certificate, etc.) at UWL cannot be forgiven.
7. Any previously earned degree or program GPA is recorded at the time the degree or program is awarded. This degree or program GPA will not be impacted by academic forgiveness.
8. General Education Program requirements previously satisfied by courses taken during an approved forgiveness term are no longer satisfied after the term has been forgiven and not eligible to be waived.
9. Any courses in the forgiveness term that previously satisfied departmental major/minor requirements should be reviewed by the corresponding department with the student at the time of forgiveness application. The department will decide if a previously completed course may count as fulfilling the requirement in question. The acceptance of previously completed major/minor requirements impacted by the forgiveness term is not guaranteed. Forgiven credits used in these requirements will not count toward the credits required for graduation.
10. A successfully completed prerequisite course impacted by academic forgiveness (i.e., during the term forgiveness is requested) must be approved for substitution or the prerequisite waived by the department that set the requirement.
11. Major or program exit requirements (e.g., student teaching, culminating major/program field experience, internship, clinical, etc.) may not be eligible for forgiveness consideration depending on department/program policies.
12. Other universities and educational institutions may interpret transcripts and earned grade point averages differently. They may recalculate the grade point average to include all courses and terms of earned credit.
13. To be considered for academic forgiveness, students must contact the Dean's Office of the program they intend to pursue. The Committee on Academic Policies and Standards (CAPS) will approve all academic forgiveness requests. Any requests involving academic dishonesty may require an oral as well as written presentation before CAPS.

Financial aid

The financial aid Satisfactory Academic Progress (SAP) Policy (https://catalog.uwlax.edu/undergraduate/expensesfinancialaid/financialaid/#satisfactory-academic-progress-policy) is not impacted by receiving academic forgiveness. All coursework attempted will be included in evaluating a student's SAP for financial aid purposes. Students placed on financial aid suspension as a result of not meeting SAP prior to academic forgiveness will continue to remain on financial aid suspension. However, students have the opportunity to appeal their SAP standing. Eligibility for specific academic scholarships is determined by the requirements of each academic scholarship program, including how GPA eligibility decisions are determined. Contact the Financial Aid Office prior to submitting an Application for Academic Forgiveness to better understand any impact on financial aid and the SAP appeals process.

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/records/transcript-requests/#tm-17302)** 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
- 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 and Outlook search.
- 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.

Release of records for deceased student

FERPA rights no longer apply after a student is deceased, and releasing student records becomes a matter of institutional policy. UWL releases records to a direct family member after verifying through appropriate documentation and evidence that the student is deceased and that the person making the request is a family member of the deceased.

Course Information - Undergraduate

- **Course repeat policies (p. 39)**
- **Remedial math placement policy (p. 39)**
- **English placement policy (p. 39)**
- **Cross-listed courses policy (p. 40)**
- **Course numbering policy (p. 40)**
- **Course prerequisites (p. 40)**
- **Course modes of instruction (p. 40)**
- **Curriculum requirements (p. 40)**
- **Undergraduate Curriculum Committee (p. 40)**
- **List of course prefixes (p. 40)**

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. When a UWL course is repeated at UWL, 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 UWL course taken as a "repeat," the original grade earned will remain in the UWL cumulative grade point average calculation.

A student may choose to repeat a UWL course at another institution, including when the original grade earned is a "C" or better. The original UWL attempt and grade earned will remain on the permanent academic record. The transfer repeat course will not be used in the UWL resident GPA or count toward the UWL academic standing for that term. In addition, courses deemed equivalent through transfer can only count once toward credits earned and combined cumulative GPA.

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. 39) for information on repeating a course to improve one's grade.

Remedial math placement policy

The Universities of Wisconsin 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 math continue to be successful college students.

Placement and registration in MTH 150 College Algebra (4 cr.) and higher are determined by using the scores earned on the Wisconsin Regional Placement Exams (WRPT). Students who wish to take MTH 150 or higher level math classes, who do not earn an appropriate placement test score in the WRPT math exam will be required to enroll in MTH 051 Intermediate Algebra (2 cr.). A grade of "C" or better is required in MTH 051, before enrolling in MTH 150. MTH 051 is a remedial course, which does not count towards graduation. A grade of "F" earned in MTH 051 counts as credits attempted and is averaged into the UWL cumulative GPA (higher grades earned in MTH 051 do not count in the GPA). Students required to take MTH 051 should complete the requirement prior to earning 60 degree credits. Placement exam results are not required to enroll in some mathematics courses. Students are encouraged to consult with an academic advisor before taking a math course.

English placement policy

Placement and registration in ENG 100 College Writing I (3 cr.) and ENG 110 College Writing II (3 cr.) is determined by using the scores earned on the Wisconsin Regional Placement Exams (WRPT).

Passing ENG 100 with a "D" or better is a prerequisite to enrollment in ENG 110. ENG 100 should be taken within the first 30 credits. ENG 110 may be used to satisfy the Written Literacy subcategory in UWL's Core General Education Requirements, is required

for some upper-level English courses and courses in other programs, and should be taken within the first 60 credits.

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. 70) 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**/**Blended**: 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 Core General Education Requirements (p. 72), the applicable college/school requirements, and university degree requirements (p. 70) 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
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
CRIM: Criminology
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 (Collaborative)
DSC: Data Science
ECE: Early Childhood Education
ECO: Economics
EDS: Education Studies
EDU: Education Learning Community

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
FNS: Food and Nutrition Sciences
FRE: French
FYS: First-Year Seminar
GCL: Global Cultures and Languages
GEO: Geography
GER: German
GRC: Graduate Registration Continuation
HCA: Healthcare Administration
HCK: Hoocąk (Ho-Chunk)
HED: Health Education
HIS: History
HMG: Hmong
HP: Health Professions
HPR: Health, Physical Education, & Recreation
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
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

(See graduate catalog (https://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 Core General Education Requirements (CGER). 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 Universities of Wisconsin 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 CGER 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.

Core general education waiver policy

Students who have completed the following may transfer to UWL as having satisfied CGER:

- 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 Universities of Wisconsin 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, 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 Universities of Wisconsin 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 CGER (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 as student has 40 quarter credits (40 x 0.666 = 26.64), the student will receive 27 semester credits.

Transfer resources and articulation agreements

The Universities of Wisconsin 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 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. 185) and mathematics (p. 517) 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 Universities of Wisconsin 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 through their website (https://apcentral.collegeboard.org/) 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/Registrar/Transcript-Requests/).

Credit for military training and service is guided by WI Act 59 of 2017 and WI Act 147 of 2019. Students are strongly encouraged to consult with Admissions or their dean's office for applicability of awarded credits to their program and the UWL office of Veteran & Military Connection 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 Wis. Stat. § 36.31(4)(am), 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 Wis. Stat. § 36.31(4)(bm), 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. 47) 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-University of Wisconsin institution should contact that institution for their policies regarding granting credit for prior learning.

Transfer credit appeals

Students have the right to appeal their transfer credit decisions. If a student believes an error has been made or that a more appropriate equivalent course exists for one or more of their credits, the student may initiate an appeal by first contacting the Admissions Office at admissions@uwlax.edu. The student should indicate the course(s) for which a review is being requested and attach a syllabus or course outcomes statement for each course from the previous institution.

Faculty determinations of course equivalencies are final. Reviews are based on the level, comparability, and applicability of coursework. In the event that changes are made to the student's transfer credit report, the student should work with their academic advisor to determine whether changes to the student's plan of study are warranted.

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/finaid/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 2026 and will be reviewed on a 3-5 year basis.

Grading System, Grading Policies, and Final Exams - Undergraduate

- **University grading system (p. 44)**
- **Pass/fail policy (p. 45)**
- **Final exams policy (p. 45)**
- **Incomplete (I) grade policy (p. 46)**
- **Change of final grade policy (p. 46)**
- **Appeal of final grade policy (p. 46)**
- **Report of final grades policy (p. 46)**
- **Deans' Lists policy (p. 47)**
- **Chancellor's Award for Academic Distinction policy (p. 47)**

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; not averaged into GPA)
U	unsatisfactory / 0 (not counted as credits attempted)
P[2]	pass / 0 (counted as credits earned; not averaged into GPA)
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. 37) 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. Grade appeals for final grades must involve one or more of the following factors:

1. An error was made in grade computation.
2. The grade was based on factors contrary to those stated in the course syllabus or reasonable interpretation of it.
3. The grade includes a penalty for actions involving the freedom of written or spoken classroom expression.
4. The grade involved a breach of federal or state constitutional protections, laws, Universities of Wisconsin or UW-La Crosse policies.

Preliminary procedures

1. The student must attempt an informal resolution with the instructor no later than the 10th working day of the next regular semester (Fall/Spring). The instructor may require a written request from the student.
2. If the informal process with the instructor does not resolve the issue, the student should communicate, using their UWL email, with the Department Chair within five working days. The Chair may either attempt informal resolution of the problem or inform the student in writing of formal grievance policies within five working days. Communications from this point forward should use all parties' UWL email accounts.

Formal procedures

If the Chair decides an informal resolution is inappropriate or unattainable, formal procedures will be followed. Complete details on formal procedures are posted on the Records & Registration website.

Conditions

- At all review levels, the burden of proof is the student's responsibility.
- The term "working days" refers to days when classes are scheduled.
- Petitions must be individually filed.

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.

Chancellor's Award for Academic Distinction

At the conclusion of each semester, after grades have been recorded, the Chancellor awards Academic Distinction, which is reflected on the official transcript.

Below are the criteria for this distinction, which is awarded following the fall and spring semesters only:

- complete 12 or more credits during the semester
- earn a resident semester GPA of 4.0 for the current semester
- have no outstanding Incomplete grades
- earn a combined cumulative GPA of 3.8 or higher

Graduation/Commencement - Undergraduate

- **Undergraduate residence requirement policy (p. 47)**
- **Four-year graduation agreement policy (p. 47)**
- **Graduation fee (p. 47)**
- **Submit an intent to graduate (p. 47)**
- **Commencement participation (p. 47)**
- **Commencement honors policy (p. 47)**
- **Graduation honors policy (p. 47)**
- **Diplomas (p. 48)**

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 "Submit Intent to Graduate." 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 30 semester credits in residence at UWL prior to the beginning date of the term in which the student intends to graduate and 15 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 30 semester credits in residence for a baccalaureate degree and 15 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.

Diplomas

Official diplomas in electronic format are available to download and share 3-5 weeks after final grades are submitted for the term of graduation. Diplomas are emailed to the student's personal email address on file. If no personal address is on file, it will be send to the student's UWL email. To ensure continued access to their electronic diploma after leaving UWL, students should login to their account with Parchment (https://www.parchment.com/), UWL's digital credentialing partner, and update their account to an active, non-UWL email address.

Paper diplomas are mailed approximately six weeks after final grades are submitted for the term 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. 48)**
- **Schedule changes (p. 48)** (drop/add/change of schedule policy)
- **Class drops at an instructor's discretion policy (p. 48)**
- Class drops after the change of schedule period: see the **individual class withdrawal policy (p. 51)** in the university's withdrawal policies.
- **Student credit load policy (p. 49)**
- **Student classifications (p. 49)**
- **Class start policy (p. 49)**
- **Class attendance policy (p. 49)**
- **Changing major, minor, program, college, or school (p. 50)**
- **Undergraduate enrollment in graduate courses policy (p. 50)**
- **Audit policy (p. 50)**

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. 48) 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. 39) and graduate (https://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. 51) 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 "drop/add/change of schedule" period for the class should complete a drop/add form and submit it to the Office of Records and Registration by the end of the class' 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.

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 Disability Resource 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 a faculty-led artistic performance; or
3. participation in an authorized extra-curricular activity such as a university athletic event; or
4. active military service (p. 52); or
5. accommodation of students' religious beliefs (p. 10); or
6. bereavement (such as the death of a close family member); or
7. 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 seven categories. Instructors have discretion regarding requests for absences that do not fall under one of the approved seven 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 enrolled in an accelerated graduate degree or minor-to-master's program, or who have senior status (at least 90 credits) and at least a 3.00 cumulative grade point average, may enroll in a maximum of nine graduate credits. Approval must be granted by the graduate program, since some graduate classes are limited to students admitted to the program and are not available for undergraduate enrollment.

Graduate level credits may be used to satisfy requirements for a bachelor's degree if the student is enrolled in an accelerated graduate degree or minor-to-master's program, or if approved by the chair of the student's major department. The chair's approval should be communicated to the student's college office to apply graduate credits towards the bachelor's degree outside of an accelerated graduate degree or minor-to-master's program.

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 using the Universities of Wisconsin online application (https://apply.wisconsin.edu/) prior to registering for a graduate course. Undergraduate tuition and fees are charged. Students in accelerated graduate degree programs must complete the regular graduate program application process and pay graduate tuition fees after completing nine graduate credits. Students are expected to purchase texts for graduate courses.

Exceptions to these requirements must be approved by the Graduate Council.

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 Universities of Wisconsin believe that academic honesty and integrity are fundamental to the mission of higher education and of the Universities of Wisconsin. 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 Universities of Wisconsin 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 Universities of Wisconsin 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. 51)**
- **Withdrawal from UWL policy (p. 51)**
- **Medical withdrawal policy (p. 52)**
- **Military withdrawal and leave of absence policy (p. 52)**

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. 48) for details on the add/drop/change of schedule period.) Classes shorter than the full term length offered during a semester or during an intersession have withdrawal time limits established on a basis prorated to withdrawal dates for a full semester class.

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. In rare and extenuating circumstances, retroactive withdrawal requests may be granted by the dean's office of the student, and documented rationale is recorded in the student record. See the Withdrawal from UWL Policy (p. 51) for other exceptions.

Undergraduate students may withdraw from an undergraduate class (100-400 level) by dropping the class through their student portal on or before the deadline. After the add/drop/change of schedule period, instructors will be notified of drops where the student receives a withdrawal grade.

Graduate students and undergraduate students intending to drop a graduate level course (500-level or higher) must first obtain either the advisor's or the instructor's permission to withdraw after the drop/add/change of schedule period has ended and then complete the drop on or before the deadline.

If this is the student's only enrolled course and they are not pre-registered for any other classes, they are considered to be withdrawing from the university and must follow the university's withdrawal procedures. See the Withdrawal from UWL Policy (p. 51).

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/advocacy-empowerment/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/tuition-and-billing/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. 52) 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

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. 37) (CAPS) or Graduate Council (http://catalog.uwlax.edu/graduate/academicpolicies/academiceligibility/#graduate-council). A decision by CAPS or Graduate Council is final.

Military withdrawal and leave of absence policy

An enrolled student who is a member of the Armed Forces (including reserve components), receives orders, and is called to duty may elect a military withdrawal or take a military leave of absence from their covered education. Covered education means a course paid for with educational assistance furnished under a law administered by the Secretary (38 U.S.C. §3691A(c)). Furthermore, a currently enrolled student who is the immediate family member of a service member called to duty may elect to take a military leave of absence. Eligible students should contact the Veteran & Military Connection (uwlveted@uwlax.edu), 223 Graff Main Hall, and Student Life Office (studentlife@uwlax.edu), 149 Graff Main Hall, for assistance with the following policies and procedures.

Military withdrawal

An enrolled student who is a member of the Armed Forces may initiate a military withdrawal from all enrolled courses for a term due to military orders if the student does not intend to complete the course work. A military withdrawal may happen immediately prior to or after an academic term begins in which the student is enrolled. A student should request a military withdrawal prior to departure or within four weeks of their return from duty.

An Emergency Withdrawal Passing grade of "EP," incomplete ("I") grades, or normal letter grades will be recorded for each course, depending on dates and the option selected. Refunds will be calculated based on the option selected.

Students who withdraw from the university due to military orders are guaranteed re-entry to the university.

More information, including refund and other procedural details, can be found in the university's full Military Withdrawal and Leave of Absence Policy (https://www.uwlax.edu/records/student-pathways/veteran-students/#tm-17614).

Military leave of absence

A military leave of absence is a period of time the student must be absent from class due to military orders or other legitimate military obligations. A military leave of absence start and end dates are determined by the military period of service. Both members of the Armed Forces and immediate family members of military members are eligible to take a military leave of absence.

If the military leave of absence occurs within a term, the student may still be able to complete the work of the course upon their return. For situations where the student is unable to make up the work by the end of the term, students who are military members may elect to withdraw from

the university or individual courses following the Military Withdrawal Policy and procedures or take an incomplete ("I") in their course(s). Students who are immediate family members of military members who elect to withdraw should refer to the Withdrawal from UWL Policy (https://catalog.uwlax.edu/undergraduate/academicpolicies/withdrawal/#withdrawal-university) or the Individual Class Withdrawal Policy (https://catalog.uwlax.edu/undergraduate/academicpolicies/withdrawal/), and are subject to the rules and deadlines of those policies.

More information, including refund and other procedural details, can be found in the university's full Military Withdrawal and Leave of Absence Policy (https://www.uwlax.edu/records/student-pathways/veteran-students/#tm-17614).

Additional policy information

Military students and their immediate family members currently enrolled at UWL shall not be penalized for medical appointments at a VA facility and other legitimate and unavoidable military obligations, determined by the UWL Veteran Services staff, that are not required by orders. Unavoidable absences outside of military orders are not to exceed ten percent of instruction hours unless given special permission by the instructor to exceed ten percent. Students are not relieved from completing missed assignments or work.

For students who have completed enough work during the impacted term to receive permanent/final passing grades, those will be submitted, recorded and calculated into the GPA according to standard procedures.

Students may elect a combination of withdrawing from individual courses, taking an incomplete, accepting the final earned grade, and/or returning to complete coursework within the term, depending on their particular situation. Tuition and fees apply accordingly.

Related US Code and Veterans Administration regulations

1. 38 USC § 3691A
2. 38 CFR § 21.7576(e)(1)(ii)

(https://www.uwlax.edu/records/student-pathways/veteran-students/#tm-17614)**Military withdrawal or leave of absence procedures**

For complete procedural information, please see our Records and Registration website (https://www.uwlax.edu/records/student-pathways/veteran-students/).

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 Environmental 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 250 Management Internship, MGT 450 Advanced Management Internship, MGT 452 College of Business Administration International Internship
- Marketing - MKT 250 Marketing Internship, MKT 450 Advanced Marketing Internship
- Microbiology - MIC 450 Internship in Microbiology
- Physics - PHY 450 Physics and Engineering 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, CRIM 450 Internship in Criminology or 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. 55)**
- **Academic Advising Center (p. 55)**
- **Campus safety and parking (p. 56)**
- **Career Services (p. 56)**
- **Center for Civil Dialogue and Civic Engagement (p. 56)**
- **Child Center (p. 57)**
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  - **International Student & Scholar Services (p. 58)**
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- **La Crosse Exercise and Health Program (LEHP) (p. 59)**
- **La Crosse Medical Health Science Consortium, Inc. (p. 60)**
- **Legal Aid Service (p. 60)**
- **McNair Scholars Program (p. 60)**
- **Murphy Library (p. 60)**
- **Mississippi Valley Archaeology Center (MVAC) (p. 61)**
- **Multicultural Student Services (p. 61)**
- **New Student and Family Programs (p. 61)**
- **Records and Registration (p. 61)**
- **Residence Life (p. 62)**
- **River Studies Center (p. 62)**
- **Small Business Development Center (SBDC) (p. 62)**
- **Student Health Center (p. 62)**
- **Student Life (p. 63)**
  - **Violence Prevention (p. 63)**
  - **Wellness and Health Advocacy (p. 63)**
- **TRIO Student Support Services (p. 63)**
- **Tutoring services (p. 63)**
  - **The Murphy Learning Center (p. 64)**
- **Undergraduate Research and Creativity Program (p. 64)**
- **University Bookstore and Textbook Rental (p. 64)**
- **UW Credit Union (p. 64)**
- **Veterans & Military Connection (p. 65)**

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 degree audit issues and verify the completion of all requirements for graduation.

UWL provides an electronic degree audit that identifies requirements that have been completed and those that remain for each student. Using the degree audit 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 degree audit 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. A link to the degree audit is available in the student's online WINGS Student Center. Questions about how courses apply in the degree audit should be directed to the student's college/school Academic Services Director.

Academic Advising Center

Academic Advising Center (https://www.uwlax.edu/aaccs/)
1209 Centennial Hall
608.785.6950
advising@uwlax.edu

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, degree audits, Core 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.

Campus safety and parking

University Police Department (https://www.uwlax.edu/police/)
605 17th St. N.
608.789.9000
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 (https://www.uwlax.edu/parking/)
605 17th St. N.
608.785.8061
parking@uwlax.edu

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. Hourly parking is available in the commuter lots via the Passport parking app. We utilize license plate recognition (LPR) technology so your license plate is your permit.

Career Services

Career Services (https://www.uwlax.edu/aaccs/)
1209 Centennial Hall
608.785.8514
career@uwlax.edu

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. 54) for a list of the departments.

Center for Civil Dialogue and Civic Engagement

Center for Civil Dialogue & Civic Engagement (https://www.uwlax.edu/center-for-civil-dialogue-and-civic-engagement/)
1120 Centennial Hall
608.785.5094

The Center for Civil Dialogue and Civic Engagement (CDCE) at UWL is dedicated to advocating for students and empowering them to use their voices in ways that foster positive change. We focus on creating a campus environment where belonging is prioritized, and individuals are encouraged to engage thoughtfully and respectfully across differences. Through a variety of initiatives, workshops, community events, and research, we strive to enhance the campus climate, promote student empowerment, and support the personal, academic, and professional success of the UWL community.

Core services and resources

- **Campus Climate Research (https://www.uwlax.edu/center-for-civil-dialogue-and-civic-engagement/campus-wide-initiatives/campus-climate-research/):** CDCE leads institutional surveys, fosters open dialogues, and monitors key campus themes through the Campus Climate Research Committee. By collaborating with campus partners, we assess and improve the sense of belonging on campus, supporting both student success and faculty/staff

retention. CDCE campus climate work includes bias education to create a welcoming, inclusive community for everyone.

- **Campus Thread (https://www.uwlax.edu/center-for-civil-dialogue-and-civic-engagement/our-services-/campus-thread/):** CDCE is home to Campus Thread, a campus closet offering free clothing to anyone in need. This resource ensures that members of the UWL community have access to essentials without financial burden, while also promoting sustainability.
- **Civil discourse and free expression:** We champion civil dialogue and democratic values by organizing initiatives and events that support free expression. We encourage respectful conversations and critical engagement with diverse perspectives.
- **Facilitation/workshops:** CDCE offers a range of interactive workshops that aim to raise awareness, spark reflection, and promote critical thinking. Our staff provide opportunities for participants to engage deeply with important subjects.
- **Reflection Room (https://www.uwlax.edu/center-for-civil-dialogue-and-civic-engagement/our-services-/reflection-room/):** The Reflection Room offers a quiet space for meditation, prayer, or relaxation. It is open to all members of the UWL community in need of a moment of peace.
- **UWL celebrations and events:** CDCE coordinates various campus-wide celebrations and events throughout the year, including documentary screenings, guest speakers, and signature programs such as UWL Celebrates. These events showcase an array of perspectives and highlight important community groups.

Child Center

Campus Child Center (https://www.uwlax.edu/campus-child-center/)
Eagle Rec Center
608.785.8813

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 undergraduate students from each institution will be allowed to enroll in selected undergraduate 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 Records and Registration Office, 117 Graff Main Hall, records@uwlax.edu.

Counseling & Testing Center

Counseling & Testing Center (https://www.uwlax.edu/counseling/)
2106 Centennial Hall
608.785.8073

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 operate a computer testing center for ACTFL, CLEP, DSST, ETS, IQT, Kryterion, Meazure Learning, NTN, PAN, Pearson, Prometric, ProV, 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/).

Disability Resource Center

Disability Resource Center (https://www.uwlax.edu/disability-resource-center/)
124 Wimberly Hall
608.785.6900
drc@uwlax.edu (ACCESSCenter@uwlax.edu)

The Disability Resource Center (DRC) provides services to students attending UW-La Crosse who have a documented disability. DRC staff will meet with students and - based on documentation - determine appropriate academic or non-academic accommodations to help you accomplish your academic goals, access non-academic programs and services, 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.

Fostering Success for Independent Scholars

Fostering Success for Independent Scholars (https://www.uwlax.edu/student-support-services/fostering-success-for-independent-scholars/)
2131 Centennial Hall
608.785.8535
sss@uwlax.edu

Fostering Success for Independent Scholars (FSIS) is a collaboration between Student Support Services and the Financial Aid Office. It is funded by a Universities of Wisconsin grant. FSIS serves students who lack the traditional family support afforded to most of their peers. Typically, students who qualify have one or more adverse childhood experiences including, but not limited to:

- Foster care
- Orphanhood
- Guardianship
- Unhoused or at risk of being unhoused (homelessness)
- 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 - $1000/year)
- Assistance covering emergent expenses
- Access to a wide variety of personal items & supplies (https://uwlax.sharepoint.com/:w:/s/StudentSupportService/EZoguRZ5WtFJsj04svE35S4BEra_dWjeQQwIOD6OeMS2Ow/?e=6J3DhS)
- Help in applying for assistance programs (https://uwlax.sharepoint.com/:w:/s/StudentSupportService/ET0nCR0_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 contact Student Support Services (p. 63) or the Financial Aid Office (https://www.uwlax.edu/finaid/).

Information Technology Services (ITS)/ Help Desk

Information Technology Services (https://www.uwlax.edu/its/)
Wing Technology Center

Eagle Help Desk (https://www.uwlax.edu/its/client-services-and-support/eagle-help-desk/)
103 Wing Technology Center
608.785.8774
helpdesk@uwlax.edu

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, staff, 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 Microsoft365. 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)

International Education & Engagement (https://www.uwlax.edu/international-education/)
1140 Centennial Hall
608.785.8016
international@uwlax.edu

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 in bringing international researchers and scholars for collaborative projects on-campus, and offering events and programs on-campus that bridge understanding and linkages between the U.S. and global communities on-campus and in the local community.

The ISSS team is professionally trained to provide information about non-immigrant visa rules and regulations for students and scholars holding F and J visas. Additionally, the program provides support to international students and scholars regarding academic, personal, and

cultural matters and cross-cultural adjustment concerns. Dedicated staff administers comprehensive guidance to international students, beginning with new student orientation and continuing through advising on work opportunities upon graduation and beyond.

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. The program offers a full range of advising and support services, including program selection, academic planning, financial planning, registration, credit transfer, cultural adjustment, travel planning, and reentry support.

Through our international university partnerships, faculty-led study abroad programs, and collaborations with study abroad/away program providers, UWL students can 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. UWL students in these programs pay UWL resident tuition plus additional fees, making exchange programs a very affordable way to study abroad.
2. UWL is 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 programs 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 student programs. Their sites may be affiliated with a foreign university or designed as a study center exclusively for students. These programs provide 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 that 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 allow students to volunteer or participate in a service-learning project abroad.
7. International Undergraduate Research (https://www.uwlax.edu/urc/)

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

Education abroad program academic requirements

A student selecting an appropriate program requires careful consideration of the academic, personal, and financial factors determining a successful international experience. Group and individual advising sessions with the IEE advisers assist students in choosing a suitable 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 completing one semester on campus. However, some programs may require a higher GPA and class standing to be eligible.

Academic credit for study abroad programs is subject to the approval of specific departments for transfer. Credits from study abroad are calculated in a separate transfer GPA and are averaged with the (cumulative) GPA of courses taken at UWL 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 combined 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 strives 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 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. Veteran benefits may apply; however, students should check with the UWL Veteran and Military Connection 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.

Partnership with the Spanish-American Institute of International Education

UWL serves as the School of Record for the Spanish-American Institute of International Education (SAIIE) in Sevilla, Spain. For more detailed information and a list of current courses, see SAIIE (https://www.uwlax.edu/international-education/education-abroad/search-programs/#tm-299674) and/or visit UWL's International Education & Engagement (https://www.uwlax.edu/international-education/).

La Crosse Exercise and Health Program (LEHP)

La Crosse Exercise and Health Department (https://www.uwlax.edu/center/la-crosse-exercise-and-health/)
141 Mitchell Hall / 230 Cartwright Center
608.785.8683

The LEHP program, in conjunction with the La Crosse area medical professions, comprises two community service units, Adult Fitness and Cardiac Rehabilitation, as well as professional units in Research and Educational Services. Based on fitness evaluations, individualized programs of diet and exercise are developed by UWL faculty in the Exercise and Sport Science Department and clinical exercise physiology graduate students in cooperation with area medical personnel. Graduate assistants and undergraduate exercise science majors assist during exercise periods in the Mitchell Hall pool, Mitchell Hall weight room, and Hetzel Fieldhouse or occasionally during individual testing sessions in the Human Performance Laboratory. LEHP offers an opportunity for

practical experience, particularly to graduate students in the clinical exercise physiology master's program and undergraduate students who major in exercise and sport science. Both the graduate degree program in clinical exercise physiology and the undergraduate program in exercise and sport science enroll students who rely heavily on the LEHP units for their clinical work and supervision opportunities.

La Crosse Medical Health Science Consortium, Inc.

La Crosse Medical Health Science Consortium (https://www.lacrosseconsortium.org/)
3065 Health Science Center
608.785.5150

The La Crosse Medical Health Science Consortium (LMHSC) is an alliance of UWL, Viterbo University, Western Technical College, Mayo Clinic Health System, Emplify Health by Gundersen, the La Crosse County Health Department, and the School District of La Crosse. These education, healthcare, and public health partners formed the Consortium in 1994 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, care transitions, and workforce issues. Its mission is to foster collaboration for healthier communities.

The Consortium owns 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 Emplify. 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.

McNair Scholars Program

McNair Scholars (https://www.uwlax.edu/mcnair-scholars/)
2101 Centennial Hall
608.785.6913

The Ronald E. McNair Post-Baccalaureate Achievement Program is federally funded TRIO program serving UWL students since 2009. The program prepares eligible participants for graduate studies through involvement in research, professional development, and other academic support and scholarly activities. Participants must meet federal eligibility guidelines and have demonstrated strong academic potential and desire to participate in undergraduate and graduate research.

To apply (https://www.uwlax.edu/mcnair-scholars/prospective-scholars/), 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 at least one of the following criteria to be considered an eligible participant:

1. Meet the federal definition (https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-647/subpart-A/section-647.3/) of "low-income, first-generation" college student; or
2. Meet the federal definition (https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-647/subpart-A/section-647.3/) of "a member of a group that is underrepresented in graduate education."

The program considers applications from eligible students in all majors that could lead to a Ph.D. as the terminal degree.

Supports provided through the program include:

- A paid summer undergraduate research internship under the guidance of a trained faculty mentor, including a stipend and a housing allowance
- Financial assistance with graduate school application and GRE/other testing fees
- Financial and logistical assistance with individual and group travel for conferences and graduate school visits
- Individual mentoring and academic advising, peer tutoring, and structured supports for graduate school applications, scholarship applications, and other job/graduate school readiness coaching
- Opportunities to engage in a wide variety of professional development activities, cultural events, mindfulness training, financial literacy, and other educational programming designed to improve preparedness for graduate study

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 Universities of Wisconsin, 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)

Mississippi Valley Archaeology Center (https://www.uwlax.edu/mvac/)
Archaeology Center and Laboratories Building
608.785.8463
mvac@uwlax.edu

MVAC is an archaeological research, preservation and public education unit of the Department of Archaeology and Anthropology that conducts excavations, surveys, pre-collegiate education, and public programs. MVAC preserves sites and collections and works with archaeologists in the Archaeology/Anthropology Department to provide opportunities for student participation in archaeological research and pre-professional training and experience. The archaeology laboratory is where MVAC-related research is conducted by MVAC staff and student interns 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

Multicultural Student Services (https://www.uwlax.edu/multicultural-student-services/)
1101 Centennial Hall
608.785.8225
omss@uwlax.edu

The Office of Multicultural Student Services (OMSS) uses a student-centered approach to foster academic excellence, leadership, identity development, and an understanding of multiculturalism for all interested students at UWL.

OMSS is committed to holistic student development by creating access to pathways for academic success through intentional advising, outreach, and a focus on multiculturalism. We envision a campus where students experience a strong sense of belonging grounded in connection, authenticity, and access. Our goal is for students to graduate prepared to contribute meaningfully to their communities and society at large.

Areas of service and outreach include: academic advising, 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.

New Student and Family Programs

New Student & Family Programs (https://www.uwlax.edu/new-student-and-family/)
2320 Student Union
608.785.8939
nsfp@uwlax.edu

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

Records and Registration

Records & Registration (https://www.uwlax.edu/records/)
117 Graff Main Hall
608.785.8951
records@uwlax.edu

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 (https://www.uwlax.edu/records/transcript-requests/) 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

Residence Life (https://www.uwlax.edu/reslife/)
Eagle Hall
608.785.8075
housing@uwlax.edu

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/reslife/orl-resources/policies--procedures/) 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

River Studies Center (https://www.uwlax.edu/center/river-studies/)
105E Graff Main Hall
608.785.6970

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)

Small Business Development Center (https://www.uwlax.edu/sbdc/)
120 Wimberly Hall
608.785.8782
sbdc@uwlax.edu

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

Student Health Center (https://www.uwlax.edu/student-health-center/)
1st Floor, Health Science Center
608.785.8558
shcnetworking@uwlax.edu

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, 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/services-and-fees/) such as laboratory, immunizations, and minor procedures. 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. 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

Student Life (https://www.uwlax.edu/student-life/)
149 Graff Main Hall
608.785.8062
studentlife@uwlax.edu

Student Life staff provides support to students navigating personal, academic, and university-related concerns. Staff assist students by offering consultation, connecting them with campus and community resources, and helping them understand and navigate university processes.

Student Life also oversees the student conduct process at UWL. Information about policies, expectations, and procedures is available through the Student Life website and in the *Eagle Eye*. Students who have questions about their rights and responsibilities, or who wish to report a concern or incident, are encouraged to contact the office.

Second Year Experience, (https://www.uwlax.edu/student-life/our-services/second-year-experience/) housed within Student Life, supports students during their second year at UWL. Through outreach and programming, community networking, and building connections with peers and resources on campus, Second Year Experience is invested in connecting students with a supportive campus community.

Student Life coordinates several programs and services that support student success, including Advocacy & Empowerment, New Student & Family Programs, Second Year Experience, Student Conduct, Violence Prevention, and Wellness & Health Advocacy.

Student Life: Violence Prevention

Violence Prevention (https://www.uwlax.edu/violence-prevention/)
149 Graff Main Hall
608.785.8062

Violence Prevention provides information, support, and referrals for students impacted by sexual assault, relationship violence, stalking, and related concerns. The office assists students in understanding available options and accessing campus and community resources.

Violence Prevention also offers education and training to promote awareness and prevention across the campus community.

Student Life: Wellness & Health Advocacy

Wellness & Health Advocacy (https://www.uwlax.edu/wellness/)
149 Graff Main Hall
608.785.8977
wellness@uwlax.edu

The mission of Wellness & 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 healthy choices and create habits that promote health and well-being across all seven dimensions.

Health promotion programming is facilitated by the Student Wellness Coordinator and the Peer Health Advocates. Explore our webpage or contact us to learn more about programs and services available on campus.

TRIO Student Support Services

Student Support Services (https://www.uwlax.edu/student-support-services/)
2131 Centennial Hall
608.785.8535
sss@uwlax.edu

TRIO Student Support Services (SSS) is a federally funded program 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/student-support-services/getting-started/), 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 at least one of the following criteria to be considered eligible for services:

1. First-generation college student (neither parent/guardian graduated from a four-year college or university); or
2. 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 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 additional financial 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 education abroad process, applying for scholarships, graduate school, and so much more.

Tutoring Services

Tutoring & Learning Center (https://www.uwlax.edu/tutoring-and-learning-center/#tab-tutoring-tuesday)
Murphy Learning Center
256 Murphy Library
mlc@uwlax.edu

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 core 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, 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/tutoring-and-learning-center/) is posted online. Visit the Murphy Learning Center (http://www.uwlax.edu/murphy-learning-center/) for more details.

The Writing Center (https://www.uwlax.edu/tutoring-and-learning-center/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 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.

The Public Speaking Center (https://www.uwlax.edu/tutoring-and-learning-center/public-speaking-center/), 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

Undergraduate Research & Creativity (https://www.uwlax.edu/urc/)
243 Graff Main Hall
608.785.8040

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 mentor 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. Speaking with faculty about research/creative interests and select one or more as a mentor to advise the project. Most faculty will have projects or research ideas that they would be happy to discuss. Students should be sure to understand the expectations and commitments required of them to complete the project.
3. Planning the project, seeking funding (whenever possible), and carrying out the research/creative work.
4. Disseminating the results in the form of a presentation and/or written manuscript.

To support undergraduate scholarly activity, UWL established the Undergraduate Research and Creativity (URC) Grant Program, which provides competitive funding; hosts the annual Research & Creativity Symposium; and oversees the URC Laureate Program, which honors outstanding student research and/or creative achievements. Students with the help of their faculty mentors may apply for URC Grant funding every academic year, with awards made in the fall and spring. Project options are numerous; proposals can either be in a student's major or another discipline of interest and could be multidisciplinary. Students may work independently or collaboratively on a project completed in the U.S. or at an international location. URC Grant recipients are expected to complete their projects and present their work at the Research & Creativity Symposium one year after receiving the award. It is advised that interested students begin speaking and planning their work with faculty mentors as early in their academic career as possible. Visit Undergraduate Research & Creativity (http://www.uwlax.edu/urc/) for additional information and URC grant proposal guidelines.

University Bookstore and Textbook Rental

Textbook Rental Services (https://www.uwlax.edu/textbook-rental/)
Lower Level, Student Union
608.785.8853

University Bookstore (https://www.uwlax.edu/bookstore/)
First Floor, Student Union
608.785.8855

The general purpose of Textbook Rental Services is to provide textbooks to meet the educational needs of UW-La Crosse undergraduate students and the UWL academic departments and programs. Undergraduate students pay a textbook rental fee each semester as part of their tuition to support the textbook rental program. Textbook Rental Services is not intended to fulfill all student, faculty, or classroom resource material needs. There may be additional items recommended for purchase from the University Bookstore. Graduate students purchase all of their textbooks at the University Bookstore. Beyond academics, the University Bookstore offers a wide selection of UWL apparel, gifts, decorations, and other campus essentials — making it a one-stop shop for both school supplies and school spirit. For information on our current policies, textbook return due dates, hours, etc., visit our websites.

UW Credit Union

UW Credit Union (https://www.uwlax.edu/uwcu/)
First floor, Student Union
608.232.5000, Ext. #3100

Your bank on campus: celebrating 10 years at UW-La Crosse!

Founded by UW professors and academics more than 90 years ago to support fair banking in Wisconsin, we've spent decades serving campus communities - so we get student life. We offer products to help you manage money and build credit, including our exclusive Eagles debit card. Bank anytime with the UWCU mobile app, use fee-free ATMs on campus, or visit our branch in the Student Union (next to the Eagle ID office) for instant replacement cards, quick access to cash, financial

education, and more. Hours: Monday - Friday, 9 a.m. to 5 p.m. Learn more at uwcu.org (https://www.uwcu.org/). Federally Insured by NCUA.

Veteran & Military Connection

Veteran & Military Connection (https://www.uwlax.edu/veteran-and-military-connection/)
223 Graff Main Hall
608.785.8751
uwlveted@uwlax.edu

The Veteran & Military Connection 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 and military topics in order to promote academic success and support the academic and administrative activities of the university. For more information, visit the Veteran and Military Connection (http://www.uwlax.edu/veteran-services/).

On-Campus Life

- **Alumni & Friends Foundation (p. 65)**
- **Departmental honors programs (p. 65)**
- **Intercollegiate athletics (p. 66)**
- **Music activities (p. 66)**
- **Recognized Student Organizations (p. 66)**
- **Recreational sports (p. 66)**
- **Student Association and Student Government (p. 67)**
  - **Student-faculty committees (p. 68)**
  - **Student governance associations (p. 68)**
- **University Centers (UC) (p. 68)**
- **Theatre and Dance Activities (p. 69)**

Alumni & Friends Foundation

Cleary Alumni & Friends Center (https://www.uwlax.edu/foundation/)
608.785.8489

The focus of the UWL Alumni & Friends Foundation is building lifelong relationships and raising private support to advance UWL. It provides alumni and friends the opportunity to stay connected with campus, get involved, and give back. Every year, thousands of alumni and friends continue to be involved in the advancement of the university through giving their time, talent, and treasure creating lasting impact in the UWL community.

Stay connected to UWL by attending alumni events, visiting campus, cheering on our athletic teams, attending a performing arts event, nominating an alumnus for a distinguished alumni award, and wearing maroon and gray spirit wear!

Philanthropic support is integral to the mission of preparing UWL students for the world. The UWL Alumni & Friends Foundation is the largest private funding source for the university. Donor gifts directly support UWL with over $1.8 million in scholarship awarded annually.

Resources we provide to students:

- Scholarships (https://www.uwlax.edu/foundation/impact/scholarships-and-fellowships/) - Many scholarships have been established over the years by alumni and friends of the university in an effort to enhance students' experiences and make their education more affordable.
- Student Philanthropy Outreach Center (https://www.uwlax.edu/foundation/about-us/our-people/#tm-56283) - The UWL Alumni & Friends Foundation employs student workers each academic year to be part of our team. Our students, call, email, and text UWL alumni and friends each semester to deliver the latest campus news, update contact information, and invite donors to make a gift in support of our students. Our students also help with events and operations to support philanthropy on campus and support our alumni and friends.
- Caps Off to Commencement (https://www.uwlax.edu/commencement/students/caps-off-to-commencement/) - This is a one-stop shop for soon-to-be graduates. Each semester, this event is hosted at the Cleary Alumni & Friends Center to provide future alumni with all their commencement and resource needs.
- Student & Alumni Networking - We connect students with alumni to learn more about their respective fields and life post-graduation.

Resources we provide to graduates:

- Alumni Networking Events - Get to know fellow alumni in your area and stay connected to the UWL community.
- Alumni & Campus News - Each fall we distribute our alumni magazine, The Lantern, to alumni to keep you up to date on milestones and important stories on campus. We also distribute monthly emails, called LightReads, to alumni and friends about current campus updates and stories. Want to get on our mail or email list? Reach out to foundation@uwlax.edu.
- Distinguished Alumni Awards - Each year, we recognize alumni who are excelling and demonstrating what it means to live maroon in their lives. Want to nominate an outstanding alumnus? Nominate them here. (https://www.uwlax.edu/foundation/connect/awards/nomination/)
- Giving Back Opportunities - Alumni and friends play a key role in supporting the advancement of the university and the success of our students. It is because of donors that we are able to take students' educational experiences from excellent to exceptional. To make a difference, you can make a gift (https://www.uwlax.edu/foundation/give-now/) any day of the year or join us for our annual giving day, One Day for UWL (https://uwlgivingday.uwlax.edu/), to celebrate the power of philanthropy together.

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, Geography and Environmental Science, Global Cultures and Languages, Mathematics and Statistics, Microbiology, Philosophy, Physics, Political Science and Public Administration, Psychology, and Sociology and Criminal Justice.

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. The following departments have honors programs:

- Archaeology and Anthropology (p. 83)
- Economics (p. 354)
- Geography and Environmental Science (p. 491)
- Global Cultures and Languages (p. 186)
- Mathematics and Statistics (p. 518)
- Microbiology (p. 541)
- Philosophy (p. 248)
- Physics (p. 555)
- Political Science and Public Administration (p. 256)
- Psychology (p. 272)
- Sociology and Criminology (p. 292)

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

Athletics Department (https://uwlathletics.com/)
126 Mitchell Hall
608.785.8616

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 81 national championships, 460 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 23 out of the last 24 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).

The director of athletics reports directly to the chancellor. 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.

Music activities

Music Department (https://www.uwlax.edu/academics/department/music/)
608.785.8409

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

Recreational Sports (https://www.uwlax.edu/recsports/)
130 Recreational Eagle Center
608.785.5225

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. So let's move!

RECREATIONAL EAGLE CENTER (REC)
Looking for a court to play your three-on-three game or flow about an indoor track for those cold winter months? With over 133,000 square feet of activity space, the REC offers numerous spaces to meet all of your indoor sport and fitness needs. Spaces include the fitness center, courts of all varieties (racquetball, multi-activity and basketball) and houses most of the programs and services you'll read about below. Most current UWL students are members of the REC as it is included in the segregated fees students pay.

FITNESS CENTER
Come on into the fitness center for a great workout. This state-of-the-art facility is over 13,000 square feet complete with cardio and strength equipment for all your workout needs. You will also find 25 yards of turf for agility, functional training workouts and stretching.

SECOND FLOOR FITNESS & TRACK

Our second floor fitness space offers cardio equipment, strength equipment and a 200 meter track. The space is great for those new to fitness or those who prefer an environment that is less crowded with more opportunities for privacy. You will find fewer heavy weights, however the equipment is the same great quality as in the fitness center.

PERSONAL TRAINING
Do you want to grow your confidence and experience while establishing a consistent exercise routine? Our certified trainers will help you set realistic goals and build a customized program to achieve them. Whether you want to run your first 5K, learn how to back squat, or ramp up your training for a competition, we'll match you with a trainer that best meets your needs. Our excellent personal training staff will guide you to improve your training effectiveness by educating you on proper technique and training methods. Paid 1-1 training, custom six week workout programs and free fitness equipment orientations are available.

GROUP FITNESS CLASSES
Rec Sports offers 40+ group fitness classes per week to meet a variety of interests, fitness levels and schedules. From kickboxing and Zumba to cycling and yoga, the group fitness program offers it all for an affordable supplemental fee of $40 per semester with discounts and free classes available the first week of each semester.

OUTDOOR CONNECTION TRIPS & GEAR RENTAL
With rugged bluffs, scenic valleys and the majestic Mississippi flowing through the La Crosse area has many opportunities for you to begin your first or next outdoor adventure. Outdoor Connection offers outdoor trips to locations near and far to match any skill level. No experience is necessary. Planning your own adventure? Outdoor Connection offers low-cost outdoor gear rental. Whether its inline skates, ice skates, snowshoes, bikes, a hammock to use around town, tents, sleeping bags, backpacks or paddling equipment, Outdoor Connection has you covered.

CLIMBING GYM
The REC climbing gym is your destination for adventure, challenge, and community. Our state-of-the-art facility aims to introduce and share the sport of climbing with individuals of all backgrounds, skill levels and abilities. Whether it's your first time climbing, or you're a seasoned pro, our goal is to foster a welcoming, inclusive space where participants can explore their potential, build community, and challenge themselves. Our staff are committed to supporting both recreational climbers and those seeking to refine their skills in a collaborative, safe, and engaging environment. Stop in anytime we're open and a friendly staff member will help get you started. All essential climbing gear is available to UWL students at no charge.

Key features:

- Top rope, bouldering and lead climbing available
  - 21 feet high & 2,560 square feet of climbing surface
  - 25 climbing lanes, 7 with auto belay devices
  - Over 50 routes & bouldering problems
- 12x12 Kilter Board
- Classes and Events

INTRAMURAL SPORTS
The intramural sports program is one of the most popular extracurricular activities on campus. The program provides a great way to meet new people and continue playing the sports you have grown to love. Intramurals offers team, dual and individual sport leagues where participants compete for the coveted intramural champion t-shirt. Competitive and recreational leagues are available. You can create your own team or utilize the free agent list. The Rec Sports staff form the league, supervise play, monitor and track league standings and organizes tournaments; all you have to do is be a good sport and have a great time.

SPORT CLUBS
Travel, camaraderie and good times are a few hallmarks of the UWL Sport Club program. Clubs practice during the week and compete on weekends. Each sport and recreation-oriented club/student organization is organized and led by students, for students. A full list of clubs is available on the Rec Sports website.

EZONE ESPORTS & GAMING
The EZONE offers gaming for both casual and competitive gamers on 24 high-end gaming PCs and on Xbox, PlayStation, VR and Nintendo Switch gaming consoles. Come meet new friends or play against your friends on campus or around the world. The space also includes a viewing area and a streaming room for streaming on Twitch. Whether you are new to gaming, or a top ranked competitive online gamer, the EZONE has a game for you!

MITCHELL HALL POOL LAP SWIMMING
Mitchell Hall's pool is a six lane, 25-yard competitive pool which is open for lap swimming at lunch time during the week, and evening and weekend hours as well. Current faculty, staff and students just need to bring their current UWL ID with them to gain access to the open lap swim hours. Enter the pool through the Mitchell Hall locker rooms on the lower level.

INSTRUCTIONAL PROGRAMS
Learn something new through Rec Sports instructional programs. Programs offered include First Aid/CPR/AED Certification, Into to Mindfulness, and Self Defense classes.

SPECIAL EVENTS
Rec Sports offers a variety of unique recreation/spore events throughout the year. There is something for everyone and activities include: REC Fest, Moonlight Mile, Turkey Trot 5K Run/Walk, Night on the Slopes, Canoe Battleship & more. Try new activities, win prizes, meet new friends and have a blast with us.

EMPLOYMENT
The Recreational Sports Department employs over 200 students per year. It truly is a program for the students by the students. Positions available include lifeguards, group fitness instructors, intramural sports officials, building manages, competitive sports supervisors, customer service representatives, outdoor connection staff, climbing wall staff, fitness center supervisors, graphic designers, EZONE representatives and more.

Student Association and Student Government

Student Association (https://www.uwlax.edu/student-association/)
2244 Student Union
608.785.8775

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 (UWLSA) (https://www.uwlax.edu/student-association/). Each student enrolled at UWL is a member of the UWLSA. 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 UWLSA 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 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 university 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 the by-laws of the various Student Senate committees.

The Student 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 reviewing 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, Student Health Center, Campus Child 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 focuses on organizing and planning events sponsored by UW-LSA. 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)

University Centers (https://www.uwlax.edu/university-centers/)
3200 Student Union
608.785.8888

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) (http://www.uwlax.edu/reservations/) assists the university community by coordinating reservations, offering information for event planning, and serving as a liaison with university services. The Reservations Office offers equipment and assistance for events and meetings occurring in 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.
- Campus Activities Board (CAB) (http://www.uwlax.edu/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 events are open to all students.
- Dining Services (https://dineoncampus.com/uwlacrosse/) offers 12 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 pastries.
- Eagle ID/Dining Plan Office (https://www.uwlax.edu/university-centers/services/eagle-id/) is located in the Student Union, on first floor, room 1131. Students can get help with 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 Eagle ID does not register you to vote. 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, Racquet Press, Eagles @ Nite, and UWL Votes. 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 rooms, as well as a variety of graphics supplies are 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 graphic design and printing services to all UWL students and staff. COVE Graphics Garage can help with all your printing needs including custom stickers, lamination, print flyers, and print up to 24x34 posters.

    - 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.

- Ugetconnected (https://uwlax.galaxydigital.com/) 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 200 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. Login to the site (https://uwlax.galaxydigital.com/user/login/) with your net ID and password.
- MyOrgs (https://uwlmyorgs.campuslabs.com/engage/) Student Organization database provides resources regarding information on starting a new Recognized Student Organization, campus publicity guidelines, flyers & posters on campus, cash box forms, fundraising registration forms, event funding assistance requests, and t-shirts, apparel & swag artwork approval forms (t-shirt/apparel printing approvals).
- Fraternity and Sorority Life Community (FSL) (https://www.uwlax.edu/university-centers/orgs/fraternities-sororities/welcome/) Membership in a social Greek letter organization at UWL offers students a balanced and meaningful college experience grounded in friendship, scholarship, leadership, and service. Each chapter's unique values shape a membership experience focused on growth and support. UWL's community includes three NPC sororities (Alphi Xi Delta, Alpha Phi, and Sigma Sigma Sigma) and two IFC fraternities (Alpha Sigma Phi and Delta Sigma Phi). Tau Kappa Alpha will be joining the community in Fall 2028. Members are actively engaged across campus and throughout La Crosse, contributing to student leadership, academic excellence, and community service while building lifelong friendships.
- The Pride Center (http://www.uwlax.edu/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, staff, and allies.
- The UWL Food Pantry (https://www.uwlax.edu/university-centers/orgs/uwl-food-pantry/) is housed in The COVE and is a free service provided to all faculty, staff, and students. Interested users should visit MyOrgs (https://uwlmyorgs.campuslabs.com/engage/) 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.

Theatre and Dance Department activities

Theatre & Dance (https://www.uwlax.edu/academics/department/theatre-and-dance/)
608.785.6701
Box Office: 608.785.6696

The Department of Theatre and Dance produces a theatre season of at least six shows in the 429-seat Toland Theatre and in the more intimate 103-seat Frederick Theatre. The season is a thoughtful mix of contemporary plays, classics, musicals, dance productions, theatre for young audiences, and cutting-edge new works. Tickets for all Toland and Frederick Theatre productions may be purchased in advance online beginning October 1st each year. They can also be purchased in person or by phone during regular box office hours.

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. Academic credit is available. 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 Department of Theatre and Dance for more information.

Degree Requirements - Undergraduate

- **Undergraduate program lengths (p. 70)**
- **Baccalaureate degree requirements (p. 70)**
  - **Second baccalaureate degree policy (p. 70)**
  - **Second major or minor policy (p. 70)**
- **Associate of Arts degree requirements (p. 70)**
- **B.A. or B.S. in general studies (p. 70)**
- **Posthumous and Extraordinary Degrees (p. 71)**

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 Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 credits[2] 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 Core General Education Requirements (CGER) are satisfied by students who have completed the first baccalaureate 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. File an application for the associate degree (https://www.uwlax.edu/records/forms/#tm-16080) with the Office of Records and Registration.
2. Earn a total of 60 or more semester credits applicable to a bachelor's degree at UWL.
3. At least 15 credits must be earned at UWL.
4. Achieve a 2.00 cumulative grade point average.
5. Satisfy the Core General Education Requirements (CGER) (p. 72).

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 Universities of Wisconsin 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:
  - Core General Education Requirements,
  - 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,
  - at least 30 semester credits in residence at UWL.
- 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.

Posthumous and Extraordinary Degrees

The awarding of a degree is the pinnacle of the college experience. It is an honor bestowed upon those that satisfactorily complete a course of study. Occasionally events take place where the need to consider additional degree options arise.

The goal of this policy is to honor those who have contributed to the University of Wisconsin-La Crosse and/or to extend sympathy and compassion to the families and friends of deceased or incapacitated students. Below is a means of addressing different circumstances surrounding the awarding of Posthumous and Extraordinary Degrees.

See the Posthumous and Extraordinary Degrees Policy (https://catalog.uwlax.edu/undergraduate/degreerequirements/Posthumous_Extraordinary_Degrees_Policy_Fall_2025.pdf) for the full policy and criteria for awarding a special degree. Contact the Records and Registration Office at records@uwlax.edu for details on how to nominate an individual for consideration.

Core General Education Requirements

General education mission statement

Core General Education Requirements (CGER) are integral to UWL's mission to provide a challenging, dynamic, and diverse learning environment in which the entire university community is fully engaged in supporting student success.

CGER 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 program fosters personal growth and curiosity while equipping students for professional success, active citizenship, and global stewardship.

By taking courses outside their majors, students gain knowledge, skills, and perspectives required to address complex problems in a rapidly changing, interconnected world. As they work through the program, students become more adaptable and ready to meet the future.

By engaging with peers and instructors in different disciplines, students develop essential career competencies. This cross-disciplinary learning environment prepares students for a workforce that values collaborative decision-making and equips them to contribute meaningfully to local, regional, national, and international communities.

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 Core General Education Requirements:

At the completion of this program, students will be able to:

1. Analyze quantitative data to reason and communicate arguments across varied contexts (Quantitative Literacy)
2. Develop ideas effectively in writing by integrating evidence with clarity and precision (Written Communication)
3. Create and deliver presentations to influence diverse audiences' knowledge, attitudes, values, beliefs, or behaviors (Oral Communication)
4. Analyze texts to find and construct meanings utilizing literary elements and contexts (Reading)
5. Apply strategies to analyze the influence of social and behavioral systems on personal attitudes and interpersonal relations (Problem Solving)
6. Reflect on and apply learning and social skills that contribute to success in the first year of college and beyond (Foundations and Skills for Lifelong Learning)
7. Examine historical events from multiple perspectives, formulating a conclusion based on evidence and scholarly research (Critical Thinking)
8. Analyze artistic elements to foster creative thinking and deepen cultural appreciation (Creative Thinking)
9. Analyze scientific facts and applications to draw informed conclusions through systematic inquiry in a laboratory environment (Inquiry and Analysis)
10. Analyze sustainable and ethical principles of multidimensional wellness to address complex challenges. (Ethical Reasoning)
11. Apply knowledge of global communities through critical engagement with diverse cultural practices and/or languages (Global Learning)
12. Interpret varied contexts to interact with diverse and intersectional U.S. communities (Civic Engagement)

Requirements

(36 credits)

Mathematics & Quantitative Reasoning (MQR)

(3 credits)

Quantitative Reasoning (MQR-QR) (3 credits)

Quantitative reasoning skills are vital for understanding and predicting many personal and societal conditions. Students develop a habit of mind that includes analyzing, evaluating, and communicating situations logically and precisely. These skills are essential in all fields of study and their development should be enhanced and refined throughout the college years. Courses focus on topics necessary to make informed decisions in today's world such as logic, numeracy, and statistics.

Retroactive credit can be awarded and used to satisfy this category with appropriate UW Placement test scores and successful subsequent course completion, based on UWL's retroactive credit (https://www.uwlax.edu/admissions/credit-by-exam-or-departmental-assessment/#tm-12695) policy (https://www.uwlax.edu/admissions/credit-by-exam-or-departmental-assessment/#tm-12695).

Must be taken within the first 60 credits.

Code	Title	Credits
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
FIN 207	Personal Finance	3
MTH 115	Mathematics for Early Childhood and Elementary Teachers I	2
MTH 116	Mathematics for Early Childhood and Elementary Teachers II	2
MTH 123	Mathematics for Decision Making	4
MTH 150	College Algebra	4
MTH 151	Precalculus	4
MTH 160	Mathematics for Business	4
MTH 175	Applied Calculus	4
MTH 207	Calculus I	4
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
MUS 115	Fundamentals of Music Theory	3
PHL 101	Introduction to Logic	3
STAT 145	Elementary Statistics	4

Communication & Literacy (CL)

(9 credits)

Written Literacy (CL-WL) (3 credits)

Reading and writing are used to effectively communicate ideas and to become educated citizens. These skills are essential in all fields of study and their development should be enhanced and refined throughout the college years. This category improves students' abilities to read and write with clarity, precision, and depth of understanding.

Must must be taken within the first 60 credits.

Code	Title	Credits
ENG 110	College Writing II	3

Spoken Literacy (CL-SL) (3 credits)

Speaking and listening are used to effectively communicate ideas and to become educated citizens. These skills are essential in all fields of study and their development should be enhanced and refined throughout the college years. This category improves students' abilities to speak and listen with clarity, precision, and depth of understanding.

Must must be taken within the first 60 credits.

Code	Title	Credits
CST 110	Communicating Effectively	3

The Stories We Tell (CL-SWT) (3 credits)

Literary texts (oral, written, cinematic, multimedia) imagine what it means to be human. Students critically read a diverse range of texts to both extract and construct meaning. Literary analysis asks students to recognize and use a text's literary elements, to articulate the contexts that contribute to the text's meaning, and to consider how meaning differs depending on point of view.

Code	Title	Credits
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 355	Historical Non-Fiction	3
PHL 100	Introduction to Philosophy	3
PHL 200	Introduction to the Literature of Philosophy	3
POL 150	Foundations of Political Thought	3
RUS 305	Golden Age Russian Literature and Culture	3

Social & Behavioral Science (SBS)

(5 credits)

Social & Behavioral Studies (SBS-BS) (3 credits)

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. In these courses, students use critical analysis to investigate the influence of social institutions on personal attitudes, values, and behavior in order to gain an understanding of oneself in relation to others.

Code	Title	Credits
ANT 101	Human Nature/Human Culture	3
ART 215	Introduction to Museum Studies	3
CST 271	Media and Society	3
ECO 110	Microeconomics and Public Policy	3
ECO 120	Global Macroeconomics	3
ECO/THA 376	Economics of Art and Entertainment	3
EDS 203	Foundations of Education	3
ENG 220	Women and Popular Culture	3
GEO 102	Maps and Society	3
GEO 203	Urban Community Health: A Global Perspective	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
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

Social Foundation for Success (SBS-FS) (2 credits)

Research in the social and behavioral sciences has demonstrated the importance of social relationships, belonging, and mindset for success. This category supports students in developing the knowledge, experiences, and skills that contribute to success in college. These skills are essential in all fields of study, and their development should be enhanced and refined throughout the college years.

Must must be taken within the first year. This requirement is waived for transfer students with 12 credits or more.

Code	Title	Credits
FYS 100	First-Year Seminar	3
UWL 100	The Eagle Advantage for College Success (The Eagle Advantage for College Success)	2

Humanities & Arts (HA)

(6 credits)

The Pasts that Define Us (HA-PDU) (3 credits)

The study of the global, interconnected past provides context for understanding the present: what is past is prologue. Students will utilize modes of inquiry to examine historical events and phenomena that have occurred across time and place. Students will construct an

understanding of the past by developing historical questions answered through arguments supported by various forms of historical evidence and scholarly research.

Code	Title	Credits
ARC 200	World Archaeology: Origins and Development of Human Culture and Society	3
CHI 320	Introduction to Chinese Civilization	3
CRIM 115	Criminology and Criminal Justice through the Ages	3
HIS 110	World History	3
HIS 260	Survey of the Middle East	3
HIS 350	Oral History Theory, Methods, and Practice	3
HIS 361	Israeli-Palestinian Conflict	3
POL 140	International Relations in a Changing World	3

Arts & Aesthetics (HA-AA) (3 credits)

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.

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
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
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

Natural Science & Wellness (NSW and NSWL [1])

(7 credits)

Must take a minimum of one course with a laboratory component (NSWL).

Experiential Science (NSW-ES and NSWL-ES [1]) (4 credits)

As the health and prosperity of our society becomes more dependent on science and technology, individuals must be sufficiently knowledgeable about scientific facts and applications to make skilled decisions concerning their use. In these courses, students learn content and principles within the natural sciences, how scientists use the scientific method as a way of understanding the world, and how to critically evaluate claims from a scientific perspective. Students also experience the "doing" of science first-hand in a laboratory setting.

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	4
BIO 100	Biology for the Informed Citizen [1]	4
BIO 105	General Biology [1]	4
CHM 103	General Chemistry I [1]	5
GEO 101	Earth Environments [1]	4
MIC 100	Microbes and Society [1]	4
PHY 103	Fundamental Physics I [1]	4
PHY 106	Physical Science for Educators [1]	4
PHY 155	Solar System Astronomy [1]	4
PHY 160	Stars, Galaxies and the Universe [1]	4
PHY 203	General Physics I [1]	4

[1] Course includes a laboratory component that fulfills the NSWL laboratory requirement.

Mind, Body, & Planet (NSW-MBP and NSWL-MBP [1]) (3 credits)

The well-being of individuals and communities is inseparable from the health of the environmental systems that sustain them. Students gain the knowledge and skills to improve their own well-being through the application of the dimensions of wellness (such as physical, emotional, intellectual, environmental, social, spiritual, occupational) and engage in ethical reasoning about how individual decisions and actions impact the wellness of others in the world. Through courses in this category, students recognize that caring for oneself and caring for the world are interconnected dimensions of a healthy, sustainable future.

Code	Title	Credits
ANT 103	The Human Story: Evolution, Environment, and Shared Ancestries	3
ARC 100	Archaeology: Discovering Our Past	3
BIO 102	Contemporary Issues in Biological Sciences	3
ENV 101	Introduction to Sustainability and Environmental Studies	3
GEO 200	Conservation of Global Environments	3
GEO 211	Global Climate Change	3
GEO 340	Polar Environments	3
HP 105	Analysis of Health, Wellness and Disease for the Health Care Consumer	3
HPR 105	Creating A Healthy, Active Lifestyle	3
MIC 150	Discovery Microbiology [1]	3
MIND 110	Introduction to Mindfulness	3
PH 207	Youth Health Issues	3
PHY 142	Navigating Global Nuclear Issues	3
POL 202	Solving Problems in Global Politics	3
REC 150	Leisure, Quality of Life, and Well Being	3

[1] Course includes a laboratory component that fulfills the NSWL laboratory requirement.

Civics & Perspectives (CP)

(6 credits)

The Cultures of Our World (CP-CW) (3 credits)

We live in an interconnected world in which understanding of cultures and societies is essential. Students will explore cultural and ethical perspectives different from their own; reflect on how their own cultural rules influence their behavior and how others view them.

Retroactive credit can be awarded and used to satisfy this category with appropriate UW Placement test scores and successful subsequent course completion, based on UWL's retroactive credit (https://www.uwlax.edu/admissions/credit-by-exam-or-departmental-assessment/#tm-12695) policy (https://www.uwlax.edu/admissions/credit-by-exam-or-departmental-assessment/#tm-12695).

Code	Title	Credits
ANT/HIS 312	Peoples and Cultures of Eastern Europe and the Former Soviet Union	3
ANT 351	Peoples and Cultures of Southeast Asia	3
ART 251	Survey of Art History	3
ART 301	World Art	3
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
ECO 212	Search for Economic Justice	3
EDS 309	Global Perspectives in Education	3
ENG 208	International Studies in Literature	3
ENG 212	Search for Economic Justice	3
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
GCL 100	Cultural Encounters: Becoming a Global Citizen	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
GEO 110	World Cultural Regions	3
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
HCK 101	Introduction to Hoocak Language and Culture I	4
HCK 102	Hoocak Language and Culture II	4
HCK 201	Hoocak Language and Culture III	4
HCK 202	Hoocak Language and Culture IV	4
HIS 195	How We Got Here: History of Today's Global Issues	3
HIS 328	History of Hinduism	3
HIS 360	Race, Gender, and Sexuality in Latin America	3
HIS 362	Human Rights and the Middle East	3
HIS 383	Women in South Asia	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
MIC 130	Global Impact of Infectious Disease	3
MUS 205	Global Cultures in Music	3
PH 204	Introduction to Global Health	3
PHL 212	Search for Economic Justice	3
PHL 336	International Multicultural Philosophy	3
PHL 349	Asian Philosophy	3
POL 130	Comparing Politics and Governments Around the World	3
PSY 282	Cross-Cultural Psychology	3
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
SPA 221	Introduction to Spanish for the Health Professions	4
SPE 207	American Sign Language and Deaf Culture I	3
SPE 214	American Sign Language and Deaf Culture II	3
THA 351	World Theatre	3

The Communities of the United States (CP-CU) (3 credits)

An essential goal of general education is to prepare students for informed and responsible participation in a diverse democracy. This category emphasizes understanding how race, ethnicity, gender, sexuality, and other intersecting identities shape the civic, social, cultural, and political life of U.S. communities. Courses in this area examine systems of power and inequality, explore historical and contemporary struggles for justice and inclusion, and foster civic knowledge, empathy, and engagement across differences.

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	Society and Schools	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
HIS 336	Latinos in the United States: 1450-2000	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
PUB 210	Contemporary Issues in Government	3
RGS 100	Race, Gender, Sexuality, and Class	3
RGS 205	Data and Power: Feminist Science Studies	3

SOC 225	Sociology of Race and Ethnicity	3
THA 130	Multicultural U.S. Drama and Theory	3

Students are recommended to take courses with at least three different prefixes in "The Stories We Tell;" "The Pasts That Define Us;" "Mind, Body, & Planet;" and "The Cultures of Our World" subcategories.

Students should contact the academic department to see a course syllabus for a particular course in that department.

Note: A maximum of six credits may be double counted between the Core General Education Requirements and any minor.

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

College of Arts, Social Sciences, and Humanities/School of Visual and Performing Arts (https://www.uwlax.edu/cassh/)
Dean - Marie Moeller
Associate Dean, Interim - Kathleen Hawkes
138 Wimberly Hall; 608.785.8113

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

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 the School of Visual and Performing Arts (https://www.uwlax.edu/vpa/) (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 the inclusion of all people. 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 Core General Education Requirements, nurtures exceptional disciplinary programs, and creates innovative interdisciplinary and international programs, which together promote lifelong personal and professional learning.

Department/units (p. 77) **Majors, minors (p. 77), and other programs (p. 77)**

CASSH core requirements (p. 78) **CASSH progress toward degree policy (p. 80)**

CASSH graduation requirements (p. 81) **Joint institution programs (p. 81)**

Departments/units

- Archaeology and Anthropology
- Art[1]
- Communication Studies
- English
- Global Cultures and Languages
- History
- Military Science
- Music[1]
- Philosophy
- Political Science and Public Administration
- Psychology
- Race, Gender, and Sexuality Studies
- Sociology and Criminology
- Student Affairs Administration (graduate only)
- Theatre and Dance[1]

[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, minors, certificates, microcredentials, and pre-professional tracks

Certificates, microcredentials, and pre-professional tracks are listed after the majors and minors.

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

- Archaeology and Anthropology (p. 82)
  - Anthropology (m)
  - Archaeological Studies (B.A., B.S., m)
  - Archaeological Studies w/Cultural Anthropology Emphasis (B.A., B.S.)
- Art (p. 99)[1] (B.A., B.S., m)
  - Art Education (B.S.)
  - Art History (m)
  - Art Therapy (m)
  - Photography (m)
- Broadfield Social Studies Education (p. 111) (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. 124)
  - 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. 154) (B.A., B.S., m)
- English (p. 160)

- 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 Education with Teaching English to Speakers of Other Languages (B.S.)
- English Language & Literature (m)
- Linguistics (m)
- Professional & Technical Writing (m)

- Global Cultures and Languages (p. 185)
  - Chinese Studies (m)
  - French (B.A., m)
  - French Education (B.S.)
  - French Education with Teaching English to Speakers of Other Languages (B.S.)
  - Spanish (B.A., m)
  - Spanish Education (B.S.)
  - Spanish Education with Teaching English to Speakers of Other Languages (B.S.)
- History (p. 210) (B.A., B.S., m) (p. 210)
- International and Global Studies (p. 218) (m)
- Military Science (p. 220) (m)
- Music (p. 221)[1]
  - Composition and Creation Emphasis (B.A., B.S.)
  - 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 Performance (m)
  - Performance Emphasis (B.A., B.S.)
- Philosophy (p. 248) (B.A., B.S., m)
  - Sustainability and Environmental Studies (p. 307) (m)
- Political Science and Public Administration (p. 254)
  - (p. 254)Legal Studies (m)
  - Political Science (B.A., B.S., m)
  - Public Administration (B.A., B.S., m)
- Psychology (p. 271) (B.A., B.S., m)
  - Child and Youth Care (p. 123) (m)
  - Neuroscience (interdisciplinary) (m)
- Race, Gender, and Sexuality Studies (p. 280) (B.A., B.S., m)
  - Social Justice (m)
- Sociology and Criminology (p. 291)
  - Criminal Justice (m)
  - Criminology (B.A., B.S.)
  - Sociology (B.A., B.S., m)
- Theatre and Dance (p. 309)[1]
  - Arts Administration Emphasis (B.A., B.S., m)
  - Dance (m)
  - Design/Technical Emphasis (B.A., B.S., m)
  - Multidisciplinary Studies 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

- Artificial Intelligence Ethics (p. 254)
- Chinese Proficiency (p. 207)
- French Proficiency (p. 207)
- Gerontology (p. 184)
- Hmong and Hmong-American Studies (p. 290)
- Human Rights and Criminal Justice (p. 305)
- Intercultural Competence for Career Readiness (p. 209)
- Professional and Technical Writing (p. 184)
- Public History (p. 217)
- Russian Studies (p. 208)
- Science, Technology, and Society (p. 218)
- Society, Health, and Medicine (p. 306)
- Spanish for Business and Organizations (p. 208)
- Spanish for the Health Professions (p. 208)

Microcredentials
(students in the College of Business Administration only)

- Addressing Inequity (p. 306)
- Advocating for Equity (p. 306)
- Identifying Diversity (p. 307)

Pre-professional programs

- Pre-Law (p. 254)

[1] Housed in the School of Visual and Performing Arts

Advising

Students in the College of Arts, Social Sciences, and Humanities/School of Visual and Performing Arts who have declared majors are primarily assigned to faculty advisors. Advisors provide guidance and assistance to develop plans for post-college experiences. Students and advisors are provided with advisement reports/degree audit to 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 college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and

follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.

2. Language courses (CHI, FRE, GCL, GER, HCK, HMG, JPN, RUS, SPA, or SPE 214) used to fulfill a CGER may also be used to meet the core B.A. language requirement (i.e., the first requirement for each of the B.A. tracks). This course may come from the department of the student's first major.
3. All other courses completed for the college core cannot overlap with CGER or the student's first major unless otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
4. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310, CST 312, CST 315, CST 319, CST 338, CST 410, CST 412, CST 413, CST 415, CST 419, 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Arts track requirement

Bachelor of Arts students must declare a Language, Humanities, or Fine Arts track. This can be done through the UWL Change of Major Form (https://www.uwlax.edu/records/forms/#tm-70835). Students select **one** of the below tracks.

A. Language Track

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

Code	Title	Credits
Select one of the following:		
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	
HCK 202	Hoocak Language and Culture IV	
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 to the CASSH Academic Services Director.
2. Two additional courses from **different** categories selected from the college core fine arts, humanities, and social science categories.

B. Humanities Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments (course prefixes within GCL are considered different for this requirement) selected from the college core humanities; and
3. One course from the college core fine arts or social science categories.

C. Fine Arts Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments selected from the college core fine arts; and
3. One course from the college core humanities or social science categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400 level; of
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:

a. 100-level or higher courses outside the major; or

b. 300/400-level courses inside the major department not being used to fulfill major requirements.

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Science core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Courses completed for the college core cannot overlap with CGER or the student's first major except where otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
3. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310 , CST 312, CST 315 , CST 319, CST 338 , CST 410 , CST 412 , CST 413 , CST 415 , CST 419 , 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Science course requirement

Bachelor of Science students complete four courses as follows:

1. A lab science course from:
   ANT 102, BIO 100, BIO 105, BIO 203, BIO 312,BIO 313, CHM 103, CHM 104, ESS 205, ESS 206, GEO 101, GEO 221, GEO 222, MIC 100, MIC 230, PHY 103, PHY 104, PHY 106, PHY 155, PHY 160, PHY 203, PHY 204; and
2. An approved college core social science course; and
3. An additional course from the previously listed lab sciences, college core social science, or a qualitative course from: CS 101, CS 115, CS 120, CT 100, FIN 207, MTH 115, MTH 116, MTH 123, MTH 150, MTH 151, MTH 160, MTH 175, MTH 207, MTH 208, MTH 215, MTH 216, STAT 145, STAT 245; and
4. One course from the college core fine arts or humanities categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400-level; or
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major 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), Core General Education 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 following UWL majors: history; race, gender, & sexuality studies; philosophy; psychology; and sociology.

Contact the UWL Admissions Office (https://www.uwlax.edu/admissions/) for more specific information on these joint programs. Students who have earned an Associate of Arts or Associate of Science degree from a regionally- or nationally-accredited institution with a program of study of comparable level and scope to UWL's will be considered to have satisfied the Core General Education Requirements (CGER) at UWL, although students must still meet all other UWL degree, college, and major requirements.

Arts, Social Sciences, & Humanities (CASSH)

Arts, Social Sciences, & Humanities (CASSH) (https://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 domestic and 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 in the Core General Education Requirements (CGER) 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 cultures, 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 & Criminology. 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 artificial intelligence ethics, 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, arts, and even science disciplines.

Visual & Performing Arts (VPA)

School of Visual and Performing Arts (https://www.uwlax.edu/vpa/)
Director - Peter Rydberg
137 Wimberly Hall

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
Archaeology and Anthropology Department (ARC/ANT) *(*https://www.uwlax.edu/academics/department/archaeology-and-anthropology/*)*
Interim Department Chair: David Anderson
432D Wimberly Hall; 608.785.6778
Email: danderson4@uwlax.edu

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 who take our courses as electives and to students enrolled in our courses in the Core General Education Requirements (CGER). Beyond this, we embrace the 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. We engage our students in this important research so they can develop critical thinking, analytical problem-solving, and communication skills that will lead to success as they advance in our academic programs and pursue graduate study or employment upon graduation.

Additionally, since much of our teaching and research is international in scope, we are dedicated to contributing to the broader university effort to globalize 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 global curriculum on campus, we provide UWL students with innovative and rich international programs abroad which allow them high impact experiential opportunities for global engagement.

Archaeology and anthropology courses align with the mission of liberal studies as part of CGER, 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 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* lists Archaeology on their Top Ten Best Jobs in Science listing for 2026 (https://money.usnews.com/careers/best-jobs/rankings/best-science-jobs/). Other careers listed are closely related to archaeology and anthropology as well, including Forensic Science Technician (#1), Environmental Scientist (#8), and Survey Researcher (#11).

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.

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 (https://money.usnews.com/careers/best-jobs/rankings/best-science-jobs/) has ranked archaeologist and closely related fields among the top careers on their Top 10 Best Science Jobs listing for the last several years. According the the Bureau of Labor Statistics, the median salary for anthropologists and archaeologists is $63,800 (at the Master's degree level), 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/).

2026-27 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

Assistant Professor

Heather Walder

Assistant Teaching Professor

Dan Osborne

Administrative Support

Shirley Von Ruden

Majors

- Archaeological studies major - BA (p. 83)
- Archaeological studies major - BS (p. 87)
- Archaeological studies major: cultural anthropology emphasis - BA (p. 90)
- Archaeological studies major: cultural anthropology emphasis - BS (p. 94)

Minors

- Archaeological studies minor (p. 97)
- Anthropology minor (p. 98)

Honors

- Archaeology honors program (p. 98)
- Cultural anthropology honors program (p. 99)

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
Core [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 402	Field Methods in Archaeology (minimum of six credits)	6
Archaeology courses		
Select at least 12 credits (see below)		12
Anthropology courses		
Select at least six credits (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, with the exception of ARC 489 or ARC 499 which may be applied in the archaeology studies major: cultural anthropology emphasis only.

Archaeology courses (12 credits required)

Code	Title	Credits
ARC 203	Archaeology Lab Methods	3
ARC 280	The Incas and their Ancestors: Archaeology of the Andes	3
ARC 295	Pyramids, Temples and Towns! The Archaeology of Ancient Egypt	3
Any 300/400-level archaeology class not listed in the core. [2]		

[2] Three credits of ANT 495 or ANT 496 may be selected instead of ARC 489 or ARC 499 if the student is double majoring in both the archaeological studies major and the archaeological studies: cultural anthropology emphasis major.

Anthropology courses (six credits required)

Code	Title	Credits
ANT 215	Refugees, Displaced Persons and Transnational Communities	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/ARC 325	North American Anthropology and Archaeology	3
ANT 351	Peoples and Cultures of Southeast Asia	3
ANT 358	Language Policy and Activism in Europe	3
ANT 362	Hmong Americans	3
ANT 366	Anthropology of Food	3
ANT 370	Medical Anthropology	3
ANT 375	Language, Power, and Inequality	3
ANT 399	Anthropology Forum	3
ANT 401	Ethnographic Methods	4
ANT 454	Historical and Theoretical Approaches in Anthropology	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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core General Education Requirements (p. 72)
- College core (p. 84)
- Baccalaureate degree requirements (p. 86)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Arts core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Language courses (CHI, FRE, GCL, GER, HCK, HMG, JPN, RUS, SPA, or SPE 214) used to fulfill a CGER may also be used to meet the core B.A. language requirement (i.e., the first requirement for each of the B.A. tracks). This course may come from the department of the student's first major.
3. All other courses completed for the college core cannot overlap with CGER or the student's first major unless otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
4. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310, CST 312, CST 315, CST 319, CST 338, CST 410, CST 412, CST 413, CST 415, CST 419, 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth
   care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Arts track requirement

Bachelor of Arts students must declare a Language, Humanities, or Fine Arts track. This can be done through the UWL Change of Major Form (https://www.uwlax.edu/records/forms/#tm-70835). Students select **one** of the below tracks.

A. Language Track

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

Code	Title	Credits
Select one of the following:		
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	
HCK 202	Hoocak Language and Culture IV	
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 to the CASSH Academic Services Director.
2. Two additional courses from **different** categories selected from the college core fine arts, humanities, and social science categories.

B. Humanities Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments (course prefixes within GCL are considered different for this requirement) selected from the college core humanities; and
3. One course from the college core fine arts or social science categories.

C. Fine Arts Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments selected from the college core fine arts; and
3. One course from the college core humanities or social science categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400 level; of

4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:

    a. 100-level or higher courses outside the major; or

    b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	ARC 101	1
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
ARC 196	1	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
ARC 100 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3	ARC 203	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	ARC 200 (CGER HA-PDU Humanities & Arts: Pasts that Define Us)	3
University Elective	2	University Elective	1
	15		**14**

Year 2

Fall	Credits	Spring	Credits	Summer	Credits
CASSH Core Course	3	ARC 280	3	ARC 402	6
CGER CP-CW Civics & Perspective: Cultures of Our World [1]	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1		
Minor Course	3	CASSH Diversity Core Course	3		
University Elective	3	CASSH Core Course	3		
ANT Course (see list)	3	Minor Course	3		
	15		**13**		**6**

Year 3

Fall	Credits	Spring	Credits
ARC 295	3	ANT Course (see list)	3
ARC 395	1	ARC Course (see list)	3
ARC 445	3	Minor Course	3
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	University Elective	3
CASSH Core Course	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	2
	13		**14**

Year 4

Fall	Credits	Spring	Credits
ARC 455	3	ARC Course (see list)	3
ARC Course (see list)	3	ARC Course (see list)	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
Minor Course	3	Minor Course	3
Minor Course	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.

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.

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
Core [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 402	Field Methods in Archaeology (minimum of six credits)	6
Archaeology courses		
Select at least 12 credits (see below)		12
Anthropology courses		
Select at least six credits (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, with the exception of ARC 489 or ARC 499 which may be applied in the archaeology studies major: cultural anthropology emphasis only.

Archaeology courses (12 credits required)

Code	Title	Credits
ARC 203	Archaeology Lab Methods	3
ARC 280	The Incas and their Ancestors: Archaeology of the Andes	3
ARC 295	Pyramids, Temples and Towns! The Archaeology of Ancient Egypt	3
Any 300/400-level archaeology class not listed in the core. [2]		

[2] Three credits of ANT 495 or ANT 496 may be selected instead of ARC 489 or ARC 499 if the student is double majoring in both the archaeological studies major and the archaeological studies: cultural anthropology emphasis major.

Anthropology courses (six credits required)

Code	Title	Credits
ANT 215	Refugees, Displaced Persons and Transnational Communities	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/ARC 325	North American Anthropology and Archaeology	3
ANT 351	Peoples and Cultures of Southeast Asia	3
ANT 358	Language Policy and Activism in Europe	3
ANT 362	Hmong Americans	3
ANT 366	Anthropology of Food	3
ANT 370	Medical Anthropology	3
ANT 375	Language, Power, and Inequality	3
ANT 399	Anthropology Forum	3
ANT 401	Ethnographic Methods	4
ANT 454	Historical and Theoretical Approaches in Anthropology	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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 88)
- Baccalaureate degree requirements (p. 89)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Science core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Courses completed for the college core cannot overlap with CGER or the student's first major except where otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
3. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310 , CST 312, CST 315 , CST 319, CST 338 , CST 410 , CST 412 , CST 413 , CST 415 , CST 419 , 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other

degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Science course requirement

Bachelor of Science students complete four courses as follows:

1. A lab science course from:
   ANT 102, BIO 100, BIO 105, BIO 203, BIO 312,BIO 313, CHM 103, CHM 104, ESS 205, ESS 206, GEO 101, GEO 221, GEO 222, MIC 100, MIC 230, PHY 103, PHY 104, PHY 106, PHY 155, PHY 160, PHY 203, PHY 204; and
2. An approved college core social science course; and
3. An additional course from the previously listed lab sciences, college core social science, or a qualitative course from: CS 101, CS 115, CS 120, CT 100, FIN 207, MTH 115, MTH 116, MTH 123, MTH 150, MTH 151, MTH 160, MTH 175, MTH 207, MTH 208, MTH 215, MTH 216, STAT 145, STAT 245; and
4. One course from the college core fine arts or humanities categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400-level; or
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	ARC 101	1
ARC 100 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3	ARC 200 (CGER HA-PDU Humanities & Arts: Pasts that Define Us)	3
ARC 196	1	ARC 203	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
University Elective	2		
	15		**13**

Year 2

Fall	Credits	Spring	Credits	Summer	Credits
ARC Course (see list)	3	ARC 280	3	ARC 402	6
ANT Course (see list)	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	2		
CGER CP-CW Civics & Perspective: Cultures of Our World	3	CASSH Core Diversity Course	3		
CASSH Core Course	3	Minor Course	3		
Minor Course	3	University Elective	3		
	15		**14**		**6**

Year 3

Fall	Credits	Spring	Credits
ARC 295	3	ARC Course (see list)	3
ARC 395	1	ANT Course (see list)	3
ARC 445	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1
CASSH Core Course - Experiential Science	4	University Elective	1
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
		Minor Course	3
	14		**14**

Year 4

Fall	Credits	Spring	Credits
ARC 455	3	ARC Course (see list)	3
ARC Course (see list)	3	CASSH Core Course	3
Minor Course	3	CASSH Core Course	3
Minor Course	3	Minor Course	3
University Elective	2	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
	14		**15**

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
Core		
ANT 101	Human Nature/Human Culture	3
or ANT 103	The Human Story: Evolution, Environment, and Shared Ancestries	
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 [1]	3
or ANT 496	Honors Thesis in Cultural Anthropology	
Cultural anthropology courses		
Select at least 15 credits (see below)		15
Archaeology and biological anthropology courses		
Select at least six credits (see below)		6
Total Credits		**37**

[1] Three credits of ARC 489 or ARC 499 may be selected instead of ANT 495 or ANT 496 if the student is double majoring in both the archaeological studies: cultural anthropology emphasis major and the archaeological studies major.

Credits that are applied to the archaeological studies major: cultural anthropology emphasis cannot be applied to the archaeological studies major, archaeology minor, or anthropology minor, with the exception of ANT 495 or ANT 496 which may be applied in the archaeological studies major only.

Cultural anthropology courses (15 credits required)

Code	Title	Credits
ANT 196	Introduction to Linguistic Anthropology	3
ANT 215	Refugees, Displaced Persons and Transnational Communities	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/ARC 346	Ethnoarchaeology and Experimental Archaeology	3
ANT 351	Peoples and Cultures of Southeast Asia	3
ANT 358	Language Policy and Activism in Europe	3
ANT/RGS 362	Hmong Americans	3
ANT 366	Anthropology of Food	3
ANT 370	Medical Anthropology	3
ANT 375	Language, Power, and Inequality	3
ANT 399	Anthropology Forum	3

Archaeology and biological anthropology courses (six credits required)

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology	4
ANT/ARC 325	North American Anthropology and Archaeology	3
ANT/ARC 335	Human Skeletal Anatomy and the Anthropological Study of the Dead	3
ANT/ARC/HIS 353	Maya Civilization	3
ANT/ARC 395	Graduate Preparation Seminar	1
ANT/ARC 479	Archaeology/Anthropology Laboratory Assistant	1-2
ARC 100	Archaeology: Discovering Our Past	3
ARC 200	World Archaeology: Origins and Development of Human Culture and Society	3
ARC 203	Archaeology Lab Methods	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 300	Cultural Resources Management	3
ARC/HIS 302	Egyptian Hieroglyphs: The Language and Culture of Ancient Egypt	3
ARC 311	European Prehistory	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 345	Zooarchaeology	3
ARC 350	Independent International Research in Archaeology	1-6
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 372	History of Women in the Ancient World	3
ARC/HIS 374	Ancient Turkey	3
ARC/HIS 375	Iran before Islam	3
ARC/HIS 396	Ancient Syria	3
ARC 399	Archaeology Forum	3
ARC 402	Field Methods in Archaeology	6
ARC 404	Environmental Archaeology	3
ARC 415	Advanced Research Applications in Archaeology	3
ARC 445	Research Methods in Archaeology	3
ARC 455	Historical and Theoretical Perspectives in Archaeology	3

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 92)
- Baccalaureate degree requirements (p. 93)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Arts core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Language courses (CHI, FRE, GCL, GER, HCK, HMG, JPN, RUS, SPA, or SPE 214) used to fulfill a CGER may also be used to meet the core B.A. language requirement (i.e., the first requirement for each of the B.A. tracks). This course may come from the department of the student's first major.
3. All other courses completed for the college core cannot overlap with CGER or the student's first major unless otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
4. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310, CST 312, CST 315, CST 319, CST 338, CST 410, CST 412, CST 413, CST 415, CST 419, 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Arts track requirement

Bachelor of Arts students must declare a Language, Humanities, or Fine Arts track. This can be done through the UWL Change of Major Form (https://www.uwlax.edu/records/forms/#tm-70835). Students select **one** of the below tracks.

A. Language Track

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

Code	Title	Credits
Select one of the following:		
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	
HCK 202	Hoocak Language and Culture IV	
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 to the CASSH Academic Services Director.
2. Two additional courses from **different** categories selected from the college core fine arts, humanities, and social science categories.

B. Humanities Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments (course prefixes within GCL are considered different for this requirement) selected from the college core humanities; and
3. One course from the college core fine arts or social science categories.

C. Fine Arts Track

1. One global language course at the 102-level or higher (including SPE 214); and

2. Two additional courses from **different** departments selected from the college core fine arts; and
3. One course from the college core humanities or social science categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400 level; of
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:

    a. 100-level or higher courses outside the major; or

    b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 101 or 103[1]	3	ANT 195	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies[1]	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1

		University Elective	2
	14		**15**

Year 2

Fall	Credits	Spring	Credits
ANT 102 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	CASSH Diversity Core Course	3
Cultural Anthropology Course	3	CASSH Core Course	3
CGER CP-CW Civics & Perspective: Cultures of Our World [2]	3	Cultural Anthropology Course	3
Minor Course	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
UWL Elective	2	Minor Course	3
	15		**15**

Year 3

Fall	Credits	Spring	Credits
ANT 401	4	CASSH Core Course	3
ANT 454	3	Cultural Anthropology Course	3
Cultural Anthropology Course	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
Minor Course	3	Minor Course	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	2	University Elective	3
	15		**15**

Year 4

Fall	Credits	Spring	Credits
Cultural Anthropology Course	3	ANT 495 or 496	3
Archaeology and Biological Anthropology Course	3	Archaeology and Biological Anthropology Course	3
CASSH Core Course	3	Minor Course	3
Minor Course	3	University Elective	3
University Elective	4	University Elective	3
	16		**15**

Total Credits: 120

[1] All of these course options may also satisfy Core General Education Requirements. ANT 101 may also satisfy CGER- Social & Behavioral Science: Social & Behavioral Studies (CGER SBS-BS); ANT 103 may also satisfy CGER- Civics & Perspecitve: Communities of the United States (CGER CP-CU). Depending on which course is selected, other CGER categories may 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
Core		
ANT 101	Human Nature/Human Culture	3
or ANT 103	The Human Story: Evolution, Environment, and Shared Ancestries	
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 [1]	3
or ANT 496	Honors Thesis in Cultural Anthropology	
Cultural anthropology courses		
Select at least 15 credits (see below)		15
Archaeology and biological anthropology courses		
Select at least six credits (see below)		6
Total Credits		**37**

[1] Three credits of ARC 489 or ARC 499 may be selected instead of ANT 495 or ANT 496 if the student is double majoring in both the archaeological studies: cultural anthropology emphasis major and the archaeological studies major.

Credits that are applied to the archaeological studies major: cultural anthropology emphasis cannot be applied to the archaeological studies major, archaeology minor, or anthropology minor, with the exception of ANT 495 or ANT 496 which may be applied in the archaeological studies major only.

Cultural anthropology courses (15 credits required)

Code	Title	Credits
ANT 196	Introduction to Linguistic Anthropology	3
ANT 215	Refugees, Displaced Persons and Transnational Communities	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/ARC 346	Ethnoarchaeology and Experimental Archaeology	3
ANT 351	Peoples and Cultures of Southeast Asia	3
ANT 358	Language Policy and Activism in Europe	3
ANT/RGS 362	Hmong Americans	3
ANT 366	Anthropology of Food	3
ANT 370	Medical Anthropology	3
ANT 375	Language, Power, and Inequality	3
ANT 399	Anthropology Forum	3

Archaeology and biological anthropology courses (six credits required)

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology	4
ANT/ARC 325	North American Anthropology and Archaeology	3
ANT/ARC 335	Human Skeletal Anatomy and the Anthropological Study of the Dead	3
ANT/ARC/HIS 353	Maya Civilization	3
ANT/ARC 395	Graduate Preparation Seminar	1
ANT/ARC 479	Archaeology/Anthropology Laboratory Assistant	1-2
ARC 100	Archaeology: Discovering Our Past	3
ARC 200	World Archaeology: Origins and Development of Human Culture and Society	3
ARC 203	Archaeology Lab Methods	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 300	Cultural Resources Management	3
ARC/HIS 302	Egyptian Hieroglyphs: The Language and Culture of Ancient Egypt	3
ARC 311	European Prehistory	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 345	Zooarchaeology	3
ARC 350	Independent International Research in Archaeology	1-6
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 372	History of Women in the Ancient World	3
ARC/HIS 374	Ancient Turkey	3
ARC/HIS 375	Iran before Islam	3
ARC/HIS 396	Ancient Syria	3
ARC 399	Archaeology Forum	3
ARC 402	Field Methods in Archaeology	6
ARC 404	Environmental Archaeology	3
ARC 415	Advanced Research Applications in Archaeology	3
ARC 445	Research Methods in Archaeology	3
ARC 455	Historical and Theoretical Perspectives in Archaeology	3

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 95)
- Baccalaureate degree requirements (p. 96)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Science core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Courses completed for the college core cannot overlap with CGER or the student's first major except where otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
3. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310 , CST 312, CST 315 , CST 319, CST 338 , CST 410 , CST 412 , CST 413 , CST 415 , CST 419 , 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322,

RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373,

RGS 377, RGS 409. Students with a declared minor in child/youth
care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Science course requirement

Bachelor of Science students complete four courses as follows:

1. A lab science course from:
   ANT 102, BIO 100, BIO 105, BIO 203, BIO 312,BIO 313, CHM 103, CHM 104, ESS 205, ESS 206, GEO 101, GEO 221, GEO 222, MIC 100, MIC 230, PHY 103, PHY 104, PHY 106, PHY 155, PHY 160, PHY 203, PHY 204; and
2. An approved college core social science course; and
3. An additional course from the previously listed lab sciences, college core social science, or a qualitative course from: CS 101, CS 115, CS 120, CT 100, FIN 207, MTH 115, MTH 116, MTH 123, MTH 150, MTH 151, MTH 160, MTH 175, MTH 207, MTH 208, MTH 215, MTH 216, STAT 145, STAT 245; and
4. One course from the college core fine arts or humanities categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400-level; or
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of

the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 101 or 103[1]	3	ANT 195	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER HA-AA Humanities & Arts: Arts & Aesthetics	2
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies[1]	3
	14		**14**

Year 2

Fall	Credits	Spring	Credits
ANT 102 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	Cultural Anthropology Course	3
Cultural Anthropology Course	3	CASSH Diversity Core Course	3
CASSH Core Course	3	CASSH Core Course - Experiential Science	4
CASSH Core Course	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
Minor Course	3	Minor Course	3
	16		**16**

Year 3

Fall	Credits	Spring	Credits
ANT 401	4	Cultural Anthropology Course	3
ANT 454	3	CGER CP-CW Civics & Perspective: Cultures of Our World	3
Cultural Anthropology Course	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	1	Minor Course	3
Minor Course	3	University Elective	3
	14		**15**

Year 4

Fall	Credits	Spring	Credits
Cultural Anthropology Course	3	ANT 495 or 496	3
Archaeology and Biological Anthropology Course	3	Archaeology and Biological Anthropology Course	3
CASSH Core Course	3	Minor Course	3
Minor Course	3	University Elective	3
University Elective	4	University Elective	3
	16		**15**

Total Credits: 120

[1] All of these course options may also satisfy Core General Education Requirements. ANT 101 may also satisfy CGER - Social & Behavioral Science: Social and Behavioral Studies (CGER SBS-BS); ANT 103 may also satisfy CGER - Civics & Perspective: Communities of the United States (CGER CP-CU). Depending on which course is selected, other CGER categories may need to be fulfilled.

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 103	The Human Story: Evolution, Environment, and Shared Ancestries	
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 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 358	Language Policy and Activism in Europe	
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 emhasis 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
Art Department (ART) *(*https://www.uwlax.edu/academics/department/art/*)*
School of Visual and Performing Arts
105 Center for the Arts; 608.785.8230

Department Chair: Terry Lilley
4302 Centennial Hall; 608.785.8346
Email: tlilley@uwlax.edu

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.

2026-27 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

Kathleen Hawkes

Linda Levinson

Bradley Nichols

Jennifer Williams

Associate Professor

Lisa Lenarz

Jarred Pfeiffer

Sierra Rooney

Assistant Professor

Joshua Doster

Marc Manke

Zachary Stensen

Assistant Teaching Professor

Allison Schneider

Lecturer

David Dobbs

Tony Letoureanu

Deborah-Eve Lombard

Nicole Vike

Ger Xiong

Administrative Support

Katie Olan

Majors

- Art major - BA (p. 100)
- Art major - BS (p. 103)

Teacher education program

- Art education (grades K-12) major - BS (p. 106)

Minors

- Art minor (p. 109)
- Art history minor (p. 109)
- Art therapy minor (p. 110)
- Photography minor (p. 110)

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 336	Art in the Public - Community, Place, and Engagement	
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 321	Intermediate Metalsmithing	
ART 323	Intermediate Blacksmithing	
ART 360	Travel/Study in Visual Art	
ART 362	Drawing III	
ART 372	Digital Photography Studio	
ART 373	Documentary Strategies in Photography	
ART 374	Darkroom Photography	
ART 375	Special Projects in Photography	
ART 376	Studio Lighting for Photography	
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	
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, 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 Core 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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 101)
- Baccalaureate degree requirements (p. 102)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Arts core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Language courses (CHI, FRE, GCL, GER, HCK, HMG, JPN, RUS, SPA, or SPE 214) used to fulfill a CGER may also be used to meet the core B.A. language requirement (i.e., the first requirement for each of the B.A. tracks). This course may come from the department of the student's first major.
3. All other courses completed for the college core cannot overlap with CGER or the student's first major unless otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
4. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310, CST 312, CST 315, CST 319, CST 338, CST 410, CST 412, CST 413, CST 415, CST 419, 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Arts track requirement

Bachelor of Arts students must declare a Language, Humanities, or Fine Arts track. This can be done through the UWL Change of Major Form (https://www.uwlax.edu/records/forms/#tm-70835). Students select **one** of the below tracks.

A. Language Track

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

Code	Title	Credits
Select one of the following:		
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	
HCK 202	Hoocak Language and Culture IV	
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 to the CASSH Academic Services Director.

2. Two additional courses from **different** categories selected from the college core fine arts, humanities, and social science categories.

B. Humanities Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments (course prefixes within GCL are considered different for this requirement) selected from the college core humanities; and
3. One course from the college core fine arts or social science categories.

C. Fine Arts Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments selected from the college core fine arts; and
3. One course from the college core humanities or social science categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400 level; of
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:

    a. 100-level or higher courses outside the major; or

    b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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
ART 162 or 262	4	200-Level Studio	4
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER HA-AA Humanities & Arts: Arts & Aesthetics	2
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	CGER CP-CW Civics & Perspective: Cultures of Our World/CASSH Core Language[1]	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	1	CGER CL-SWT Communication & Literacy: Stories We Tell	3
University Elective	2		
	15		**15**

Year 2

Fall	Credits	Spring	Credits
ART 251	3	ART 315	3
200-Level Studio	4	200-Level Studio	4
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
University Elective	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
University Elective	3		
	16		**14**

Year 3

Fall	Credits	Spring	Credits
300/400-Level Studio	4	ART 215, 331, 332, 335, or 341[2]	3
VPA Core Course	3	300/400-Level Studio	4
CGER CP-CU Civics & Perspective: Communities of the United States	3	VPA Core Course	3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	Minor Course	3
Minor Course	3		
	16		**13**

Year 4

Fall	Credits	Spring	Credits
300/400-Level Studio	4	ART 498	3
300/400-Level Studio	4	VPA Core Diversity Course	3
VPA Core Course	3	Minor Course	3
Minor Course	3	Minor Course	3
Univerisity Elective	2	Minor Course	3
	16		**15**

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 336	Art in the Public - Community, Place, and Engagement	
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 321	Intermediate Metalsmithing	
ART 323	Intermediate Blacksmithing	
ART 360	Travel/Study in Visual Art	
ART 362	Drawing III	
ART 372	Digital Photography Studio	

ART 373	Documentary Strategies in Photography	
ART 374	Darkroom Photography	
ART 375	Special Projects in Photography	
ART 376	Studio Lighting for Photography	
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	
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, 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 Core 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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 104)
- Baccalaureate degree requirements (p. 105)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Science core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Courses completed for the college core cannot overlap with CGER or the student's first major except where otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
3. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310 , CST 312, CST 315 , CST 319, CST 338 , CST 410 , CST 412 , CST 413 , CST 415 , CST 419 , 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Science course requirement

Bachelor of Science students complete four courses as follows:

1. A lab science course from:
   ANT 102, BIO 100, BIO 105, BIO 203, BIO 312,BIO 313, CHM 103, CHM 104, ESS 205, ESS 206, GEO 101, GEO 221, GEO 222, MIC 100, MIC 230, PHY 103, PHY 104, PHY 106, PHY 155, PHY 160, PHY 203, PHY 204; and
2. An approved college core social science course; and
3. An additional course from the previously listed lab sciences, college core social science, or a qualitative course from: CS 101, CS 115, CS 120, CT 100, FIN 207, MTH 115, MTH 116, MTH 123, MTH 150, MTH 151, MTH 160, MTH 175, MTH 207, MTH 208, MTH 215, MTH 216, STAT 145, STAT 245; and
4. One course from the college core fine arts or humanities categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400-level; or
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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
ART 162 or 262	4	200-Level Studio	4
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3

UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER HA-AA Humanities & Arts: Arts & Aesthetics	2
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
CGER HA-AA Humanities & Arts: Arts & Aesthetics	1	CGER CL-SWT Communication & Literacy: Stories We Tell	3
University Elective	3		
	16		**16**

Year 2

Fall	Credits	Spring	Credits
ART 251	3	ART 315	3
200-Level Studio	4	200-Level Studio	4
CGER CP-CU Civics & Perspective: Communities of the United States	3	VPA Core Course - Experiential Science	4
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
Minor Course	3		
	16		**14**

Year 3

Fall	Credits	Spring	Credits
300/400-Level Studio	4	ART 215, 331, 332, 335, or 341 [1]	3
VPA Core Course	3	300/400-Level Studio	4
CGER CP-CW Civics & Perspective: Cultures of Our World	3	Minor Course	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	Minor Course	3
Minor Course	3		
	16		**13**

Year 4

Fall	Credits	Spring	Credits
300/400-Level Studio	4	ART 498	3
300/400-Level Studio	4	VPA Core Diversity Course	3
VPA Core Course	3	Minor Course	3
VPA Core Course	3	Minor Course	3
		University Elective	3
	14		**15**

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. 629).

Students in all teacher education programs must be admitted to the School of Education (https://www.uwlax.edu/soe/undergrad/admission-to-soe/) 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. 626).

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.

The Art Education Program (grades K-12) is aligned with the Wisconsin Teacher Standards (WTS) and Wisconsin Art and Design Content Standards.

Program requirement courses that may also fulfill Core General Education Requirements (CGER) (9 credits)

Code	Title	Credits
EDS 203	Foundations of Education [1, 2]	3
EDS 206	Society and Schools [1, 3]	3
Select one of the following:		3
ART 302	Visual Language in the Global Classroom [4,5]	
EDS 309	Global Perspectives in Education [6]	
Total Credits		**9**

[1] Satisfies an SOE core requirement.
[2] May also satisfy CGER - Social & Behavioral Science: Social & Behavioral Studies (CGER SBS-BS).
[3] May also satisfy CGER - Civics & Perspectives: Communities of the United States (CGER CP-CU).
[4] May also satisfy CGER - Humanities & Arts: Arts & Aesthetics (CGER HA-AA).
[5] Recommended course.
[6] May also satisfy CGER - Civics & Perspectives: Cultures of Our World (CGER CP-CW).

Allied course requirements for education majors (9 credits)

Code	Title	Credits
PSY 212	Lifespan Development [1]	3
SPE 200	Foundations of Special Education [1]	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 [2]	
ART 251	Survey of Art History [5, 6]	
ART 315	Writing About Art	
ART 331	Art and the Environment in the United States	
ART 332	Themes of Contemporary Art [4]	
ART 335	Art and Gender	
ART 336	Art in the Public - Community, Place, and Engagement	
ART 341	Selected Topics in Art History	
Drawing		**4**
Select one of the following:		
ART 162	Drawing Foundations	
ART 262	Drawing II	
Studio core		
ART 205	Painting Media I	4
or ART 306	Drawing and Painting Media	
ART 216	Introduction to Ceramics	4
Select three of the following 200-level studios:		12
ART 206	Introduction to Digital Art and Design for Non-Art Majors	
ART 207	Introduction to Digital Art and Design	
ART 214	Introduction to Sculpture	
ART 218	Print Media I	
ART 221	Introduction to Metalsmithing	
ART 223	Introduction to Blacksmithing	
ART 272	Photography and Imaging I [4]	
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 321	Intermediate Metalsmithing	
ART 323	Intermediate Blacksmithing	
ART 360	Travel/Study in Visual Art	
ART 362	Drawing III	
ART 372	Digital Photography Studio	
ART 373	Documentary Strategies in Photography	
ART 374	Darkroom Photography	
ART 375	Special Projects in Photography	
ART 376	Studio Lighting for Photography	
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	
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	Foundational Methods in Art Education [1, 7]	3
ART 403	Contemporary Methods in Art Education [1, 7]	3
Field experience courses		
ART 361	Art Education Field Experience I [1, 7]	3
ART 461	Art Education Field Experience II [1, 7]	3
Total Credits		**12**

Student teaching semester (12 credits)

Code	Title	Credits
Demonstrate content knowledge through benchmark assessment prior to student teaching [8]		
EDS 492	Student Teaching Seminar [1]	1
One of the following: [1]		11
EDS 497	Student Teaching: Kindergarten through Grade 12 (K-12)	
EDS 495	Teaching Internship	
Total Credits		**12**

[7] ART 361 and ART 461 must be taken concurrently with ART 401 or ART 403.

[8] Must complete all course requirements and other benchmarks prior to student teaching. See SOE's benchmark assessments (https://www.uwlax.edu/soe/undergrad/benchmark-assessments/) website for information about these assessments. For more information on student teaching, please see the Student Teaching and Internship Policy (http://catalog.uwlax.edu/undergraduate/education/#student-teaching).

- A maximum of fifteen 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 digital media studies & design minor.
- A maximum of six credits are allowed to overlap between the art education major and art history minor.

Additional teacher education requirements are listed on the School of Education (p. 622) catalog page.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- School of Education requirements (p. 622)
- Baccalaureate degree requirements (p. 108)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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
ART 162 or 262	4	ART 216	4
ART 302 (CGER HA-AA Humanities & Arts: Arts & Aesthetics)	3	EDS 203 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
HIS 110 (CGER HA-PDU Humanities & Arts: Pasts that Define Us)	3	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
	15		**16**

Year 2

Fall	Credits	Spring	Credits
ART 205 or 306	4	200-Level Studio	4
Art History Course	3	PSY 212	3
EDS 206 (CGER CP-CU Civics & Perspective: Communities of the United States)	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
EDS 309 (CGER CP-CW Civics & Perspective: Cultures of Our World)	3	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
University Elective	3	University Elective	3
	16		**17**

Year 3

Fall	Credits	Spring	Credits
TSL 250	3	ART 401[3]	3
Art History Course	3	ART 361[3]	3
200-Level Studio	4	300/400-Level Studio	4
200-Level Studio	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: 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 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. 632).

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 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 336	Art in the Public - Community, Place, and Engagement	
ART 341	Selected Topics in Art History	
ART 360	Travel/Study in Visual Art	
ART 362	Drawing III	
ART 372	Digital Photography Studio	
ART 373	Documentary Strategies in Photography	
ART 374	Darkroom Photography	
ART 375	Special Projects in Photography	
ART 376	Studio Lighting for Photography	
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	
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, 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 Core General Education Requirements.

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 336	Art in the Public - Community, Place, and Engagement	
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	Careers in Public History	
HIS 390	Social Justice Informed Public 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 Core General Education Requirements.
- A maximum of six credits may be taken outside of the art department.

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
Studio art		
ART 306	Drawing and Painting Media	4
Art studio electives		
Select one of the following 200-level art studio courses:		4
ART 205	Painting Media I	
ART 206	Introduction to Digital Art and Design for Non-Art Majors	
ART 207	Introduction to Digital Art and Design	
ART 212	Sculpture for Non-Art Majors	
ART 213	Ceramics for Non-Art Majors	
ART 214	Introduction to Sculpture	
ART 216	Introduction to Ceramics	
ART 218	Print Media I	
ART 221	Introduction to Metalsmithing	
ART 222	Metalsmithing for Non-Art Majors	
ART 223	Introduction to Blacksmithing	
ART 262	Drawing II	
ART 272	Photography and Imaging I	
Select four credits of 300/400-level art studio [1]		4
Psychology		
Select one of the following:		3
PSY 403	Advanced Psychopathology	
PSY 404	Counseling and Personality Theories	
PSY 417	Child and Adolescent Psychopathology	
PSY 425	Understanding the Mental Health Counseling Profession	
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, or digital media studies and design minor.

Art education majors may apply a maximum of fifteen credits toward both 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
Electives		
Select eight credits of the following:		8
ART 172	Photography Survey	
ART 372	Digital Photography Studio	
ART 373	Documentary Strategies in Photography	
ART 374	Darkroom Photography	
ART 375	Special Projects in Photography	
ART 376	Studio Lighting for Photography	
ART 475	Perspectives in Art: Photography	
Additional electives		
Select six additional credits from the courses listed above or from the following courses:		6
ART 206	Introduction to Digital Art and Design for Non-Art Majors	
ART 207	Introduction to Digital Art and Design	
ART 218	Print Media I	
ART 332	Themes of Contemporary Art	

CST 271	Media and Society	
Total Credits		**18**

- At least nine credits must be at or above the 300-level.
- Photography minors may apply a maximum of 15 credits toward both the photography minor and the art major.
- A maximum of six credits may apply toward both the photography minor and Core General Education Requirements.

Broadfield Social Studies Education Program

College of Arts, Social Sciences, and Humanities
History Department Chair: Víctor Macías-González
401A Wimberly Hall; 608.785.8349
Email: vmacias-gonzalez@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 Wisconsin Teacher Standards (WTS). 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/academics/department/economics/)
- Geography and Environmental Science (https://www.uwlax.edu/academics/department/geography-and-environmental-science/)
- History (https://www.uwlax.edu/academics/department/history/)
- Political Science and Public Administration (https://www.uwlax.edu/academics/department/political-science-and-public-administration/)
- Psychology (https://www.uwlax.edu/academics/department/psychology/)
- Sociology and Criminology (https://www.uwlax.edu/academics/department/sociology-and-criminology/)

The History Department

The History Department houses the Broadfield Social Studies Program's curriculum and faculty (p. 210).

Majors

- Broadfield social studies education (grades 4-12) major - BS (p. 111)
- Broadfield social studies education (grades 4-12) major: history concentration - BS (p. 114)
- Broadfield social studies education (grades 4-12) major: political science concentration - BS (p. 117)
- Broadfield social studies education (grades 4-12) major: sociology concentration - BS (p. 120)

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/academics/department/history/advising/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/academics/department/history/student-resources/national-history-day/), Phi Alpha Theta (https://www.uwlax.edu/academics/department/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. 629).

Students in all teacher education programs must be admitted to the School of Education (https://www.uwlax.edu/soe/undergrad/admission-to-soe/) 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. 625).

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 the Wisconsin Teacher Standards (WTS) and the National Council for Social Studies (NCSS) Standards.

Program requirement course that may also fulfill Core General Education Requirements (CGER) (18 credits)

Code	Title	Credits
EDS 203	Foundations of Education [1, 2]	3
EDS 206	Society and Schools [1, 3]	3
EDS 309	Global Perspectives in Education [4]	3
GEO 110	World Cultural Regions [4, 5]	3
GEO 200	Conservation of Global Environments [6, 7]	3
HIS 110	World History [5, 8]	3
Total Credits		**18**

1. Satisfies an SOE core requirement.
2. May also satisfy CGER - Social & Behavioral Science: Social & Behavioral Studies (CGER SBS-BS).
3. May also satisfy CGER - Civics & Perspectives: Communities of the United States (CGER CP-CU).
4. May also satisfy CGER - Civics & Perspectives: Cultures of Our World (CGER CP-CW).
5. Satisfies a social studies major content requirement.
6. Satisfies a WI statutory requirement for a teaching license in Social Studies (2700).
7. May also satisfy CGER - Natural Science & Wellness: Mind, Body, & Planet (CGER NSW-MBP).
8. May also satisfy CGER - Humanities & Arts: Pasts that Define Us (CGER HA-PDU).

Social studies education requirements (30 credits)

Code	Title	Credits
Courses not requiring admission to the School of Education		
HIS 403	Curriculum, Instruction, and Assessment in Social Studies Education [1]	3
PSY 212	Lifespan Development [1, 5]	3
SPE 200	Foundations of Special Education [1]	3
Courses requiring admission to the School of Education [1]		
HIS 304	Schools and Learning in Social Studies and Field Experience I	2
HIS 402	Content Area Literacy for Secondary Social Studies	3
HIS 419	Teaching and Learning Social Studies in the Secondary School and Field Experience II	4
Student teaching semester		
Demonstrate content knowledge through benchmark assessment prior to student teaching [9]		
EDS 492	Student Teaching Seminar [1]	1
One of the following: [1]		11
EDS 496	Student Teaching: Middle/High School Education (4-12)	
EDS 495	Teaching Internship	
Total Credits		**30**

Social studies major content requirements (9 credits)

Code	Title	Credits
Additional content areas		
SOC 110	Introduction to Sociology	3
Select one of the following: [6]		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	
Total Credits		**9**

Additional requirements (30 credits)

Code	Title	Credits
Select a first minor from the following social studies content areas		**15-18**
Economics [10]		
Geography [11]		
History [12]		
Political Science [13]		
Psychology [14]		
Sociology [15]		
Select a second minor OR complete elective credits from courses in one of the following social studies content areas:		**15-18**
Economics [10]		
Geography [11]		
History [12]		
Political Science [13]		
Psychology [14]		
Sociology [15]		
Total Credits		**30-36**

9. Must complete all course requirements and other benchmarks prior to student teaching. See SOE's benchmark assessments (https://www.uwlax.edu/soe/undergrad/benchmark-assessments/) website for information about these assessments. For more information on student teaching, please see the Student Teaching and Internship Policy (http://catalog.uwlax.edu/undergraduate/education/#student-teaching).

[10] ECO 110 or ECO 120 may only apply if not used to satisfy the additional content.
[11] GEO 110 and GEO 200 cannot be used to fulfil this requirement.
[12] HIS 110, HIS 304, HIS 402, HIS 403, and HIS 419 cannot be used to fulfill this requirement.
[13] POL 101 or POL 102 may only apply if not used to satisfy the additional content.
[14] PSY 212 cannot be used to fulfill this requirement.
[15] SOC 110 cannot be used to fulfill this requirement.

Additional teacher education requirements are listed on the School of Education (p. 622) catalog page.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requiements (p. 72)
- School of Education requirements (p. 622)
- Baccalaureate degree requirements (p. 113)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	EDS 206 (CGER CP-CU Civics & Perspective: Communities of the United States)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	GEO 110 (CGER CP-CW Civics & Perspective: Cultures of Our World)	3
HIS 110 (CGER HA-PDU Humanities & Arts: Pasts that Define Us)	3	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
SOC 110	3	Minor course	3
	14		**15**

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
University Elective	3	Minor course or social studies content area elective	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
	15		**16**

Year 3

Fall	Credits	Spring	Credits
HIS 403	3	HIS 304	2
GEO 200 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3	HIS 402	3
Minor course	3	SPE 200	3
Minor course or social studies content area elective	3	Minor course	3
Minor course or social studies content area elective	3	Minor course or social studies content area elective	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
HIS 419	4	All course requirements and other benchmarks must be completed prior to student teaching.[4]	
Minor course or social studies content area elective	3	EDS 492	1
CGER CL-SWT Communication & Literacy: Stories We Tell	3	EDS 496	11
University Elective	3	University Elective	3
University Elective	3		
	16		**15**

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/academics/department/history/advising/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/academics/department/history/student-resources/national-history-day/), Phi Alpha Theta (https://www.uwlax.edu/academics/department/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. 629).

Students in all teacher education programs must be admitted to the School of Education (https://www.uwlax.edu/soe/undergrad/admission-to-soe/) 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. 625).

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 the Wisconsin Teacher Standards (WTS) and the National Council for Social Studies (NCSS) Standards.

Program requirement courses that may also fulfill Core General Education Requirements (CGER) (credits 15)

Code	Title	Credits
EDS 203	Foundations of Education [1, 2]	3
EDS 206	Society and Schools [1, 3]	3
EDS 309	Global Perspectives in Education [4]	3
GEO 200	Conservation of Global Environments [5, 6]	3
HIS 110	World History [7, 8]	3
Total Credits		**15**

1. Satisfies an SOE core requirement.
2. May also satisfy CGER - Social & Behavioral Science: Social & Behavioral Studies (CGER SBS-BS).
3. May also satisfy CGER - Civics & Perspectives: Communities of the United States (CGER CP-CU).
4. May also satisfy CGER - Civics & Perspectives: The Cultures of Our World (CGER CP-CW).
5. May also satisfy CGER - Natural Science & Wellness: Mind, Body, & Planet (CGER NSW-MBP).
6. Satisfies a WI statutory requirement for a teaching license in Social Studies (2700).
7. Satisfies social studies major content requirement.
8. May also satisfy CGER - Humanities & Arts: Pasts that Define Us (CGER HA-PDU).

Social studies education requirements (30 credits)

Code	Title	Credits
Courses not requiring admission to the School of Education		
HIS 403	Curriculum, Instruction, and Assessment in Social Studies Education [1]	3
PSY 212	Lifespan Development [1, 7]	3
SPE 200	Foundations of Special Education [1]	3
Courses requiring admission to the School of Education [1]		
HIS 304	Schools and Learning in Social Studies and Field Experience I	2
HIS 402	Content Area Literacy for Secondary Social Studies	3
HIS 419	Teaching and Learning Social Studies in the Secondary School and Field Experience II	4
Student teaching semester		
Demonstrate content knowledge through benchmark assessment prior to student teaching [9]		
EDS 492	Student Teaching Seminar [1]	1
One of the following: [1]		11
EDS 496	Student Teaching: Middle/High School Education (4-12)	
EDS 495	Teaching Internship	
Total Credits		**30**

Social studies major content requirements (9 credits)

Code	Title	Credits
SOC 110	Introduction to Sociology	3
Select one of the following: [6]		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	
Total Credits		**9**

History concentration requirements (37 credits)

Code	Title	Credits
Survey requirements		
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	
Historical skills		**7**
HIS 200	Historiography and Historical Methods	
HIS 490	History Research Seminar	
History content electives [7, 10]		**21**
Select 21 credits at the 300/400-level. [11]		
No more than six credits of the United States region. [12]		
Total Credits		**37**

9. Must complete all course requirements and other benchmarks prior to student teaching. See SOE's benchmark assessments (https://www.uwlax.edu/soe/undergrad/benchmark-assessments/) website for information about these assessments. For more information on student teaching, please see the Student Teaching and Internship Policy (http://catalog.uwlax.edu/undergraduate/education/#student-teaching).
10. History content electives across global regions satisfies the world geography requirement.
11. The 400-level elective HIS courses have the same workload and expectations as 300-level HIS courses and are open to all juniors and seniors, as well as sophomores with appropriate preparation.
12. Refer to the list of course below.

United States region history content electives

Code	Title	Credits
HIS 308	U.S. Reform Movements	3
HIS 309	History of U.S. Science and Technology	3
HIS 310	Native American History	3
HIS 316	The Vietnam War Era	3
HIS 317	American Environmental History	3
HIS 318	Exhibition Development and Design I	3

HIS 319	Twentieth Century United States	3
HIS 320	Careers in Public History	3
HIS 323	The World War II Era	3
HIS 321	Wisconsin History	3
HIS 322	Public Education in Wisconsin and America	3
HIS 324	Civil War and Reconstruction	3
HIS 325	The Global Cold War	3
HIS 336	Latinos in the United States: 1450-2000	3
HIS 337	La Crosse Wisconsin in World History	3
HIS 345	U.S.-Latin American Relations	3
HIS 357	Crime and Punishment in America	3
HIS 377	U.S. Labor History	3
HIS 378	The American West	3
HIS 390	Social Justice Informed Public History	3
HIS 393	Material Culture	3
HIS 409	20th Century Civil Rights Movement	3
HIS 416	History of Wisconsin State and Local Government	3
HIS 418	Exhibition Development and Design II	3

Additional teacher education requirements are listed on the School of Education (p. 622) catalog page.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- School of Education requirements (p. 622)
- Baccalaureate degree requirements (p. 116)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	EDS 206 (CGER CP-CU Civics & Perspective: Communities of the United States)	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3

HIS 110 (CGER HA-PDU Humanities & Arts: Pasts that Define Us)	3	HIS 200	3
GEO 200 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3	POL 101 or 102	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
	14		**15**

Year 2

Fall	Credits	Spring	Credits
EDS 309 (CGER CP-CW Civics & Perspective: Cultures of Our World)	3	PSY 212	3
SOC 110 or 216	3	ECO 110 or 120	3
History Survey	3	History Survey	3
History Survey	3	History Content Elective	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
	15		**16**

Year 3

Fall	Credits	Spring	Credits
SPE 200	3	HIS 304	2
History Content Elective	3	HIS 402	3
History Content Elective	3	History Content Elective	3
HIS 403	3	History Content Elective	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	2	University Elective	3
University 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]	
HIS 490	4	EDS 492	1
History Content Elective	3	EDS 496	11
History Content Elective	3	University Elective	2
CGER HA-AA Humanities & Arts: Arts & Aesthetics	1		
	15		**14**

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. 628) 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. 632).
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. 632).

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. 629).

Students in all teacher education programs must be admitted to the School of Education (https://www.uwlax.edu/soe/undergrad/admission-to-soe/) 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. 625).

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 the Wisconsin Teacher Standards (WTS) and the National Council for Social Studies (NCSS) Standards.

Program requirement courses that may also fulfill Core General Education Requirements (CGER) (21 credits)

Code	Title	Credits
EDS 203	Foundations of Education [1, 2]	3
EDS 206	Society and Schools [1, 3]	3
EDS 309	Global Perspectives in Education [4]	3
GEO 110	World Cultural Regions [4, 5]	3
GEO 200	Conservation of Global Environments [6, 7]	3
HIS 110	World History [5, 8]	3
POL 150	Foundations of Political Thought [9]	3
Total Credits		**21**

1. Satisfies an SOE core requirement.
2. May also satisfy CGER - Social & Behavioral Science: Social & Behavioral Studies (CGER SBS-BS).
3. May also satisfy CGER - Civics & Perspectives: Communities of the United States (CGER CP-CU).
4. May also satisfy CGER - Civics & Perspectives: Cultures of Our World (CGER CP-CW).
5. Satisfies a social studies major content requirement.
6. Satisfies a WI statutory requirement for a teaching license in Social Studies (2700).
7. May also satisfy CGER - Natural Science & Wellness: Mind, Body, & Planet (CGER NSW-MBP).
8. May also satisfy CGER - Humanities & Arts: Pasts that Define Us (CGER HA-PDU).
9. May also satisfy CGER - Communication & Literacy: Stories We Tell.

Social studies education requirements (30 credits)

Code	Title	Credits
Courses not requiring admission to the School of Education		
HIS 403	Curriculum, Instruction, and Assessment in Social Studies Education [1]	3
PSY 212	Lifespan Development [1, 5]	3
SPE 200	Foundations of Special Education [1]	3
Courses requiring admission to the School of Education [1]		
HIS 304	Schools and Learning in Social Studies and Field Experience I	2
HIS 402	Content Area Literacy for Secondary Social Studies	3
HIS 419	Teaching and Learning Social Studies in the Secondary School and Field Experience II	4
Student teaching semester		
Demonstrate content knowledge through benchmark assessment prior to student teaching [10]		
EDS 492	Student Teaching Seminar [1]	1
One of the following: [1]		11
EDS 496	Student Teaching: Middle/High School Education (4-12)	
EDS 495	Teaching Internship	
Total Credits		**30**

Social studies major content requirements (9 credits)

Code	Title	Credits
Additional content areas		
SOC 110	Introduction to Sociology	3
POL 101	American National Government	3
Select one of the following: [6]		3
ECO 110	Microeconomics and Public Policy	
ECO 120	Global Macroeconomics	
Total Credits		**9**

Political science concentration requirements (27 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		
POL 102	State and Local Government	3
Select one of the following:		3
POL 130	Comparing Politics and Governments Around the World	
POL 140	International Relations in a Changing World	
POL 202	Solving Problems in Global Politics	
Select one of the following:		3
POL 261	Political Inquiry and Analysis [11]	
POL 361	Research Methods in Politics and Government [12]	
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. [13]		6
Capstone		
POL 494	Capstone Seminar in Politics and Government	3
Total Credits		**27**

10. Must complete all course requirements and other benchmarks prior to student teaching. See SOE's benchmark assessments (https://www.uwlax.edu/soe/undergrad/benchmark-assessments/) website for information about these assessments. For more information on student teaching, please see the Student Teaching and Internship Policy (http://catalog.uwlax.edu/undergraduate/education/#student-teaching).
11. Students who complete POL 261 to satisfy this requirement must take at least three credits of 300/400-level electives.
12. Prerequisite: MTH 123, STAT 145, or placement into MTH 150 or higher.
13. 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 308	Interest Group Politics	3
POL 367	Strategic Political Communication	3

Comparative politics

Code	Title	Credits
POL 330	Politics of Developing Areas	3
POL 331	Politics of Democratization	3
POL 332	Contentious Politics and Human Rights	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. 622) catalog page.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- School of Education requirements (p. 622)
- Baccalaureate degree requirements (p. 119)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	EDS 206 (CGER CP-CU Civics & Perspective: Communities of the United States)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	POL 102	3
POL 101	3	HIS 110 (CGER HA-PDU Humanities & Arts: Pasts that Define Us)	3
University Elective	3	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
	14		**15**

Year 2

Fall	Credits	Spring	Credits
POL 130, 140, or 202	3	POL Areas of Inquiry (300/400 level)	3
POL 150 (CGER CL-SWT Communication & Literacy: Stories We Tell)	3	GEO 110 (CGER CP-CW Civics & Perspective: Cultures of Our World)	3
SOC 110 or 216	3	ECO 110 or 120	3
EDS 309	3	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
University Elective	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	3
	15		**16**

Year 3

Fall	Credits	Spring	Credits
POL 261 or 361[1,2]	3	POL Areas of Inquiry (300/400 level)	3
POL Elective	3	POL Elective	3
PSY 212	3	SPE 200	3
GEO 200 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3	HIS 304	2
HIS 403	3	HIS 402	3
Apply for admission to SOE[3]		University Elective	2
Apply for Field Experience I[4]		Apply for Field Experience II[4]	
		Apply for Student Teaching[5]	
	15		**16**

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	University Elective	1
University Elective	3		
	16		**13**

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. 629).

Students in all teacher education programs must be admitted to the School of Education (https://www.uwlax.edu/soe/undergrad/admission-to-soe/) 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. 625).

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 the Wisconsin Teacher Standards (WTS) and the National Council for Social Studies (NCSS) Standards.

Program requirement courses that may also fulfill Core General Education Requirements (CGER) (18 credits)

Code	Title	Credits
EDS 203	Foundations of Education [1, 2]	3
EDS 206	Society and Schools [1, 3]	3
EDS 309	Global Perspectives in Education [4]	3
GEO 110	World Cultural Regions [4, 5]	3
GEO 200	Conservation of Global Environments [6, 7]	3
HIS 110	World History [5, 8]	3
Total Credits		**18**

1. Satisfies an SOE core requirement.
2. May also satisfy CGER - Social & Behavioral Science: Social & Behavioral Studies (CGER SBS-BS).
3. May also satisfy CGER - Civics & Perspectives: Communities of the United States (CGER CP-CU).
4. May also satisfy CGER - Civics & Perspectives: The Cultures of Our World (CGER CP-CW).
5. Satisfies a social studies major content requirement.
6. Satisfies a WI statutory requirement for a teaching license in Social Studies (2700).
7. May also satisfy CGER - Natural Science & Wellness: Mind, Body, & Planet (CGER NSW-MBP).
8. May also satisfy CGER - Humanities & Arts: Pasts that Define Us (CGER HA-PDU).

Social studies education requirements (30 credits)

Code	Title	Credits
Courses not requiring admission to the School of Education		
HIS 403	Curriculum, Instruction, and Assessment in Social Studies Education [1]	3
PSY 212	Lifespan Development [1, 5]	3
SPE 200	Foundations of Special Education [1]	3
Courses requiring admission to the School of Education [1]		
HIS 304	Schools and Learning in Social Studies and Field Experience I	2
HIS 402	Content Area Literacy for Secondary Social Studies	3
HIS 419	Teaching and Learning Social Studies in the Secondary School and Field Experience II	4
Student teaching semester		
Demonstrate content knowledge through benchmark assessment prior to student teaching [9]		
EDS 492	Student Teaching Seminar [1]	1
One of the following: [1]		11
EDS 496	Student Teaching: Middle/High School Education (4-12)	
EDS 495	Teaching Internship	
Total Credits		**30**

Social studies major content requirements (9 credits)

Code	Title	Credits
Additional content areas		
SOC 110	Introduction to Sociology	3
Select one of the following: [6]		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	
Total Credits		**9**

Sociology concentration requirements (33 credits)

Code	Title	Credits
Foundational content		
SOC 200	Foundations of Social 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 six courses (18 credits) of electives from course offerings in sociology. At least nine credits must be at the 300/400-level.		18
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**

[9] Must complete all course requirements and other benchmarks prior to student teaching. See SOE's benchmark assessments (https://www.uwlax.edu/soe/undergrad/benchmark-assessments/) website for information about these assessments. For more information on student teaching, 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. 622) catalog page.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- School of Education requirements (p. 622)
- Baccalaureate degree requirements (p. 122)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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
SOC 110	3	SOC 216	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	EDS 206 (CGER CP-CU Civics & Perspective: Communities of the United States)	3
GEO 200 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
EDS 203 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	HIS 110 (CGER HA-PDU Humanities & Arts: Pasts that Define Us)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
	14		**15**

Year 2

Fall	Credits	Spring	Credits
SOC 200	3	SOC 250	3
EDS 309	3	SOC Elective (300/400 level)	3
POL 101 or 102	3	GEO 110 (CGER CP-CW Civics & Perspective: Cultures of Our World)	3
University Elective	3	ECO 110 or 120	3
University Elective	3	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
	15		**16**

Year 3

Fall	Credits	Spring	Credits
SOC 350	3	SOC 390	3
SOC Elective (300/400 level)	3	SOC Elective (any level)	3
HIS 403	3	HIS 304	2
PSY 212	3	HIS 402	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	2	SPE 200	3
CGER CL-SWT Communication & Literacy: Stories We Tell	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
SOC 405, 410, or 416	3	All course requirements and other benchmarks must be completed prior to student teaching.[4]	
SOC Elective (any level)	3	EDS 492	1
SOC Elective (300/400 level)	3	EDS 496	11
HIS 419	4	University Elective	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	1		
	14		**15**

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
Child/Youth Care Program (CYC) *(*https://www.uwlax.edu/academics/department/psychology/academic-programs/at-risk-child-and-youth-minor/*)*
Coordinator: Lisa Caya
331C Graff Main Hall; 608.785.6895
E-mail: lcaya@uwlax.edu

The **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

2026-27 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 Criminology

Minor

- Child and youth care minor (p. 123)

Child and Youth Care Minor

Declaration requirement

Students who wish to declare the child and youth care minor must first complete CYC 301 with a grade of "C" or better.

Curriculum

(All colleges)

21 credits

- **Psychology majors** may apply a maximum of six credits toward the major and minor. 15 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.
- Students can only apply one 200-level course towards the minor.

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: Child and Youth Development		**6**
ANT 323	Anthropology of Childhood and Youth	
PH 207	Youth Health Issues	
PSY 316	Child Abuse and Neglect	
PSY 325	LGBTQ+ Youth Psychology	
PSY 356	Infancy and Childhood Development	
PSY 357	Adolescent Development	
PSY 413	Crisis Intervention	
PSY 417	Child and Adolescent Psychopathology	
PSY 425	Understanding the Mental Health Counseling Profession	
Category III: Families and Diverse Populations		**6**
CYC 411	Family Systems Theory	
CHE 369	Drugs, Society, and Human Behavior	
CRIM 321	Delinquency	
CRIM 345	Race, Gender, and Crime	
ESS 231	Introduction to Teaching Adapted Physical Education	
PSY 422	Death, Dying, and Bereavement	
PSY 426	Addictive Behaviors	
PSY 468	Child Life Theory and Practice	
PSY 469	Therapeutic Uses of Play	
RGS 320	Violence and Gender	
RGS 362	Hmong Americans	
RGS 415	Multicultural Counseling	
RGS 442	Racism and Oppression	
RGS 443	Prejudice and Stigma	
SOC 216	Society and Schools	
SOC 308	Disability and Society	
SPE 207	American Sign Language and Deaf Culture I	
Total Credits		**21**

[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
Communication Studies Department (https://www.uwlax.edu/academics/department/communication-studies/)

Department Chair: Kate Lavelle
4206 Centennial Hall; 608.785.8519
Email: klavelle@uwlax.edu (klavelle@uwlax.edu)

Associate Chair: Beth Boser
4225 Centennial Hall; 608.785.6702
Email: bboser@uwlax.edu

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 more than 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 an 18 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, critical thinking, and collaborative problem solving.

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 18 credits required in that minor. Students who combine a CST major with a minor also offered by the CST Department must complete 54 credits of courses in CST programs.

2026-27 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

Kate Lavelle

Associate Professor

Brandon Anderson

Beth Boser

Jennifer Butler Modaff

Scott Dickmeyer

Ashley Edwards

Weixu Lu

Taylor Miller

Daniel Modaff

Greg Ormes

Michael Tollefson

Assistant Professor

Irene Awino

Teaching Professor

Terence Smith

Associate Teaching Professor

Nicholas Raes

David Solie

Assistant Teaching Professor

Heather Gahler

Rick King Quale

Scott Makstenieks

Jaclyn Reed

Lecturer

Eliza Carlson

Stellina Chapman

Ayesha Patnaik

Administrative Support

Jenni Pengra

Majors

- Communication studies major: interpersonal communication emphasis - BA (p. 125)
- Communication studies major: interpersonal communication emphasis - BS (p. 128)
- Communication studies major: media studies emphasis - BA (p. 131)
- Communication studies major: media studies emphasis - BS (p. 135)
- Communication studies major: organizational and professional communication emphasis - BA (p. 137)
- Communication studies major: organizational and professional communication emphasis - BS (p. 141)
- Communication studies major: public communication and advocacy emphasis - BA (p. 143)
- Communication studies major: public communication and advocacy emphasis - BS (p. 147)

Minors

- Communication studies minor: interpersonal communication emphasis (p. 150)
- Communication studies minor: media studies emphasis (p. 150)
- Communication studies minor: organizational and professional communication emphasis (p. 151)
- Communication studies minor: public communication and advocacy emphasis (p. 152)
- Digital media studies and design minor (p. 152)
- Leadership development minor (p. 153)

Communication Studies Major: Interpersonal Communication Emphasis - Bachelor of Arts (BA)

Major requirements

(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 430	Advanced Topics in Interpersonal Communication	3
Select at least six credits of the following:		6
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 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 211	Communication and Civic Engagement	3
CST 213	Public Advocacy and Dialogue	3
CST 310	Debate	3
CST 312	Environmental Communication	3
CST 315	Communication Criticism	3
CST 319	Communication and Public Memory	3
CST 322	Communication and Sport	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 387	Social Networks, Influences, and Virality	3
CST 388	AI in Communication and Media	3
CST 419	Communication, Media and Identity	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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 126)
- Baccalaureate degree requirements (p. 127)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Arts core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Language courses (CHI, FRE, GCL, GER, HCK, HMG, JPN, RUS, SPA, or SPE 214) used to fulfill a CGER may also be used to meet the core B.A. language requirement (i.e., the first requirement for each of the B.A. tracks). This course may come from the department of the student's first major.
3. All other courses completed for the college core cannot overlap with CGER or the student's first major unless otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
4. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310, CST 312, CST 315, CST 319, CST 338, CST 410, CST 412, CST 413, CST 415, CST 419, 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:

ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Arts track requirement

Bachelor of Arts students must declare a Language, Humanities, or Fine Arts track. This can be done through the UWL Change of Major Form (https://www.uwlax.edu/records/forms/#tm-70835). Students select **one** of the below tracks.

A. Language Track

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

Code	Title	Credits
Select one of the following:		
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	
HCK 202	Hoocak Language and Culture IV	
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 to the CASSH Academic Services Director.
2. Two additional courses from **different** categories selected from the college core fine arts, humanities, and social science categories.

B. Humanities Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments (course prefixes within GCL are considered different for this requirement) selected from the college core humanities; and
3. One course from the college core fine arts or social science categories.

C. Fine Arts Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments selected from the college core fine arts; and
3. One course from the college core humanities or social science categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400 level; of
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	CST 190	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	1	CGER CP-CW Civics & Perspective: Cultures of Our World/CASSH Core Language[1]	3
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	2
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
University Elective	3		
	15		**14**

Year 2			
Fall	**Credits**	**Spring**	**Credits**
CST 230	3	CST 301	3
Minor Course	3	CST Interpersonal Communication Core Elective	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	Organizational & Professional Comm. Emphasis Elective	3
CST Interpersonal Communication Core Elective	3	Minor Course	3
University Elective	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
	16		**15**

Year 3			
Fall	**Credits**	**Spring**	**Credits**
Minor Course	3	CST Elective	3
University Elective	3	CST 498	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	Minor Course	3
CASSH Core Course	3	CASSH Core Course	3
Media Studies Emphasis Elective	3	University Elective	3
	15		**15**

Year 4			
Fall	**Credits**	**Spring**	**Credits**
CST 499	3	CST 430	3
Minor Course	3	Minor Course	3
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	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

(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 430	Advanced Topics in Interpersonal Communication	3
Select at least six credits of the following:		6
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 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 211	Communication and Civic Engagement	3
CST 213	Public Advocacy and Dialogue	3
CST 310	Debate	3
CST 312	Environmental Communication	3
CST 315	Communication Criticism	3
CST 319	Communication and Public Memory	3
CST 322	Communication and Sport	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 387	Social Networks, Influences, and Virality	3
CST 388	AI in Communication and Media	3
CST 419	Communication, Media and Identity	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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 129)
- Baccalaureate degree requirements (p. 130)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Science core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Courses completed for the college core cannot overlap with CGER or the student's first major except where otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
3. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310 , CST 312, CST 315 , CST 319, CST 338 , CST 410 , CST 412 , CST 413 , CST 415 , CST 419 , 100-300 level in PHL, 200-300 level in ENG or HIS,

MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360,

RGS 374.

c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332,

CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351,

CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380,

CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322,

RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373,

RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Science course requirement

Bachelor of Science students complete four courses as follows:

1. A lab science course from:
   ANT 102, BIO 100, BIO 105, BIO 203, BIO 312,BIO 313, CHM 103, CHM 104, ESS 205, ESS 206, GEO 101, GEO 221, GEO 222, MIC 100, MIC 230, PHY 103, PHY 104, PHY 106, PHY 155, PHY 160, PHY 203, PHY 204; and
2. An approved college core social science course; and
3. An additional course from the previously listed lab sciences, college core social science, or a qualitative course from: CS 101, CS 115, CS 120, CT 100, FIN 207, MTH 115, MTH 116, MTH 123, MTH 150, MTH 151, MTH 160, MTH 175, MTH 207, MTH 208, MTH 215, MTH 216, STAT 145, STAT 245; and
4. One course from the college core fine arts or humanities categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400-level; or
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student's actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses 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

their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	CST 190	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	2	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
University Elective	3		
	16		**14**

Year 2

Fall	Credits	Spring	Credits
CST 230	3	CST 301	3
Minor Course	3	CST Interpersonal Communication Core Elective	3
CASSH Core Experiential Science	4	Organizational & Professional Comm. Emphasis Elective	3
CST Interpersonal Communication Core Elective	3	Minor Course	3
University Elective	2	CGER CP-CW Civics & Perspective: Cultures of Our World	3
	15		**15**

Year 3

Fall	Credits	Spring	Credits
Minor Course	3	CST Elective	3
CASSH Core Course	3	CST 498	3
Media Studies Emphasis Elective	3	Minor Course	3
CASSH Core Course	3	University Elective	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
	15		**15**

Year 4

Fall	Credits	Spring	Credits
CST 499	3	CST 430	3
Minor Course	3	Minor Course	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	CASSH Core Course	3
CST Elective	3	CASSH Core Diversity Course	3
Public Communication & Advocacy Emphasis Elective	3	University Elective	3
	15		**15**

Total Credits: 120

Communication Studies Major: Media Studies Emphasis - Bachelor of Arts (BA)

Major requirements

(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 377	Digital Media Production	
CST 379	Interactive and Experiential Media	
CST 387	Social Networks, Influences, and Virality	
CST 388	AI in Communication and Media	
CST 419	Communication, Media and Identity	

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 211	Communication and Civic Engagement	3
CST 213	Public Advocacy and Dialogue	3
CST 310	Debate	3
CST 312	Environmental Communication	3
CST 315	Communication Criticism	3
CST 319	Communication and Public Memory	3
CST 322	Communication and Sport	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 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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 132)
- Baccalaureate degree requirements (p. 133)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Arts core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Language courses (CHI, FRE, GCL, GER, HCK, HMG, JPN, RUS, SPA, or SPE 214) used to fulfill a CGER may also be used to meet the core B.A. language requirement (i.e., the first requirement for each of the B.A. tracks). This course may come from the department of the student's first major.
3. All other courses completed for the college core cannot overlap with CGER or the student's first major unless otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
4. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310, CST 312, CST 315, CST 319, CST 338, CST 410, CST 412, CST 413, CST 415, CST 419, 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373,

RGS 377, RGS 409. Students with a declared minor in child/youth
care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:

ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Arts track requirement

Bachelor of Arts students must declare a Language, Humanities, or Fine Arts track. This can be done through the UWL Change of Major Form (https://www.uwlax.edu/records/forms/#tm-70835). Students select **one** of the below tracks.

A. Language Track

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

Code	Title	Credits
Select one of the following:		
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	
HCK 202	Hoocak Language and Culture IV	
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 to the CASSH Academic Services Director.
2. Two additional courses from **different** categories selected from the college core fine arts, humanities, and social science categories.

B. Humanities Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments (course prefixes within GCL are considered different for this requirement) selected from the college core humanities; and
3. One course from the college core fine arts or social science categories.

C. Fine Arts Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments selected from the college core fine arts; and
3. One course from the college core humanities or social science categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400 level; of
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	CST 190	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	2	CGER CP-CW Civics & Perspective: Cultures of Our World/CASSH Core Language[1]	3
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CGER CP-CU Civics & Perspective: Communities of the United States	3		
	16		**13**

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
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	Minor Course	3
University Elective	3	CASSH Core Course	3
	16		**15**

Year 3

Fall	Credits	Spring	Credits
CASSH Core Course	3	CST 419 or 489[2]	3
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	CST 498	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	CST Elective	3
Minor Course	3	Minor Course	3
University Elective	3	University Elective	3
	15		**15**

Year 4

Fall	Credits	Spring	Credits
CST 499	3	CASSH Core Course	3
Public Communication & Advocacy Emphasis Elective	3	CASSH Core Diversity Course	3
CST Elective	3	Minor Course	3
Minor Course	3	University Elective	3
University Elective	3	Minor 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

(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 377	Digital Media Production	
CST 379	Interactive and Experiential Media	
CST 387	Social Networks, Influences, and Virality	
CST 388	AI in Communication and Media	
CST 419	Communication, Media and Identity	
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 211	Communication and Civic Engagement	3
CST 213	Public Advocacy and Dialogue	3
CST 310	Debate	3
CST 312	Environmental Communication	3
CST 315	Communication Criticism	3
CST 319	Communication and Public Memory	3
CST 322	Communication and Sport	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 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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 135)
- Baccalaureate degree requirements (p. 136)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Science core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and

follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.

2. Courses completed for the college core cannot overlap with CGER or the student's first major except where otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
3. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310 , CST 312, CST 315 , CST 319, CST 338 , CST 410 , CST 412 , CST 413 , CST 415 , CST 419 , 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth
   care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Science course requirement

Bachelor of Science students complete four courses as follows:

1. A lab science course from:
   ANT 102, BIO 100, BIO 105, BIO 203, BIO 312,BIO 313, CHM 103, CHM 104, ESS 205, ESS 206, GEO 101, GEO 221, GEO 222, MIC 100, MIC 230, PHY 103, PHY 104, PHY 106, PHY 155, PHY 160, PHY 203, PHY 204; and
2. An approved college core social science course; and
3. An additional course from the previously listed lab sciences, college core social science, or a qualitative course from: CS 101, CS 115, CS 120, CT 100, FIN 207, MTH 115, MTH 116, MTH 123, MTH 150, MTH 151, MTH 160, MTH 175, MTH 207, MTH 208, MTH 215, MTH 216, STAT 145, STAT 245; and
4. One course from the college core fine arts or humanities categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400-level; or
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	CST 190	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	2	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CGER CP-CU Civics & Perspective: Communities of the United States	3		
	16		**14**

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 - Experiential Science	4	CGER CP-CW Civics & Perspective: Cultures of Our World	3
University Elective	2	Minor Course	3
	15		**15**

Year 3			
Fall	**Credits**	**Spring**	**Credits**
CASSH Core Course	3	CST 419 or 489[1]	3
CASSH Core Course	3	CST 498	3
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	CST Elective	3
University Elective	3	Minor Course	3
Minor Course	3	University Elective	3
	15		**15**

Year 4			
Fall	**Credits**	**Spring**	**Credits**
CST 499	3	CASSH Core Course	3
CST Elective	3	CASSH Core Diversity Course	3
Public Communication & Advocacy Emphasis Elective	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
Minor Course	3	Minor Course	3
University Elective	3	Minor 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

(All colleges, excluding teacher certification programs)

39 credits

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

Code	Title	Credits
Core		
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
Theory/Analysis		
CST 350	Organizational Communication	3
CST 452	Contemporary Approaches to Organizational Communication	3
Skills/Applications		
Select at least six credits of the following:		6
CST 260	Professional Communication	
CST 351	Interviewing: Principles and Processes	
CST 353	Workplace Relationships	
CST 354	Health Communication	
CST 358	New Media and Technologies in Modern Organizations	
CST 360	Public Relations	
CST 365	Communication in Teams	
CST 380	Communicating Leadership	
CST 460	Plan/Implementing/Evaluation Public Relations Campaign	
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 211	Communication and Civic Engagement	3
CST 213	Public Advocacy and Dialogue	3
CST 310	Debate	3
CST 312	Environmental Communication	3
CST 315	Communication Criticism	3
CST 319	Communication and Public Memory	3
CST 322	Communication and Sport	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 387	Social Networks, Influences, and Virality	3
CST 388	AI in Communication and Media	3
CST 419	Communication, Media and Identity	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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 138)
- Baccalaureate degree requirements (p. 139)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Arts core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Language courses (CHI, FRE, GCL, GER, HCK, HMG, JPN, RUS, SPA, or SPE 214) used to fulfill a CGER may also be used to meet the core B.A. language requirement (i.e., the first requirement for each of the B.A. tracks). This course may come from the department of the student's first major.
3. All other courses completed for the college core cannot overlap with CGER or the student's first major unless otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
4. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213,

CST 310, CST 312, CST 315, CST 319, CST 338, CST 410, CST 412, CST 413, CST 415, CST 419, 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.

c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:

ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Arts track requirement

Bachelor of Arts students must declare a Language, Humanities, or Fine Arts track. This can be done through the UWL Change of Major Form (https://www.uwlax.edu/records/forms/#tm-70835). Students select **one** of the below tracks.

A. Language Track

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

Code	Title	Credits
Select one of the following:		
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	
HCK 202	Hoocak Language and Culture IV	
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 to the CASSH Academic Services Director.

2. Two additional courses from **different** categories selected from the college core fine arts, humanities, and social science categories.

B. Humanities Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments (course prefixes within GCL are considered different for this requirement) selected from the college core humanities; and
3. One course from the college core fine arts or social science categories.

C. Fine Arts Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments selected from the college core fine arts; and
3. One course from the college core humanities or social science categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400 level; of
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:

   a. 100-level or higher courses outside the major; or

   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]

4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	CST 190	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	CGER CP-CW Civics & Perspective: Cultures of Our World/CASSH Core Language[1]	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	1	CGER HA-AA Humanities & Arts: Arts & Aesthetics	2
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
University Elective	3		
	15		**14**

Year 2

Fall	Credits	Spring	Credits
Media Studies Emphasis Elective	3	CST 301	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	Skills/Applications Elective	3
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	Public Communication & Advocacy Emphasis Elective	3
Minor Course	3	Minor Course	3
University Elective	3	University Elective	3
	16		**15**

Year 3

Fall	Credits	Spring	Credits
CST Elective	3	CST 350	3
Skills/Applications Elective	3	CASSH Core Course	3
CASSH Core Course	3	CASSH Core Course	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	Minor Course	3
Minor Course	3	University Elective	3
	15		**15**

Year 4

Fall	Credits	Spring	Credits
CST 498	3	CST 499	3
CST 452	3	Interpersonal Communication Emphasis Elective	3
CST Elective	3	CASSH Core Diversity Course	3
Minor Course	3	Minor Course	3
CGER CP-CU Civics & Perspective: Communities of the United States	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

(All colleges, excluding teacher certification programs)

39 credits

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

Code	Title	Credits
Core		
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
Theory/Analysis		
CST 350	Organizational Communication	3
CST 452	Contemporary Approaches to Organizational Communication	3
Skills/Applications		
Select at least six credits of the following:		6
CST 260	Professional Communication	
CST 351	Interviewing: Principles and Processes	
CST 353	Workplace Relationships	
CST 354	Health Communication	
CST 358	New Media and Technologies in Modern Organizations	
CST 360	Public Relations	
CST 365	Communication in Teams	
CST 380	Communicating Leadership	
CST 460	Plan/Implementing/Evaluation Public Relations Campaign	
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 211	Communication and Civic Engagement	3
CST 213	Public Advocacy and Dialogue	3
CST 310	Debate	3
CST 312	Environmental Communication	3
CST 315	Communication Criticism	3
CST 319	Communication and Public Memory	3
CST 322	Communication and Sport	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 387	Social Networks, Influences, and Virality	3
CST 388	AI in Communication and Media	3
CST 419	Communication, Media and Identity	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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 141)
- Baccalaureate degree requirements (p. 142)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Science core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Courses completed for the college core cannot overlap with CGER or the student's first major except where otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
3. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310 , CST 312, CST 315 , CST 319, CST 338 , CST 410 , CST 412 , CST 413 , CST 415 , CST 419 , 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Science course requirement

Bachelor of Science students complete four courses as follows:

1. A lab science course from:
   ANT 102, BIO 100, BIO 105, BIO 203, BIO 312,BIO 313, CHM 103, CHM 104, ESS 205, ESS 206, GEO 101, GEO 221, GEO 222, MIC 100, MIC 230, PHY 103, PHY 104, PHY 106, PHY 155, PHY 160, PHY 203, PHY 204; and
2. An approved college core social science course; and
3. An additional course from the previously listed lab sciences, college core social science, or a qualitative course from: CS 101, CS 115, CS 120, CT 100, FIN 207, MTH 115, MTH 116, MTH 123, MTH 150, MTH 151, MTH 160, MTH 175, MTH 207, MTH 208, MTH 215, MTH 216, STAT 145, STAT 245; and
4. One course from the college core fine arts or humanities categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400-level; or
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	CST 190	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
CGER HA-AA Humanities & Arts: Arts & Aesthetics	2	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CGER CP-CU Civics & Perspective: Communities of the United States	3		
	16		**14**
Year 2			
Fall	**Credits**	**Spring**	**Credits**
Media Studies Emphasis Elective	3	CST 301	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	Skills/Applications Elective	3
Minor Course	3	Public Communication & Advocacy Emphasis Elective	3
University Elective	3	CASSH Core Course - Experiential Science	4
University Elective	3	Minor Course	3
	15		**16**
Year 3			
Fall	**Credits**	**Spring**	**Credits**
CST Elective	3	CST 350	3
Skills/Applications Elective	3	CASSH Core Course	3
CASSH Core Course	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	Minor Course	3
Minor Course	3	University Elective	3
	15		**15**
Year 4			
Fall	**Credits**	**Spring**	**Credits**
CST 498	3	CST 499	3
CST 452	3	Interpersonal Communication Emphasis Elective	3
CST Elective	3	CASSH Core Diversity Course	3
CASSH Core Course	3	Minor Course	3
Minor Course	3	University Elective	2
	15		**14**

Total Credits: 120

Communication Studies Major: Public Communication and Advocacy Emphasis - Bachelor of Arts (BA)

Major requirements

(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		
Select one of the following 200-level courses:		
CST 211	Communication and Civic Engagement	3
or CST 213	Public Advocacy and Dialogue	
Select one of the following 300-level courses:		
CST 315	Communication Criticism	3
or CST 310	Debate	
or CST 312	Environmental Communication	
or CST 319	Communication and Public Memory	
or CST 322	Communication and Sport	
Select one of the following 400-level courses:		
CST 412	Community Advocacy and Social Change	3
or CST 413	Persuasive Campaigns	
or CST 410	Argumentation	
or CST 415	Advanced Topics in Public Communication and Advocacy	
Select at least three credits of the following:		3
CST 211	Communication and Civic Engagement	
CST 213	Public Advocacy and Dialogue	
CST 310	Debate	
CST 312	Environmental Communication	
CST 315	Communication Criticism	
CST 319	Communication and Public Memory	
CST 322	Communication and Sport	
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 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 387	Social Networks, Influences, and Virality	3
CST 388	AI in Communication and Media	3
CST 419	Communication, Media and Identity	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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 144)
- Baccalaureate degree requirements (p. 146)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Arts core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Language courses (CHI, FRE, GCL, GER, HCK, HMG, JPN, RUS, SPA, or SPE 214) used to fulfill a CGER may also be used to meet the core B.A. language requirement (i.e., the first requirement for each of the B.A. tracks). This course may come from the department of the student's first major.
3. All other courses completed for the college core cannot overlap with CGER or the student's first major unless otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
4. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310, CST 312, CST 315, CST 319, CST 338, CST 410, CST 412, CST 413, CST 415, CST 419, 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Arts track requirement

Bachelor of Arts students must declare a Language, Humanities, or Fine Arts track. This can be done through the UWL Change of Major Form (https://www.uwlax.edu/records/forms/#tm-70835). Students select **one** of the below tracks.

A. Language Track

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

Code	Title	Credits
Select one of the following:		
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	
HCK 202	Hoocak Language and Culture IV	
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 to the CASSH Academic Services Director.
2. Two additional courses from **different** categories selected from the college core fine arts, humanities, and social science categories.

B. Humanities Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments (course prefixes within GCL are considered different for this requirement) selected from the college core humanities; and
3. One course from the college core fine arts or social science categories.

C. Fine Arts Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments selected from the college core fine arts; and
3. One course from the college core humanities or social science categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400 level; of

4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:

    a. 100-level or higher courses outside the major; or

    b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	CST 190	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	2	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER CP-CW Civics & Perspective: Cultures of Our World/CASSH Core Language[1]	3
	14		**14**

Year 2

Fall	Credits	Spring	Credits
CST 211 or 213	3	CST 301	3
CST Interpersonal Emphasis Elective	3	CST Media Studies Emphasis Elective	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	Minor Course	3
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	CST 300 Level PCA Course[2]	3
Minor Course	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
	16		**15**

Year 3

Fall	Credits	Spring	Credits
CST Organizational & Professional Emphasis Elective	3	Advanced Public Communication & Advocacy Elective	3
University Elective	3	University Elective	3
University Elective	3	Minor Course	3
Minor Course	3	CASSH Core Course	3
CASSH Core Course	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1
		University Elective	3
	15		**16**

Year 4

Fall	Credits	Spring	Credits
CST 498	3	CST 499	3
CST 400 Level PCA Course[3]	3	CST Elective	3
CST Elective	3	Minor Course	3
Minor Course	3	CASSH Core Diversity Course	3
CASSH Core Course	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.

2 CST 300 level PCA courses include: CST 310, CST 312, CST 315, CST 319, and CST 322.

3 CST 400 PCA courses include: CST 410, CST 412, CST 413, and CST 415.

Communication Studies Major: Public Communication and Advocacy Emphasis - Bachelor of Science (BS)

Major requirements

(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		
Select one of the following 200-level courses:		
CST 211	Communication and Civic Engagement	3
or CST 213	Public Advocacy and Dialogue	
Select one of the following 300-level courses:		
CST 315	Communication Criticism	3
or CST 310	Debate	
or CST 312	Environmental Communication	
or CST 319	Communication and Public Memory	
or CST 322	Communication and Sport	
Select one of the following 400-level courses:		
CST 412	Community Advocacy and Social Change	3
or CST 413	Persuasive Campaigns	
or CST 410	Argumentation	
or CST 415	Advanced Topics in Public Communication and Advocacy	
Select at least three credits of the following:		3
CST 211	Communication and Civic Engagement	
CST 213	Public Advocacy and Dialogue	
CST 310	Debate	
CST 312	Environmental Communication	
CST 315	Communication Criticism	
CST 319	Communication and Public Memory	
CST 322	Communication and Sport	
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 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 387	Social Networks, Influences, and Virality	3
CST 388	AI in Communication and Media	3
CST 419	Communication, Media and Identity	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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 148)
- Baccalaureate degree requirements (p. 149)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Science core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Courses completed for the college core cannot overlap with CGER or the student's first major except where otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
3. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310 , CST 312, CST 315 , CST 319, CST 338 , CST 410 , CST 412 , CST 413 , CST 415 , CST 419 , 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Science course requirement

Bachelor of Science students complete four courses as follows:

1. A lab science course from:
   ANT 102, BIO 100, BIO 105, BIO 203, BIO 312,BIO 313, CHM 103, CHM 104, ESS 205, ESS 206, GEO 101, GEO 221, GEO 222, MIC 100, MIC 230, PHY 103, PHY 104, PHY 106, PHY 155, PHY 160, PHY 203, PHY 204; and
2. An approved college core social science course; and
3. An additional course from the previously listed lab sciences, college core social science, or a qualitative course from: CS 101, CS 115, CS 120, CT 100, FIN 207, MTH 115, MTH 116, MTH 123, MTH 150, MTH 151, MTH 160, MTH 175, MTH 207, MTH 208, MTH 215, MTH 216, STAT 145, STAT 245; and
4. One course from the college core fine arts or humanities categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400-level; or
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	CST 190	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	2	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
	14		**14**

Year 2

Fall	Credits	Spring	Credits
CST 211	3	CST 301	3
CST Interpersonal Emphasis Elective	3	CST 300 Level PCA Course[1]	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CST Media Studies Emphasis Elective	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	Minor Course	3
Minor Course	3	University Elective	3
	16		**15**

Year 3

Fall	Credits	Spring	Credits
CST Organizational & Professional Emphasis Elective	3	Advanced Public Communication & Advocacy Elective	3
CASSH Core Course - Experiential Science	4	CASSH Core Course	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	Minor Course	3
Minor Course	3	CASSH Core Course	3
University Elective	2	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1
		University Elective	3
	15		**16**

Year 4

Fall	Credits	Spring	Credits
CST 498	3	CST 499	3
CST 400 Level PCA Course[2]	3	CST Elective	3
CST Elective	3	Minor Course	3
Minor Course	3	CASSH Core Diversity Course	3
CASSH Core Course	3	University Elective	3
	15		**15**

Total Credits: 120

[1] CST 300 level PCA courses include: CST 310, CST 312, CST 315, CST 319, and CST 322.

[2] CST 400 PCA courses include: CST 410, CST 412, CST 413, and CST 415.

Communication Studies Minor: Interpersonal Communication Emphasis

(All colleges)

18 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 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 six credits of electives, three credits from two different emphasis areas below.		6
Total Credits		**18**

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 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 211	Communication and Civic Engagement	3
CST 213	Public Advocacy and Dialogue	3
CST 310	Debate	3
CST 312	Environmental Communication	3
CST 315	Communication Criticism	3
CST 319	Communication and Public Memory	3
CST 322	Communication and Sport	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 387	Social Networks, Influences, and Virality	3
CST 388	AI in Communication and Media	3
CST 419	Communication, Media and Identity	3
CST 489	Advanced Topics in Media Studies	3

Communication Studies Minor: Media Studies Emphasis

(All colleges)

18 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
or CST 419	Communication, Media and Identity	
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 377	Digital Media Production	
CST 378	Emerging Media and Communication Technology	
CST 379	Interactive and Experiential Media	
CST 387	Social Networks, Influences, and Virality	
CST 388	AI in Communication and Media	
CST 419	Communication, Media and Identity	
CST 489	Advanced Topics in Media Studies	
Select six credits of electives, three credits from two different emphasis areas below.		6
Total Credits		**18**

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 211	Communication and Civic Engagement	3
CST 213	Public Advocacy and Dialogue	3
CST 310	Debate	3
CST 312	Environmental Communication	3
CST 315	Communication Criticism	3
CST 319	Communication and Public Memory	3
CST 322	Communication and Sport	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 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)

18 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 350	Organizational Communication	3
CST 452	Contemporary Approaches to Organizational Communication	3
Select at least three credits of the following:		3
CST 260	Professional Communication	
CST 351	Interviewing: Principles and Processes	
CST 353	Workplace Relationships	
CST 354	Health Communication	
CST 358	New Media and Technologies in Modern Organizations	
CST 360	Public Relations	
CST 365	Communication in Teams	
CST 380	Communicating Leadership	
Select six credits of electives, three credits from two different emphasis areas below.		6
Total Credits		**18**

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 211	Communication and Civic Engagement	3
CST 213	Public Advocacy and Dialogue	3
CST 310	Debate	3
CST 312	Environmental Communication	3
CST 315	Communication Criticism	3
CST 319	Communication and Public Memory	3
CST 322	Communication and Sport	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 387	Social Networks, Influences, and Virality	3
CST 388	AI in Communication and Media	3
CST 419	Communication, Media and Identity	3
CST 489	Advanced Topics in Media Studies	3

Communication Studies Minor: Public Communication and Advocacy Emphasis

(All colleges)

18 credits

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

Code	Title	Credits
Required		
CST 190	Introduction to Communication Studies	3
Select one of the following 200-level courses:		
CST 211	Communication and Civic Engagement	3
or CST 213	Public Advocacy and Dialogue	
Select one of the following 300-level courses:		
CST 315	Communication Criticism	3
or CST 310	Debate	
or CST 312	Environmental Communication	
or CST 319	Communication and Public Memory	
or CST 322	Communication and Sport	
Select one of the following 400-level courses:		
CST 412	Community Advocacy and Social Change	3
or CST 413	Persuasive Campaigns	
or CST 410	Argumentation	
or CST 415	Advanced Topics in Public Communication and Advocacy	
Select six credits of electives, three credits from two different emphasis areas below		6
Total Credits		**18**

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 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 387	Social Networks, Influences, and Virality	3
CST 388	AI in Communication and Media	3
CST 419	Communication, Media and Identity	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 and User Experience Writing	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	Digital Photography Studio [1]	
ART 373	Documentary Strategies in Photography [1]	
ART 376	Studio Lighting for 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 388	AI in Communication and Media	
CST 460	Plan/Implementing/Evaluation Public Relations Campaign	
ENG 307	Workplace Writing	
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, art minor, or art therapy 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	
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 374	Poverty as Public Policy	
SOC 225	Sociology of Race and Ethnicity	
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 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 110	Exploring Puzzles in Politics and Government	3
POL 301	American Presidency	3
POL 302	Legislative Process	3
POL 303	Wisconsin Government and Politics	3
REC 201	Introduction to Outdoor Skills & Leadership	3
REC 301	Introduction to Recreation Programming and Event Management	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 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/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 Skills & Leadership	3
REC 301	Introduction to Recreation Programming and Event Management	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 the minor and Core General Education Requirements.
- 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 the College of Business Administration. The department is housed in the College of Business Administration (p. 353).

College of Business Administration
Economics Department *(*https://www.uwlax.edu/academics/department/economics/*)*
Department Chair: Sheida Teimouri
2134 Wittich Hall; 608.785.5296
Email: steimouri@uwlax.edu

2026-27 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

Lisa Giddings

Michael Haupert

James Murray

John Nunley

Sheida Babakhani Teimouri

Assistant Professor

Marissa Eckrote-Nordland

Reem El Cheikh Taha

Ahmend El Fatmaoui

Israt Jahan

Amir Tayebi

Hugo Vaca Pereira Rocha

Teaching Professor

Laurie Miller

Assistant Teaching Professor

Saharnaz Babaei Balderlou

Lecturer

Michael Boland

Researcher I

Nicholas McFaden

Administrative Support

Mark Beckerjeck

Majors

- Economics major - BA (p. 154)
- Economics major - BS (p. 157)

Minors

- Economics minor (p. 159)

Honors

- Economics honors program (p. 160)

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 308; 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.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 155)
- Baccalaureate degree requirements (p. 156)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Arts core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Language courses (CHI, FRE, GCL, GER, HCK, HMG, JPN, RUS, SPA, or SPE 214) used to fulfill a CGER may also be used to meet the core B.A. language requirement (i.e., the first requirement for each of the B.A. tracks). This course may come from the department of the student's first major.
3. All other courses completed for the college core cannot overlap with CGER or the student's first major unless otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
4. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310, CST 312, CST 315, CST 319, CST 338, CST 410, CST 412, CST 413, CST 415, CST 419, 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Arts track requirement

Bachelor of Arts students must declare a Language, Humanities, or Fine Arts track. This can be done through the UWL Change of Major Form (https://www.uwlax.edu/records/forms/#tm-70835). Students select **one** of the below tracks.

A. Language Track

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

Code	Title	Credits
Select one of the following:		
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	
HCK 202	Hoocak Language and Culture IV	
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 to the CASSH Academic Services Director.

2. Two additional courses from **different** categories selected from the college core fine arts, humanities, and social science categories.

B. Humanities Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments (course prefixes within GCL are considered different for this requirement) selected from the college core humanities; and
3. One course from the college core fine arts or social science categories.

C. Fine Arts Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments selected from the college core fine arts; and
3. One course from the college core humanities or social science categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400 level; of
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:

    a. 100-level or higher courses outside the major; or

    b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	ECO 120	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER CP-CU Civics & Perspective: Communities of the United States	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	MTH 160 or 175 (or MTH 207) CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning[1]	4
CGER CL-SWT Communication & Literacy: Stories We Tell	3	Minor Course	3
	16		**15**

Year 2

Fall	Credits	Spring	Credits
STAT 145	4	ECO 307	3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	CGER CP-CW Civics & Perspective: Cultures of Our World/CASSH Core Language[2]	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	1	CGER HA-AA Humanities & Arts: Arts & Aesthetics	2
Minor Course	3	Minor Course	3
Minor Course	3	University Elective	3
	14		**14**

Year 3

Fall	Credits	Spring	Credits
ECO 305	3	ECO 308	3
ECO Elective[3, 4]	3	ECO 300/400 Level Elective[4]	3
ECO Elective[3, 4]	3	CASSH Core Course	3
Minor Course	3	Minor Course	3
University Elective	3	University Elective	4
	15		**16**

Year 4

Fall	Credits	Spring	Credits
ECO 300/400 Level Elective[4]	3	ECO 300/400 Level Elective[4]	3
ECO 300/400 Level Elective[4]	3	CASSH Core Course	3
CASSH Core Diversity Course	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
CASSH Core Course	3	University Elective	3
University Elective	3	University Elective	3
	15		**15**

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.

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 308; 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.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 157)
- Baccalaureate degree requirements (p. 158)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Science core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.

2. Courses completed for the college core cannot overlap with CGER or the student's first major except where otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
3. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310 , CST 312, CST 315 , CST 319, CST 338 , CST 410 , CST 412 , CST 413 , CST 415 , CST 419 , 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:

ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Science course requirement

Bachelor of Science students complete four courses as follows:

1. A lab science course from: ANT 102, BIO 100, BIO 105, BIO 203, BIO 312,BIO 313, CHM 103, CHM 104, ESS 205, ESS 206, GEO 101, GEO 221, GEO 222, MIC 100, MIC 230, PHY 103, PHY 104, PHY 106, PHY 155, PHY 160, PHY 203, PHY 204; and
2. An approved college core social science course; and
3. An additional course from the previously listed lab sciences, college core social science, or a qualitative course from: CS 101, CS 115, CS 120, CT 100, FIN 207, MTH 115, MTH 116, MTH 123, MTH 150, MTH 151, MTH 160, MTH 175, MTH 207, MTH 208, MTH 215, MTH 216, STAT 145, STAT 245; and
4. One course from the college core fine arts or humanities categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400-level; or
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	ECO 120	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	MTH 160 or 175 (or MTH 207) CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning[1]	4
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	2
	16		**14**

Year 2			
Fall	**Credits**	**Spring**	**Credits**
ECO 305	3	ECO 308	3
STAT 145	4	ECO Elective[2, 3]	3
University Elective	3	ECO 300/400 Level Elective[3]	3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	CASSH Core Course - Experiential Science	4
CGER HA-AA Humanities & Arts: Arts & Aesthetics	1	Minor Course	3
	14		**16**

Year 3			
Fall	**Credits**	**Spring**	**Credits**
ECO 300/400 Level Elective[3]	3	ECO 307	3
ECO 300/400 Level Elective[3]	3	ECO 300/400 Level Elective[3]	3
CASSH Core Diversity Course	3	ECO Elective[2, 3]	3
Minor Course	3	CASSH Core Course	3
University Elective	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
	15		**15**

Year 4			
Fall	**Credits**	**Spring**	**Credits**
CASSH Core Course	3	CASSH Core Course	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	Minor Course	3
Minor Course	3	Minor Course	3
Minor Course	3	University Elective	3
University Elective	3	University Elective	3
	15		**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.

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
    a. Junior standing
    b. 6 credits in economics at the 300 level or above
    c. Minimum cumulative 3.25 GPA in the major
    d. Selection and commitment of two Economics Department faculty members, one to serve as a primary thesis advisor, and a second to serve as a secondary thesis reader
    e. Filing an Honors Program Statement of Intent Form with the department chair
2. Program Requirements
    a. ECO 307 Introduction to Econometrics (3 cr.) or Mathematical Economics (3 credits)[1]
    b. Honors thesis that makes a substantive contribution to the economics literature; to be administered as a ECO 499 Independent Study (1-3 cr.) course with the primary thesis advisor.
3. Evaluation
    a. Minimum cumulative 3.50 GPA in the major at graduation
    b. Presentation of the honors thesis to a colloquium of faculty and students.
    c. Both the primary thesis 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
English Department *(*https://www.uwlax.edu/academics/department/english/*)*
Department Chair: Darci Thoune
433 Wimberly Hall; 608.785.6921
Email: dthoune@uwlax.edu

Associate Chair: Bryan Kopp
426G Wimberly Hall; 608.785.6936
Email: bkopp@uwlax.edu

The English Department at the University of Wisconsin-La Crosse prepares students as future professionals and responsible citizens through the study of literature, writing, rhetoric, and the teaching of English.

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 their 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.

2026-27 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

Meredith Garcia

Haixia Lan

Marie Moeller

Kate Parker

Lindsay Steiner

William Stobb

Kelly Sultzbach

Darci Thoune

Associate Professor

Susan Crutchfield

Kimberly DeFazio

Rebekah Fowler

Thomas Jesse

Bryan Kopp

Stephen Mann

Christopher McCracken

Robert Wilkie

Louise Zamparutti

Lei Zhang

Assistant Professor

Shannon McClellan Brooks

Alison Obright

Teaching Professor

Ryan Friesen

Karen Hart

Sara Heaser

Jennifer Mohlenhoff-Baggett

Associate Teaching Professor

Luke Schaaf

Olivia Stoltman

Lecturer

Judith Becker

Meagan Madigan

Jeremiah Jenkins

Administrative Support

Lee Xiong

Majors

- English major: literary and cultural studies emphasis - BA (p. 161)
- English major: medical professions emphasis - BA (p. 164)
- English major: medical professions emphasis - BS (p. 168)
- English major: writing and rhetoric studies emphasis - BA (p. 171)

Teacher education program

- English education (grades 4-12) major - BS (p. 174)
- English education (grades 4-12) and teaching English to speakers of other languages (grades K-12) major - BS (p. 177)

Minors

- Creative writing minor (p. 180)
- English language and literature minor (p. 181)
- Linguistics minor (p. 181)
- Literary and cultural studies minor (p. 183)
- Professional and technical writing minor (p. 183)

Certificate

- Professional and technical writing certificate (p. 184)

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	Introduction to 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 (21-24 credits; not eligible for teacher certification)

Code	Title	Credits
Introduction to literary and cultural studies		
ENG 301	Introduction to Literary and Cultural Studies (if not taken in the core)	3
Introductory studies in literature and culture		**6**
Select two of the following:		
ENG 200	Literature and Human Experience	
ENG 202	American Literature after 1865	
ENG 204	British Literature after 1800	
ENG 205	Western Literature before 1700	
ENG 206	Western Literature after 1700	
ENG 207	Multicultural Literature of the United States	
ENG 208	International Studies in Literature	
ENG 210	Literature of Black America	
ENG 212	Search for Economic Justice	
ENG 220	Women and Popular Culture	
Intermediate studies in literature and culture		**9**
Select three of the following:		
ENG 312	Literature, Medicine, and Culture	
ENG 341	Young Adult Literature and Culture	
ENG 350	Genre in Literature and Culture	
ENG 353	Topics in Literature and Culture before 1800	
ENG 354	Topics in Literature and Culture after 1800	
ENG 357	Topics in World Literature and Culture	
ENG 360	Topics in Race, Gender, and Multicultural Literature	
ENG 363	Shakespeare in the World	
ENG 387	Literature and Environmental Action	
ENG 446	Forms of Fiction	
ENG 449	Experiments in Form and Genre	
Advanced studies in literature and sulture		
ENG 481	Seminar in Literature and Culture	3
Capstone		
ENG 413	Capstone Research Project	3
Exit portfolio		
Introduced to students in ENG 300 and assembled throughout their studies		
Total Credits		**24**

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 162)
- Baccalaureate degree requirements (p. 163)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Arts core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Language courses (CHI, FRE, GCL, GER, HCK, HMG, JPN, RUS, SPA, or SPE 214) used to fulfill a CGER may also be used to meet the core B.A. language requirement (i.e., the first requirement for each of the B.A. tracks). This course may come from the department of the student's first major.
3. All other courses completed for the college core cannot overlap with CGER or the student's first major unless otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
4. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310, CST 312, CST 315, CST 319, CST 338, CST 410, CST 412, CST 413, CST 415, CST 419, 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:

ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Arts track requirement

Bachelor of Arts students must declare a Language, Humanities, or Fine Arts track. This can be done through the UWL Change of Major Form (https://www.uwlax.edu/records/forms/#tm-70835). Students select **one** of the below tracks.

A. Language Track

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

Code	Title	Credits
Select one of the following:		
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	
HCK 202	Hoocak Language and Culture IV	
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 to the CASSH Academic Services Director.
2. Two additional courses from **different** categories selected from the college core fine arts, humanities, and social science categories.

B. Humanities Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments (course prefixes within GCL are considered different for this requirement) selected from the college core humanities; and
3. One course from the college core fine arts or social science categories.

C. Fine Arts Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments selected from the college core fine arts; and
3. One course from the college core humanities or social science categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400 level; of
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	CGER CP-CW Civics & Perspective: Cultures of Our World/CASSH Core Language[1]	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	2	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
University Elective	2	University Elective	1
	16		**15**

Year 2			
Fall	**Credits**	**Spring**	**Credits**
ENG 300 (ENG Core)	3	ENG 301 (counts in ENG Core and Literature Emphasis)	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	1	Creative/Professional Writing (ENG Core)	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	Introductory Studies in Literature & Culture Course	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CASSH Core Diversity Course	3
University Elective	3	Minor Course	3
	14		**15**

Year 3			
Fall	**Credits**	**Spring**	**Credits**
ENG 311 (ENG Core)	3	Intermeditate Studies in Literature & Culture Course	3
Introductory Studies in Literature & Culture Course	3	Language Studies & Linguistics (ENG Core)	3
CASSH Core Course	3	Writing & Rhetoric (ENG Core)	3
Minor Course	3	Minor Course	3
Minor Course	3	University Elective	3
	15		**15**

Year 4			
Fall	**Credits**	**Spring**	**Credits**
Intermediate Studies in Literature & Culture Course	3	ENG 413	3
ENG 481	3	Intermediate Studies in Literature & Culture Course	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	Introduction to 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 (Natural Science & Wellness: Experiential Science CGER NSWL-ES)is prerequisite. CHM 103 requires a grade of "C" or higher in MTH 150 (Mathematics & Quantitative Reasoning: Quantitative Reasoning CGER MQR-QR)or placement into MTH 151 or higher. These prerequisite courses may also satisfy the noted Core General Education Requirements (CGER).
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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 165)
- Baccalaureate degree requirements (p. 166)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Arts core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Language courses (CHI, FRE, GCL, GER, HCK, HMG, JPN, RUS, SPA, or SPE 214) used to fulfill a CGER may also be used to meet the core B.A. language requirement (i.e., the first requirement for each of the B.A. tracks). This course may come from the department of the student's first major.
3. All other courses completed for the college core cannot overlap with CGER or the student's first major unless otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
4. Courses approved for use in the college core:

a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310, CST 312, CST 315, CST 319, CST 338, CST 410, CST 412, CST 413, CST 415, CST 419, 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Arts track requirement

Bachelor of Arts students must declare a Language, Humanities, or Fine Arts track. This can be done through the UWL Change of Major Form (https://www.uwlax.edu/records/forms/#tm-70835). Students select **one** of the below tracks.

A. Language Track

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

Code	Title	Credits
Select one of the following:		
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	
HCK 202	Hoocak Language and Culture IV	
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 to the CASSH Academic Services Director.

2. Two additional courses from **different** categories selected from the college core fine arts, humanities, and social science categories.

B. Humanities Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments (course prefixes within GCL are considered different for this requirement) selected from the college core humanities; and
3. One course from the college core fine arts or social science categories.

C. Fine Arts Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments selected from the college core fine arts; and
3. One course from the college core humanities or social science categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400 level; of
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.

3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning (MTH 150 or higher)[1]	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	BIO 105	4
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	CGER CP-CW Civics & Perspective: Cultures of Our World/CASSH Core Language[2]	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	1	CGER HA-AA Humanities & Arts: Arts & Aesthetics	2
University Elective	2	University Elective	1
	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 (CGER NSWL Experiential Science)[1]	5	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	CASSH Core Diversity Course	3
		Minor Course	3
	14		**15**

Year 3

Fall	Credits	Spring	Credits
ENG 311 (ENG Core)	3	Language Studies & Linguistics (ENG Core)	3
BIO 312[3]	4	Writing & Rhetoric (ENG Core)	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	BIO 313	4
CASSH Core Course	3	Minor Course (300/400 level)	3
Minor Course (300/400 level)	3	University Elective	3
	16		**16**

Year 4

Fall	Credits	Spring	Credits
CASSH Core Course	3	ENG 412 or 413	3
CASSH Core Course	3	English Medical Professions Elective	2-4
Minor Course (300/400 level)	3	Minor Course (300/400 level)	3
University Elective	3	Minor Course	3
University Elective	3	University Elective	3

	Exit Portfolio[4]	
	15	**14**

Total Credits: 120

1. CHM 103 (may also satisfy CGER - Natural Science & Wellness: Experiential Science NSWL-ES) requires a grade of "C" or higher in MTH 150 (may also satisfy CGER - Mathematics & Quantitative Reasoning: Quantitative Reasoning MQR-QR) or placement into MTH 151 (may also satisfy CGER -Mathematics & Quantitative Reasoning: Quantitative Reasoning MQR-QR) or higher.
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	Introduction to 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 (Natural Science & Wellness: Experiential Science CGER NSWL-ES)is prerequisite. CHM 103 requires a grade of "C" or higher in MTH 150 (Mathematics & Quantitative Reasoning: Quantitative Reasoning CGER MQR-QR)or placement into MTH 151 or higher. These prerequisite courses may also satisfy the noted Core General Education Requirements (CGER).
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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 169)
- Baccalaureate degree requirements (p. 169)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Science core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Courses completed for the college core cannot overlap with CGER or the student's first major except where otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
3. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310 , CST 312, CST 315 , CST 319, CST 338 , CST 410 , CST 412 , CST 413 , CST 415 , CST 419 , 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Science course requirement

Bachelor of Science students complete four courses as follows:

1. A lab science course from:
   ANT 102, BIO 100, BIO 105, BIO 203, BIO 312,BIO 313, CHM 103, CHM 104, ESS 205, ESS 206, GEO 101, GEO 221, GEO 222, MIC 100, MIC 230, PHY 103, PHY 104, PHY 106, PHY 155, PHY 160, PHY 203, PHY 204; and
2. An approved college core social science course; and
3. An additional course from the previously listed lab sciences, college core social science, or a qualitative course from: CS 101, CS 115, CS 120, CT 100, FIN 207, MTH 115, MTH 116, MTH 123, MTH 150, MTH 151, MTH 160, MTH 175, MTH 207, MTH 208, MTH 215, MTH 216, STAT 145, STAT 245; and
4. One course from the college core fine arts or humanities categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400-level; or
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.

5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning (MTH 150 or higher)[1]	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	BIO 105 (CASSH Core Course - Experiential Science)	4
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	CGER CP-CW Civics & Perspective: Cultures of Our World	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	1	CGER HA-AA Humanities & Arts: Arts & Aesthetics	2
University Elective	2		
	15		**14**

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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)[1]	5	CASSH Core Diversity Course	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	Minor Course	3
		CGER CL-SWT Communication & Literacy: Stories We Tell	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
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	Minor Course	3
University Elective	3	University Elective	3
	16		**16**

Year 4

Fall	Credits	Spring	Credits
CASSH Core Course	3	ENG 412 or 413	3
CASSH Core Course	3	English Medical Professions Elective	2-4
Minor Course	3	CASSH Core Course	3
University Elective	3	Minor Course	3
University Elective	3	Minor Course	3
		Exit Portfolio[3]	

	University Elective	1
	15	**15**

Total Credits: 120

1 CHM 103 (may also satisfy CGER - Natural Science & Wellness: Experiential Science NSWL-ES) requires a grade of "C" or higher in MTH 150 (may also satisfy CGER - Mathematics & Quantitative Reasoning: Quantitative Reasoning MQR-QR) or placement into MTH 151 (may also satisfy CGER - Mathematics & Quantitative Reasoning: Quantitative Reasoning MQR-QR) or higher.

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	Introduction to 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	
Special topic		**3**
ENG 303	Special Topics in Writing and Rhetoric Studies (Repeatable for credit; maximum 6)	
Writing studies		**6**
Select six credits of the following:		
ENG 299	Writing Tutor Practicum	
ENG 303	Special Topics in Writing and Rhetoric Studies (Repeatable for credit; maximum 6)	
ENG 305	Creative Writing	
ENG 307	Workplace Writing	
ENG 308	Technical Writing	
ENG 309	Writing in the Sciences	
ENG 310	Digital Content and User Experience Writing	
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 327	Publishing in a Digital Age	
ENG 335	Introduction to Professional and Technical Writing	
ENG 337	The Rhetorics of Style	
ENG 343	Creative Nonfiction	
ENG/THA 358	Scriptwriting	
ENG 403	Individual Projects	
ENG 416	Seminar in Advanced Fiction Writing	
ENG 417	The Writer's Studio	
ENG 434	Chinese Discourse	
ENG 446	Forms of Fiction	
ENG 449	Experiments in Form and Genre	
ENG 450	English Internship	
Writing research		**3**
ENG 375	Writing Research	
Capstone		**3**
ENG 413	Capstone Research Project	
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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 172)
- Baccalaureate degree requirements (p. 173)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Arts core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Language courses (CHI, FRE, GCL, GER, HCK, HMG, JPN, RUS, SPA, or SPE 214) used to fulfill a CGER may also be used to meet the core B.A. language requirement (i.e., the first requirement for each of the B.A. tracks). This course may come from the department of the student's first major.
3. All other courses completed for the college core cannot overlap with CGER or the student's first major unless otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
4. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310, CST 312, CST 315, CST 319, CST 338, CST 410, CST 412, CST 413, CST 415, CST 419, 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Arts track requirement

Bachelor of Arts students must declare a Language, Humanities, or Fine Arts track. This can be done through the UWL Change of Major Form (https://www.uwlax.edu/records/forms/#tm-70835). Students select **one** of the below tracks.

A. Language Track

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

Code	Title	Credits
Select one of the following:		
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	
HCK 202	Hoocak Language and Culture IV	
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 to the CASSH Academic Services Director.
2. Two additional courses from **different** categories selected from the college core fine arts, humanities, and social science categories.

B. Humanities Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments (course prefixes within GCL are considered different for this requirement) selected from the college core humanities; and
3. One course from the college core fine arts or social science categories.

C. Fine Arts Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments selected from the college core fine arts; and
3. One course from the college core humanities or social science categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400 level; of
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:

    a. 100-level or higher courses outside the major; or

    b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER CP-CW Civics & Perspective: Cultures of Our World/CASSH Core Language[1]	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	2	CGER CP-CU Civics & Perspective: Communities of the United States	3

CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
University Elective	2	University Elective	1
	15		**14**

Year 2

Fall	Credits	Spring	Credits
ENG 300 (ENG Core)	3	ENG 311 (ENG Core)	3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	ENG 313 or 333	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	Creative/Professional Writing (ENG Core)	3
University Elective	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
CASSH Core Course	3	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 303	3
CASSH Core Course	3	Writing Studies Elective	3
CASSH Core Course	3	CASSH Core Diversity Course	3
Minor Course	3	Minor Course	3
	15		**15**

Year 4

Fall	Credits	Spring	Credits
Literary Studies (ENG Core)	3	ENG 413	3
ENG 375	3	Minor Course	3
Minor Course	3	Minor Course	3
University Elective	3	University Elective	3
University Elective	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 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. 629).

Students in all teacher education programs must be admitted to the School of Education (https://www.uwlax.edu/soe/undergrad/admission-to-soe/) 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. 625).

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 the Wisconsin Teacher Standards (WTS) and the NCTE/NCATE Standards, and supplemented with Elementary Literacy, Journalism Educators of America, and Wisconsin Speech Educators standards.

Program requirement courses that may also fulfill Core General Education Requirements (CGER) (9 credits)

Code	Title	Credits
EDS 203	Foundations of Education [1, 2]	3
EDS 206	Society and Schools [1, 3]	3
EDS 309	Global Perspectives in Education [4]	3
Total Credits		**9**

English course (3 credits)

Code	Title	Credits
Select one English literature course		3
ENG 200	Literature and Human Experience [5]	
ENG 201	American Literature before 1865 [5]	
ENG 202	American Literature after 1865 [5]	
ENG 203	British Literature before 1800 [5]	
ENG 204	British Literature after 1800 [5]	
ENG 205	Western Literature before 1700 [5]	
ENG 206	Western Literature after 1700 [5]	

[1] Satisfies an SOE core requirement.
[2] May also satisfy CGER - Social & Behavioral Science: Social & Behavioral Studies (CGER SBS-BS).
[3] May also satisfy CGER - Civics & Perspectives: Communities of the United States (CGER CP-CU).
[4] May also satisfy CGER - Civics & Perspectives: The Cultures of Our World (CGER CP-CW).
[5] May also satisfy CGER - Communication & Literacy: Stories We Tell (CGER CL-SWT).

Additional middle/high school education requirements (18 credits)

Code	Title	Credits
Courses not requiring admission to the School of Education		
PSY 212	Lifespan Development [1]	3
SPE 200	Foundations of Special Education [1]	3
Student teaching semester		
Demonstrate content knowledge through benchmark assessment prior to student teaching [6]		
EDS 492	Student Teaching Seminar	1
One of the following: [1]		11
EDS 496	Student Teaching: Middle/High School Education (4-12)	
EDS 495	Teaching Internship	
Total Credits		**18**

English education requirements (46 credits)

Code	Title	Credits
English core		**6**
ENG 300	Introduction to English Studies [7]	
ENG 311	Critical Theory [7]	
Language studies and linguistics		
ENG 332	Introduction to Linguistics: Phrases and Sentences [7]	3
Select one of the following:		3
ENG 330	History of the English Language	
ENG 331	Introduction to Linguistics: Sounds and Words	
ENG 336	Varieties of English	
Literature electives		
Select three of the following:		9
ENG 302	Intermediate Topics in Literature	
ENG 353	Topics in Literature and Culture before 1800	
ENG 354	Topics in Literature and Culture after 1800	
ENG 357	Topics in World Literature and Culture	
ENG 360	Topics in Race, Gender, and Multicultural Literature	
ENG 363	Shakespeare in the World	
ENG 387	Literature and Environmental Action	
ENG 481	Seminar in Literature and Culture	
Literary studies		**3**
ENG 301	Introduction to Literary and Cultural Studies [7]	
Writing and rhetoric studies		
Select one of the following: [7]		3
ENG 313	Writing, Genre, and Style	
ENG 333	Introduction to Writing and Rhetoric Studies	
Creative or professional writing		
Select one of the following: [7]		3
ENG 305	Creative Writing	
ENG 335	Introduction to Professional and Technical Writing	
English education specialization		**6**
ENG 411	Capstone in English Education [8, 9, 10]	
ENG 433	Introduction to Teaching Writing	
Field I block (must be taken concurrently) [8]		
ENG 351	Workshop in Classroom Management	1
ENG 355	Field I Experience: English in the Middle Grades [1]	4
Field II block (must be taken concurrently) [8]		
ENG 451	Workshop in Curriculum & Assessment [10]	1
ENG 455	Field II Experience: Teaching and Learning English in the Secondary Classroom [1, 10]	4
Total Credits		**46**

[6] Must complete all course requirements and other benchmarks prior to student teaching. See SOE's benchmark assessments (https://www.uwlax.edu/soe/undergrad/benchmark-assessments/) website for information about these assessments. For more information on student teaching, please see the Student Teaching and Internship Policy (http://catalog.uwlax.edu/undergraduate/education/#student-teaching).
[7] Satisfies an English major core requirement.
[8] Requires admission to the School of Education.
[9] Taken concurrently with ENG 355 or ENG 455.
[10] Included in the English education portfolio.

Additional teacher education requirements are listed on the School of Education (p. 622) catalog page.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- School of Education requirements (p. 622)
- Baccalaureate degree requirements (p. 175)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)

7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
EDS 203 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	EDS 206 (CGER CP-CU Civics & Perspective: Communities of the United States)	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	2	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	ENG 200 level (see list CGER CL-SWT Communication & Literacy: Stories We Tell)[1]	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
University Elective	2		
	15		**15**

Year 2

Fall	Credits	Spring	Credits
ENG 300	3	ENG 301	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	1	ENG 311	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	EDS 309 (CGER CP-CW Civics & Perspective: Cultures of Our World)	3
University Elective	4	University Elective	4
University Elective	3	University Elective	3
	15		**16**

Year 3

Fall	Credits	Spring	Credits
Language Studies and Linguistics Elective	3	ENG 351	1
Creative/Professional Writing Elective	3	Literature elective	3
Writing & Rhetoric Studies Elective	3	Literature elective	3
PSY 212	3	Literature elective	3
SPE 200	3	ENG 355	4
Apply for admission to SOE[2]		University Elective	1
Apply for Field Experience I[3]		Apply for Field Experience II[3]	
		Apply for Student Teaching[4]	
	15		**15**

Year 4

Fall	Credits	Spring	Credits
Language Studies and Linguistics Elective	3	All course requirements and other benchmarks must be completed prior to student teaching.[5]	
ENG 411	3	EDS 492	1
ENG 433	3	EDS 496	11
ENG 451	1	University Elective	3
ENG 455	4		
	14		**15**

Total Credits: 120

[1] ENG 200, ENG 201, ENG 202, ENG 203, ENG 204, ENG 205, or ENG 206 may also satisfy CGER - Communication & Literacy: Stories We Tell (CL-SWT).

[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. 628) 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. 632).

[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.

English Education (Grades 4-12) and TESOL (Grades K-12) Major - Bachelor of Science (BS)

This major prepares students to become dynamic English Language Arts (ELA) and English as a second language (ESL) 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 English to grades 4-12 and English as a second language to English learners (ELs) in kindergarten through grade 12. Future teachers in this program learn to reach all students with curriculum relevant to their lives and to utlilize developmentally appropriate strategies based in second language acquisition theories.

Major requirements

Completion of the English 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:

- English and Language Arts, grades 4-12 (2300), and
- English as a Second Language, grades K-12 (1395).

Students in all teacher education programs must satisfy the School of Education (SOE) core requirements (p. 629).

Students in all teacher education programs must be admitted to the School of Education (https://www.uwlax.edu/soe/undergrad/admission-to-soe/) to complete their program requirements and be eligible for endorsement for the appropriate teaching license(s). Students majoring in English education (grades 4-12) and teaching English to speakers of other languages (grades K-12) must meet specific program admission criteria (p. 625).

Students majoring in English 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 world language course at UWL beyond the first course (e.g., placing into FRE 102 as FRE 101 is the first course; placing into SPA 201 as SPA 103 is the first course)
- **For non-native speakers of English or heritage language speakers**: Consultation with the administrator of the TESOL program.
- A grade of "B" or better in a world language course (taught in the world language) taken at UWL or another accredited institution of higher education. See world language course list below.[1]

Code	Title	Credits
World language course list: [1]		
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
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 course may also count toward Core General Education Requirements (CGER).

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 courses:		
ENG 110	College Writing II	3
ENG 303	Special Topics in Writing and Rhetoric Studies	3
ENG 309	Writing in the Sciences	3

Curriculum

The English Education (grades 4-12) and Teaching English to Speakers of Other Languages (grades K-12) Programs are aligned with Wisconsin Teacher Standards and the NCTE/NCATE Standards, and supplemented with Elementary Literacy, Journalism Educators of America, and Wisconsin Speech Educators standards.

Program requirement courses that may also fulfill Core General Education Requirements (CGER) (9 credits)

Code	Title	Credits
EDS 203	Foundations of Education [2, 3]	3
EDS 206	Society and Schools [2, 4]	3
EDS 309	Global Perspectives in Education [5]	3
Total Credits		**9**

English course (3 credits)

Code	Title	Credits
Select one English literature course		3
ENG 200	Literature and Human Experience [6]	
ENG 201	American Literature before 1865 [6]	
ENG 202	American Literature after 1865 [6]	
ENG 203	British Literature before 1800 [6]	
ENG 204	British Literature after 1800 [6]	
ENG 205	Western Literature before 1700 [6]	
ENG 206	Western Literature after 1700 [6]	

[2] Satisfies SOE core requirement.
[3] May also satisfy CGER - Social & Behavioral Science: Social & Behavioral Studies (CGER SBS-BS).
[4] May also satisfy CGER - Civics & Perspectives: Communities of the United States (CGER CP-CU).
[5] May also satisfy CGER - Civics & Perspectives: The Cultures of Our World (CGER CP-CW).
[6] May also satisfy CGER - Communication & Literacy: Stories We Tell (CGER CL-SWT).

Additional middle/high school education and TESOL content requirements (21 credits)

Code	Title	Credits
Courses not requiring admission to the School of Education		
Middle/High school program requirements:		
PSY 212	Lifespan Development [2]	3
SPE 200	Foundations of Special Education [2]	3
TESOL program requirements:		
TSL 250	Educating Multilingual Learners	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 [2]	3
Total Credits		**21**

English education content requirements (36 credits)

Code	Title	Credits
EDS 308	Foundations of Literacy	3
English core [7]		**6**
ENG 300	Introduction to English Studies	
ENG 311	Critical Theory	
Language studies and linguistics [7]		**6**
ENG 331	Introduction to Linguistics: Sounds and Words	
ENG 332	Introduction to Linguistics: Phrases and Sentences	
Literary studies [7]		**3**
ENG 301	Introduction to Literary and Cultural Studies	
Writing and rhetoric studies [7]		
Select one of the following:		3
ENG 313	Writing, Genre, and Style	
ENG 333	Introduction to Writing and Rhetoric Studies	
Creative or professional writing [7]		
Select one of the following:		3
ENG 305	Creative Writing	
ENG 335	Introduction to Professional and Technical Writing	
Literature electives		
Select two of the following:		6
ENG 302	Intermediate Topics in Literature	
ENG 357	Topics in World Literature and Culture	
ENG 363	Shakespeare in the World	
ENG 387	Literature and Environmental Action	
ENG 481	Seminar in Literature and Culture	
English education specialization		**6**
ENG 411	Capstone in English Education [8, 9, 10]	
ENG 433	Introduction to Teaching Writing	
Total Credits		**36**

Courses requiring admission to the School of Education (25 credits)

Code	Title	Credits
Field I block courses (must be taken concurrently) [8]		
ENG 351	Workshop in Classroom Management	1
ENG 355	Field I Experience: English in the Middle Grades [2]	4
TESOL field (occurs in Puerto Rico during Winter session)		
TSL 460	TESOL Field Experience (TESOL Field Experience)	3
Field II block courses (must be taken concurrently) [8]		
ENG 451	Workshop in Curriculum & Assessment	1
ENG 455	Field II Experience: Teaching and Learning English in the Secondary Classroom [2]	4
Student teaching semester		
Demonstrate content knowledge through benchmark assessment prior to student teaching [11]		
EDS 492	Student Teaching Seminar	1
A combination of the following: [2]		11
EDS 496	Student Teaching: Middle/High School Education (4-12)	
EDS 497	Student Teaching: Kindergarten through Grade 12 (K-12)	
EDS 495	Teaching Internship	
Total Credits		**25**

[7] Satisfies an English core requirement

[8] Requires admissions to the School of Education.

[9] Taken concurrently with ENG 355 (https://catalog.uwlax.edu/search/?P=ENG%20355) or ENG 455 (https://catalog.uwlax.edu/search/?P=ENG%20455).

[10] Included in the English education portfolio.

[11] Must complete all course requirements and other benchmarks prior to student teaching. See SOE's benchmark assessments (https://www.uwlax.edu/soe/undergrad/benchmark-assessments/) website for information about these assessments. For more information on student teaching, 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. 622) catalog page.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- School of Education requirements (p. 622)
- 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 Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
EDS 203 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	EDS 206 (CGER CP-CU Civics & Perspective: Communities of the United States)	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	ENG 200 level (see list CGER CL-SWT Communication & Literacy: Stories We Tell)[1]	3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	University Elective	2
	14		**14**

Year 2

Fall	Credits	Spring	Credits
ENG 300	3	ENG 301	3
EDS 309 (CGER CP-CW Civics & Perspective: Cultures of Our World)	3	ENG 311	3
PSY 212	3	TSL 345	3
TSL 250	3	EDS 308	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
	16		**15**

Year 3

Fall	Credits	Winter	Credits	Spring	Credits
ENG 331	3	TSL 460	3	ENG 332	3
Writing & Rhetoric Studies Elective	3			ENG 351	1
SPE 200	3			Literature Elective	3
GCL 310	3			Literature Elective	3
TSL 463	3			ENG 355	4
Apply for admission to SOE[2]				TSL 400	3
Apply for Field Experience I[3]				Apply for Field Experience II[3]	
				Apply for Student Teaching[4]	
	15		**3**		**17**

Year 4

Fall	Credits	Spring	Credits
Creative/ Professional Writing Elective	3	All course requirements and other benchmarks must be completed prior to student teaching.[5]	
ENG 411	3	EDS 492	1
ENG 433	3	EDS 496	11
ENG 451	1		
ENG 455	4		
	14		**12**

Total Credits: 120

1 ENG 200, ENG 201, ENG 202, ENG 203, ENG 204, ENG 205, or ENG 206 may also satisfy CGER - Communication & Literacy: Stories We Tell (CGER CL-SWT).

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. 628) 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. 632).

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.

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. 160)

(All colleges)

18 credits

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

Code	Title	Credits
Foundations		**3**
ENG 305	Creative Writing [1]	
Explorations		**3**
ENG 303	Special Topics in Writing and Rhetoric Studies	
ENG 343	Creative Nonfiction	
ENG/THA 358	Scriptwriting	
ENG 416	Seminar in Advanced Fiction Writing	
ENG 417	The Writer's Studio	
ENG 449	Experiments in Form and Genre	
Publishing		**3**
ENG 320	Literary Journal Production	
ENG 327	Publishing in a Digital Age	
ENG 450	English Internship	
Advanced seminar		**6**
ENG 416	Seminar in Advanced Fiction Writing	
ENG 417	The Writer's Studio	
ENG 449	Experiments in Form and Genre	
Literary & cultural studies		**3**
ENG 301	Introduction to Literary and Cultural Studies	
ENG 302	Intermediate Topics in Literature	
ENG 312	Literature, Medicine, and Culture	
ENG 350	Genre in Literature and Culture	
ENG 353	Topics in Literature and Culture before 1800	
ENG 354	Topics in Literature and Culture after 1800	
ENG 357	Topics in World Literature and Culture	
ENG 360	Topics in Race, Gender, and Multicultural Literature	
ENG 363	Shakespeare in the World	
ENG 387	Literature and Environmental Action	
ENG 481	Seminar in Literature and Culture	
Total Credits		**18**

[1] ENG 110 is a prerequisite.

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. 160)

(All colleges)

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

18 credits

Code	Title	Credits
ENG 301	Introduction to Literary and Cultural Studies	3
ENG 341	Young Adult Literature and Culture	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 336	Varieties of English	
Writing		
Select three credits of the following:		3
ENG 303	Special Topics in Writing and Rhetoric Studies	
ENG 305	Creative Writing	
ENG 307	Workplace Writing	
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 350	Genre in Literature and Culture	
ENG 353	Topics in Literature and Culture before 1800	
ENG 354	Topics in Literature and Culture after 1800	
ENG 357	Topics in World Literature and Culture	
ENG 360	Topics in Race, Gender, and Multicultural Literature	
ENG 363	Shakespeare in the World	
ENG 387	Literature and Environmental Action	
ENG 481	Seminar in Literature and Culture	
Total Credits		**18**

Prerequisites include ENG 110 (http://catalog.uwlax.edu/search/?P=ENG%20110); 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	
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	
HCK 102	Hoocak Language and Culture II	
HCK 201	Hoocak Language and Culture III	
HCK 202	Hoocak Language and Culture IV	
HMG 204	Hmong Heritage Language: Intermediate	
JPN 102	Elementary Japanese II	
JPN 201	Intermediate Japanese I	
JPN 202	Intermediate Japanese II	
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	
SPE 207	American Sign Language and Deaf Culture I	
SPE 214	American Sign Language and Deaf Culture 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 358	Language Policy and Activism in Europe	
ANT 375	Language, Power, and Inequality	
CST 332	Intercultural Communication	
CST 334	Gender Communication	
CST 337	Communication and Race	
ENG 336	Varieties of English	
SPA 380	Spanish Language in Contexts	
Elective [2]		**3**
Select at least one of the following:		
ANT 358	Language Policy and Activism in Europe	
ANT 375	Language, Power, and Inequality	
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	
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	
FRE 301	Sound, Speech, and Proficiency	
GCL 310	Theories and Research in Second Language Acquisition	
GER 330	German Conversation and Phonetics	
PSY 436	Psychology of Language	
SPA 380	Spanish Language in Contexts	
SPA 381	The Sounds of Spanish	
SPA 443	Studies in Hispanic Linguistics	
Total Credits		**18-19**

[1] All courses in this category may also satisfy Core 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 or heritage language speakers:*** Consultation with the administrator of the linguistics program.

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 Core 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.
  - **Psychology majors/minors** may apply a maximum of three credits toward both a psychology major/minor and the linguistics minor.
  - **Teaching English to speakers of other languages (TESOL) minors or education and TESOL dual majors** (elementary/middle

education and TESOL; English education and TESOL; French education and TESOL; Spanish education and TESOL) may apply a maximum of six credits toward both a TESOL major/minor and the linguistics minor: three credits in ENG 331 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. 160)

(All colleges; not open to English: literary and cultural studies emphasis majors)

18 credits

Code	Title	Credits
ENG 301	Introduction to Literary and Cultural Studies	3
Select one of the following:		**3**
ENG 305	Creative Writing	
ENG 307	Workplace Writing	
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 312	Literature, Medicine, and Culture	
ENG 330	History of the English Language	
ENG 331	Introduction to Linguistics: Sounds and Words	
ENG 336	Varieties of English	
ENG 341	Young Adult Literature and Culture	
ENG 350	Genre in Literature and Culture	
ENG 353	Topics in Literature and Culture before 1800	
ENG 354	Topics in Literature and Culture after 1800	
ENG 357	Topics in World Literature and Culture	
ENG 360	Topics in Race, Gender, and Multicultural Literature	
ENG 363	Shakespeare in the World	
ENG 387	Literature and Environmental Action	
ENG 403	Individual Projects [2]	
ENG 446	Forms of Fiction	
ENG 449	Experiments in Form and Genre	
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 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. 160)

(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 four of the following:		12
ENG 307	Workplace Writing	
ENG 308	Technical Writing	
ENG 309	Writing in the Sciences	
ENG 310	Digital Content and User Experience Writing	
ENG 314	Grant Writing	
ENG 450	English Internship [1]	
Electives		
Select one of the following:		3
ENG 303	Special Topics in Writing and Rhetoric Studies	
ENG 305	Creative Writing	
ENG 307	Workplace Writing	
ENG 308	Technical Writing	
ENG 309	Writing in the Sciences	
ENG 310	Digital Content and User Experience Writing	
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 450	English Internship [1]
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.

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	Workplace Writing	
ENG 308	Technical Writing	
ENG 309	Writing in the Sciences	
ENG 310	Digital Content and User Experience Writing	
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.

Gerontology Program (GTL)

College of Arts, Social Sciences, and Humanities

Gerontology Program (https://www.uwlax.edu/academics/gerontology/)
Coordinators: Ellen Rozek (erozek@uwlax.edu), *Ph.D. and* Erica Srinivasan (esrinivasan@uwlax.edu), *Ph.D. (Psychology)*
335 Graff Main Hall; 608.785.8440

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.

2026-27 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@uwlax.edu or esrinivasan@uwlax.edu

Advisors

John Kovari (https://www.uwlax.edu/profile/jkovari/), Political Science and Public Administration

Vivek Pande (https://www.uwlax.edu/profile/vpande/), Business

Ellen Rozek (https://www.uwlax.edu/profile/erozek/), Psychology

Erica Srinivasan (https://www.uwlax.edu/profile/esrinivasan/), Psychology

Certificate

- Gerontology certificate (p. 185)

Gerontology Certificate

(All colleges, open only to degree-seeking UWL students)

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.

Code	Title	Credits
Core		
Select three credits from the following:		3
CHE 473	Health Aspects of Aging	
PSY 358	Adult Development	
Electives		
Select at least nine credits from the following:		9
CHE 320	The U.S. Health Care System	
CHE 473	Health Aspects of Aging [1]	
CST 336	Family Communication	
CST 339	Communication and Aging	
CST 354	Health Communication	
ECO 350	Health Economics	
ESS 443	Fitness Across the Lifespan	
PHL 339	Medical Ethics	
PSY 358	Adult Development [1]	
PSY 359	Topics in Gerontology	
PSY/SOC 422	Death, Dying, and Bereavement	
PSY 434	Clinical Neuropsychology	
PSY 458	Dementia	
PSY 459	Genes and Behavior	
PUB 334	Health Policy	
RGS 353	The Disability Experience in the Contemporary World	
RTH 229	Diagnostic Groups in Recreational Therapy	
RTH 445	Recreational Therapy for Older Adults	
RTH 452	Modality Preceptorship in Recreational Therapy II	
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		**12**

[1] CHE 473 and PSY 358 can only apply as an elective if not used in the core.

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
Global Cultures and Languages Department *(*https://www.uwlax.edu/academics/department/global-cultures-and-languages/*)*
Department Chair: Omar Granados
315 Graff Main Hall; 608.785.8324
Email: ogranados@uwlax.edu

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 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 Japanese and Hmong.

A student who plans to continue a language already studied in high school must take the Universities of Wisconsin Regional Foreign Language Placement Test in order to determine the appropriate course level. French 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

A student may receive retroactive credits if 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 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/SPA 103):**
  - 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
- **300-level:** Any advanced course in a specific language 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. 42).

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.

2026-27 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

Kimberly Morris

Hongying Xu

Assistant Professor

Antonio Martín Gómez

Dany Jacob

Astrid Lorena Ochoa Campo

Teaching Professor

Natalia Roberts

Lecturer

Gabriel Antunez De Mayolo Kou

María Moreno Parra

Administrative Support

Judy King (Academic Department Associate)

Dane Devetter (Director of the Language Resource Center)

Majors

- French major - BA (p. 186)
- Spanish major - BA (p. 195)

Teacher education programs

- French education (grades K-12) major - BS (p. 189)
- French education (grades K-12) and teaching English to speakers of other languages major (grades K-12) - BS (p. 192) *(dual licensure)*
- Spanish education major (grades K-12) - BS (p. 199)
- Spanish education (grades K-12) and teaching English to speakers of other languages major (grades K-12) - BS (p. 202) *(dual licensure)*

Minors

- Chinese studies minor (p. 206)
- French minor (p. 206)
- Spanish minor (p. 206)

Certificates

- Chinese proficiency certificate (p. 207)
- French proficiency certificate (p. 207)
- Russian studies certificate (p. 208)
- Spanish for business and organizations certificate (p. 208)
- Spanish for the health professions certificate (p. 208)

Interdisciplinary

- Intercultural competence for career readiness certificate (p. 209)

Honors

- Alvida Ahlstrom honors program (p. 210)

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**
FRE 320	Global French Cultures: Past, Present, and Future	
Electives		**12**
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		**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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 187)
- Baccalaureate degree requirements (p. 188)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Arts core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Language courses (CHI, FRE, GCL, GER, HCK, HMG, JPN, RUS, SPA, or SPE 214) used to fulfill a CGER may also be used to meet the core B.A. language requirement (i.e., the first requirement for each of the B.A. tracks). This course may come from the department of the student's first major.
3. All other courses completed for the college core cannot overlap with CGER or the student's first major unless otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
4. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310, CST 312, CST 315, CST 319, CST 338, CST 410, CST 412, CST 413, CST 415, CST 419, 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Arts track requirement

Bachelor of Arts students must declare a Language, Humanities, or Fine Arts track. This can be done through the UWL Change of Major Form (https://www.uwlax.edu/records/forms/#tm-70835). Students select **one** of the below tracks.

A. Language Track

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

Code	Title	Credits
Select one of the following:		
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	
HCK 202	Hoocak Language and Culture IV	
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 to the CASSH Academic Services Director.
2. Two additional courses from **different** categories selected from the college core fine arts, humanities, and social science categories.

B. Humanities Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments (course prefixes within GCL are considered different for this requirement) selected from the college core humanities; and
3. One course from the college core fine arts or social science categories.

C. Fine Arts Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments selected from the college core fine arts; and
3. One course from the college core humanities or social science categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400 level; of
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CP-CW Civics & Perspective: Cultures of Our World/CASSH Core Language)	3	FRE 301	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	1	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER CL-SWT Communication & Literacy: Stories We Tell[1]	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
University Elective	3		
	16		**14**

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	CGER CP-CU Civics & Perspective: Communities of the United States	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CGER HA-PDU Humanities & Arts: Pasts that Define Us[1]	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	2	Minor Course	3
Minor Course	3	University Elective	3
	15		**15**

Year 3

Fall	Credits	Spring	Credits
FRE 305	3	FRE Major Elective	3
FRE 320 (FRE Culture Category)	3	FRE Major Elective	3
CASSH Core Course	3	CASSH Core Course	3
Minor Course	3	Minor Course	3
University Elective	3	University Elective	3
	15		**15**

Year 4

Fall	Credits	Spring	Credits
FRE 307	3	FRE Major Elective	3
CASSH Core Course	3	CASSH Core Diversity Course	3
Minor Course	3	University Elective	3
University Elective	3	Minor Course	3
University Elective	3	University Elective	3
	15		**15**

Total Credits: 120

1 FRE 395 may also satisfy CGER - Communication & Literacy: Stories We Tell (CGER CL-SWT).

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 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. 629).

Student all teacher education programs must be admitted to the School of Education (https://www.uwlax.edu/soe/undergrad/admission-to-soe/) 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. 626).

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 Universities of Wisconsin 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 Program is aligned with Wisconsin Teacher Standards (WTS) and Wisconsin DPI World Language Standards.

Program requirement courses that may also fulfill Core General Education Requirements (CGER) (6 credits) [1]

Besides the courses specified below, French education majors must satisfy additional general education requirements (http://catalog.uwlax.edu/undergraduate/generaleducation/#generaleducationrequirementstext).

Code	Title	Credits
EDS 203	Foundations of Education [2, 3]	3
EDS 206	Society and Schools [2, 4]	3
Total Credits		**6**

1. Students earning retroactive credits in French may be able to count up to four credits toward CGER - Civics and Perspectives: The Cultures of Our World (CGER CP-CW).
2. Satisfies an SOE core requirement.
3. May also satisfy CGER - Social & Behavioral Science: Social & Behavioral Studies (CGER SBS-BS).
4. May also satisfy CGER - Civics & Perspectives: Communities of the United States (CGER CP-CU).

Allied course requirements for education majors (9 credits)

Code	Title	Credits
PSY 212	Lifespan Development [2]	3
SPE 200	Foundations of Special Education [2]	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		
FRE 320	Global French Cultures: Past, Present, and Future	3
Study abroad		
Three approved study abroad credits		3
Elective credits		
Select nine credits of the following:		9
FRE 227	French for International Relations	
FRE 317	Practice in Translation	
FRE 320	Global French Cultures: Past, Present, and Future [5]	
FRE 337	French 3.0: Focus on Science and Technology	
FRE 351	French Cinema	
FRE 395	French Literary Voices in English	
FRE 430	French Connections	
FRE 450	National/International Intern Program	
FRE 498	Independent Study	
FRE 499	Independent Study	
Approved study abroad credits		
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 [2]		
GCL 300	World Language Education: Field Experience I	3
GCL 320	World Language Education: Field Experience II	3
GCL 400	Teaching World Languages: Methods and Approaches	3
GCL 420	Teaching World Languages: Design and Application	3
Student teaching semester		
Demonstrate content knowledge through benchmark assessment prior to student teaching [6]		
EDS 492	Student Teaching Seminar [2]	1
One of the following: [2]		11
EDS 497	Student Teaching: Kindergarten through Grade 12 (K-12)	
EDS 495	Teaching Internship	
Total Credits		**30**

5. If not taken in a previous category.
6. Must complete all course requirements and other benchmarks prior to student teaching. See SOE's benchmark assessments (https://www.uwlax.edu/soe/undergrad/benchmark-assessments/) website for information about these assessments. For more information on student teaching, 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. 622) catalog page.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- School of Education requirements (p. 622)
- Baccalaureate degree requirements (p. 191)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	FRE 301	3

EDS 203 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
FRE 300[1]	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
FRE retroactive credits (CGER CP-CW Civics & Perspective: Cultures of Our World)[2, 3]	12	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	PSY 212	3
	24		**15**

Year 2

Fall	Credits	Spring	Credits
FRE 307	3	SPE 200	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	TSL 250	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	1	TSL 345	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	FRE 305	3
University Elective	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	2
		Apply for admission to SOE[4]	
		Apply for Field Experience I[5]	
	13		**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	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
FRE 403	3	Apply for Field Experience II[5]	
University Elective	3	Apply for Student Teaching[6]	
	15		**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
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3		
University Elective	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 three credits towards the CGER - Civics & Perspective: Cultures of Our World (CGER CP-CW).
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. 628) 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. 632).
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. 632).

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. 629).

Students in all teacher education programs must be admitted to the School of Education (https://www.uwlax.edu/soe/undergrad/admission-to-soe/) 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. 626).

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 Universities of Wisconsin 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 Wisconsin Teacher

Standards (WTS), Wisconsin DPI World Language Standards, and CAEP/TESOL ESL Standards.

Program requirement courses that may also fulfill Core General Education Requirements (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/#generaleducationrequirementstext).

Code	Title	Credits
EDS 203	Foundations of Education [2, 3]	3
EDS 206	Society and Schools [2, 4]	3
Total Credits		**6**

1 Students earning retroactive credits in French may be able to count up to four credits toward the CGER - Civics & Perspectives: The Cultures of Our World (CGER CP-CW).
2 Satisfies an SOE core requirement.
3 May also satisfy CGER - Social & Behavioral Science: Social & Behavioral Studies (CGER SBS-BS).
4 May also satisfy CGER - Civics & Perspectives: Communities of the United States (CGER CP-CU).

Allied course requirements for language education majors (9 credits)

Code	Title	Credits
PSY 212	Lifespan Development [2]	3
SPE 200	Foundations of Special Education [2]	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		
FRE 320	Global French Cultures: Past, Present, and Future	3
Study abroad		
Three approved study abroad credits		3
Elective credits		
Select nine credits of the following:		9
FRE 227	French for International Relations	
FRE 317	Practice in Translation	
FRE 320	Global French Cultures: Past, Present, and Future [5]	
FRE 337	French 3.0: Focus on Science and Technology	
FRE 351	French Cinema	
FRE 395	French Literary Voices in English	
FRE 430	French Connections	
FRE 450	National/International Intern Program	
FRE 498	Independent Study	
FRE 499	Independent Study	
Approved study abroad credits		
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 [2]		
GCL 300	World Language Education: Field Experience I	3
GCL 320	World Language Education: Field Experience II	3
GCL 400	Teaching World Languages: Methods and Approaches	3
GCL 420	Teaching World Languages: Design and Application	3
Student teaching semester		
Demonstrate content knowledge through benchmark assessment prior to student teaching [6]		
EDS 492	Student Teaching Seminar [2]	1
One of the following: [2]		11
EDS 497	Student Teaching: Kindergarten through Grade 12 (K-12)	
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 [2]	3
Courses requiring admission to the School of Education		
Select one of the following: [2]		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**

5 If not taken in a previous category.
6 Must complete all course requirements and other benchmarks prior to student teaching. See SOE's benchmark assessments (https://www.uwlax.edu/soe/undergrad/benchmark-assessments/) website for information about these assessments. For more information on student teaching, 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. 622) catalog page.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- School of Education requirements (p. 622)
- Baccalaureate degree requirements (p. 194)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
EDS 203 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	EDS 206 (CGER CP-CU Civics & Perspective: Communities of the United States)	3
FRE 300[1]	3	FRE 301	3
FRE retroactive credits (CGER CP-CW Civics & Perspective: Cultures of Our World)[2, 3]	12	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
	24		**15**

Year 2

Fall	Credits	Spring	Credits
FRE 307	3	SPE 200	3
PSY 212	3	TSL 250	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	TSL 345	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	FRE 305	3
		Apply for admission to SOE[4]	
		Apply for Field Experience I[5]	
	12		**12**

Year 3

Fall	Credits	Spring	Credits
GCL 300	3	Study Abroad Semester (Transfer Electives)	
GCL 400	3	FRE Ed Major Electives	9
FRE 320	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
FRE 403	3	Apply for Field Experience II[5]	
ENG 331	3		
	15		**12**

Year 4

Fall	Credits	Spring	Credits
GCL 320	3	FRE 430	3
GCL 420	3	TSL 420 or 460[7]	1
GCL 310	3	TSL 400	3
TSL 463	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
Apply for Student Teaching[6]			
	12		**10**

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: 124

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 CGER - Civics & Perspective: Cultures of Our World (CGER CP-CW).
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. 628) 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. 632).
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. 632).

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)

30-34 credits[1]

Beginning language proficiency

All students with Spanish language on their transcripts and/or prior experience in Spanish will take the Universities of Wisconsin 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	
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	
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	
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	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		**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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 196)
- Baccalaureate degree requirements (p. 198)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Arts core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global

Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.

2. Language courses (CHI, FRE, GCL, GER, HCK, HMG, JPN, RUS, SPA, or SPE 214) used to fulfill a CGER may also be used to meet the core B.A. language requirement (i.e., the first requirement for each of the B.A. tracks). This course may come from the department of the student's first major.
3. All other courses completed for the college core cannot overlap with CGER or the student's first major unless otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
4. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310, CST 312, CST 315, CST 319, CST 338, CST 410, CST 412, CST 413, CST 415, CST 419, 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:

ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Arts track requirement

Bachelor of Arts students must declare a Language, Humanities, or Fine Arts track. This can be done through the UWL Change of Major Form (https://www.uwlax.edu/records/forms/#tm-70835). Students select **one** of the below tracks.

A. Language Track

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

Code	Title	Credits
Select one of the following:		
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	
HCK 202	Hoocak Language and Culture IV	
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 to the CASSH Academic Services Director.
2. Two additional courses from **different** categories selected from the college core fine arts, humanities, and social science categories.

B. Humanities Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments (course prefixes within GCL are considered different for this requirement) selected from the college core humanities; and
3. One course from the college core fine arts or social science categories.

C. Fine Arts Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments selected from the college core fine arts; and
3. One course from the college core humanities or social science categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400 level; of
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least

12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:

a. 100-level or higher courses outside the major; or

b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CP-CW Civics & Perspective: Cultures of Our World/CASSH Core Language)[1]	4	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER HA-AA Humanities & Arts: Arts & Aesthetics	2	SPA Major: Communities-Oral Course	3
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	SPA Major: Communities-Writing Course	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
	15		**15**

Year 2

Fall	Credits	Spring	Credits
SPA Major: Communities-Oral Course (not already used)	3	SPA Major: Identities & Perspectives Course[2]	3
SPA Major: Communities-Writing Course (not already used)	3	CASSH Core Course	3
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	Minor Course	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	1	University Elective	3
Minor Course	3	University Elective	3
CGER CP-CU Civics & Perspective: Communities of the United States	3		
	16		**15**

Year 3

Fall	Credits	Spring	Credits
SPA Major: Identities & Perspectives Course[2]	3	SPA Major: Identities & Perspectives Course[2]	3
SPA Major: Identities & Perspectives Course[2]	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	Minor Course	3
Minor Course	3	University Elective	3
University Elective	2	University Elective	3
	14		**15**

Year 4

Fall	Credits	Spring	Credits
SPA Major: Human Conditions in Globalized Societies Course[3]	3	SPA Major: Human Conditions in Globalized Societies Course[3]	3
CASSH Core Course	3	CASSH Core Diversity Course	3
CASSH Core Course	3	Minor Course	3
Minor Course	3	University Elective	3
University Elective	3	University Elective	3
	15		**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 CGER - Civics & Perspective: Cultures of Our World Gen Ed (CGER CP-CW) and the CASSH B.A. Core language requirements.

2 Students may enroll in the "Identities and Perspectives" courses once 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 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. 629).

Students in all teacher education programs must be admitted to the School of Education (https://www.uwlax.edu/soe/undergrad/admission-to-soe/) 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. 626).

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 Universities of Wisconsin 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 Program is aligned with Wisconsin Teacher Standards (WTS) and Wisconsin DPI World Language Standards.

Program requirement courses that may also fulfill Core General Education Requirements (CGER) (6 credits) [1]

Besides the following courses, Spanish education majors must satisfy additional general education requirements (http://catalog.uwlax.edu/undergraduate/generaleducation/#generaleducationrequirementstext).

Code	Title	Credits
EDS 203	Foundations of Education [2, 3]	3
EDS 206	Society and Schools [2, 4]	3
Total Credits		**6**

1. Students earning retroactive credits in Spanish may be able to count up to four credits toward CGER - Civics & Perspectives: The Cultures of Our World (CGER CP-CW).
2. Satisfies an SOE core requirement.
3. May also satisfy CGER - Social and Behavioral Science: Social and Behavioral Studies (CGER SBS-BS).
4. May also satisfy CGER - Civics & Perspectives: Communities of the United States (CGER CP-CU).

Allied course requirements for education majors (9 credits)

Code	Title	Credits
PSY 212	Lifespan Development [2]	3
SPE 200	Foundations of Special Education [2]	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 [2]		
GCL 300	World Language Education: Field Experience I	3
GCL 320	World Language Education: Field Experience II	3
GCL 400	Teaching World Languages: Methods and Approaches	3
GCL 420	Teaching World Languages: Design and Application	3
Student teaching semester		
Demonstrate content knowledge through benchmark assessment prior to student teaching [7]		
EDS 492	Student Teaching Seminar [2]	1
One of the following: [2]		11
EDS 497	Student Teaching: Kindergarten through Grade 12 (K-12)	
EDS 495	Teaching Internship	
Total Credits		**30**

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 benchmarks prior to student teaching. See SOE's benchmark assessments (https://www.uwlax.edu/soe/undergrad/benchmark-assessments/) website for information about these assessments. For more information on student teaching, 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. 622) catalog page.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- School of Education requirements (p. 622)
- Baccalaureate degree requirements (p. 201)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3

EDS 203 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	EDS 206 (CGER CP-CU Civics & Perspective: Communities of the United States)	3
SPA Ed Major: Communities-Writing 300 level Course[1]	3	SPA Ed Major: Communities-Oral 300 level Course	3
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
SPA retroactive credits (CGER CP-CW Civics & Perspective: Cultures of Our World)[2, 3]	16	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
	28		**15**

Year 2

Fall	Credits	Spring	Credits
PSY 212	3	SPE 200	3
SPA Ed Major: Communities-Writing 300 level Course	3	TSL 250	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	SPA Ed Major: Communities-Oral 300 level Course	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	SPA Ed Major: Identities & Perspectives Course	3
University Elective	2	Apply for admission to SOE[4]	
	14		**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
CGER HA-PDU Humanities & Arts: Pasts that Define Us	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		
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3		
	15		**12**

Total Credits: 120

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 three credits towards the CGER - Civics & Perspective: Cultures of Our World (CGER CP-CW).
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. 629).

Students in all teacher education programs must be admitted to the School of Education (https://www.uwlax.edu/soe/undergrad/admission-to-soe/) 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. 626).

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 Universities of Wisconsin 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 Wisconsin Teacher Standards (WTS), Wisconsin DPI World Language Standards, and CAEP/TESOL ESL Standards.

Program requirement courses that may also fulfill Core General Education Requirements (CGER) (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).

Code	Title	Credits
EDS 203	Foundations of Education [2, 3]	3
EDS 206	Society and Schools [2, 4]	3
Total Credits		**6**

1. Students earning retroactive credits in Spanish may be able to count up to four credits toward the CGER - Civics & Perspectives: The Cultures of Our World (CGER CP-CW).
2. Satisfies an SOE core requirement.
3. May also satisfy CGER - Social and Behavioral Science: Social and Behavioral Studies (CGER SBS-BS).
4. May also satisfy CGER - Civics & Perspectives: Communities of the United States (CGER CP-CU).

Allied course requirements for language education majors (9 credits)

Code	Title	Credits
PSY 212	Lifespan Development [2]	3
SPE 200	Foundations of Special Education [2]	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 [2]		
GCL 300	World Language Education: Field Experience I	3
GCL 320	World Language Education: Field Experience II	3
GCL 400	Teaching World Languages: Methods and Approaches	3
GCL 420	Teaching World Languages: Design and Application	3
Student teaching semester		
Demonstrate content knowledge through benchmark assessment prior to student teaching [7]		
EDS 492	Student Teaching Seminar [2]	1
One of the following: [2]		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 [2]	3
Courses requiring admission to the School of Education		
Select one of the following: [2]		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**

[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 benchmarks prior to student teaching. See SOE's benchmark assessments (https://www.uwlax.edu/soe/undergrad/benchmark-assessments/) website for information about these assessments. For more information on student teaching, 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. 622) page.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- School of Education requirements (p. 622)
- Baccalaureate degree requirements (p. 204)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
EDS 203 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	EDS 206 (CGER CP-CU Civics & Perspective: Communities of the United States)	3
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	SPA Ed Major: Communities-Oral 300 level Course	3
SPA Ed Major: Communities-Writing 300 level course[1]	3	BIO 100 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4
SPA retroactive credits (CGER CP-CW Civics & Perspective: Cultures of Our World)[2, 3]	16	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
	28		**15**

Year 2

Fall	Credits	Spring	Credits
PSY 212	3	SPE 200	3
SPA Ed Major: Communities-Writing 300 level Course	3	TSL 250	3
ENG 331	3	TSL 345	3
CGER CL-SWT Communication & Literacy: Stories We Tell	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
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	SPA Ed Major: Identities & Perspectives Course	3
Apply for Field Experience I[5]		CGER HA-AA Humanities & Arts: Arts & Aesthetics	3
		Apply for Field Experience II[5]	
	12		**12**

Year 4

Fall	Credits	Spring	Credits
GCL 320	3	SPA 403	3
GCL 420	3	TSL 420 or 460[7]	1
GCL 310	3	TSL 400	3
SPA 443	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
TSL 463	3		
Apply for Student Teaching[6]			
	15		**10**

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: 128

[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 three credits towards the CGER - Civics & Perspective: Cultures of Our World (CGER CP-CW).
[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. 628) 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. 632).
[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. 632).

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 335	History of China	
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**
FRE 320	Global French Cultures: Past, Present, and Future	
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.

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 credits[1]

Beginning language proficiency

All students with Spanish language on their transcripts and/or prior experience in Spanish will take the Universities of Wisconsin 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**

Students must earn a minimum 2.50 cumulative GPA in the certificate's coursework.

Six of the twelve credits required for the certificate must be resident (UWL) credits.

Students are required to complete an ePortfolio to demonstrate intercultural competency and language proficiency.

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	The Global Cold War	
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)

15-16[1] 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
or SPA 372	Intercultural Medical Experience Abroad/Away	
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 450	National/International Intern Program	
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	
HIS 384	Epidemics in World History	
PSY 283	Psychology of Culture and Race	
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 between 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.

Intercultural Competence for Career Readiness Certificate

(All colleges, open only to degree-seeking UWL students)

12 credits

Code	Title	Credits
Foundation		
GCL 100	Cultural Encounters: Becoming a Global Citizen	3
Language		
Select one of the following: [1, 2]		3-4
CHI 101	Chinese in a Global Society I	
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	
CHI 301	Advanced Chinese	
CHI 315	Business Chinese	
FRE 101	French in a Global Society I	
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	
FRE 300	Visual Encounters	
FRE 301	Sound, Speech, and Proficiency	
GCL 101	Elementary Languages I	
GCL 102	Elementary Languages II	
GCL 201	Intermediate Languages I	
GCL 202	Intermediate Languages II	
GER 101	German in a Global Society I	
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	
GER 300	Advanced German	
HCK 101	Introduction to Hoocak Language and Culture I	
HCK 102	Hoocak Language and Culture II	
HCK 201	Hoocak Language and Culture III	
HCK 202	Hoocak Language and Culture IV	
HMG 204	Hmong Heritage Language: Intermediate	
HMG 304	Hmong Heritage Language: Advanced	
JPN 101	Elementary Japanese I	
JPN 102	Elementary Japanese II	
JPN 201	Intermediate Japanese I	
JPN 202	Intermediate Japanese II	
RUS 101	Russian in a Global Society I	
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	
RUS 351	Russian Identity through Film	
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	
SPE 207	American Sign Language and Deaf Culture I	
SPE 214	American Sign Language and Deaf Culture II	
Elective		
Select six credits from the following: [3, 4]		6
ART 215	Introduction to Museum Studies	
ART 251	Survey of Art History	
ART 301	World Art	
ART 302	Visual Language in the Global Classroom	
ART 332	Themes of Contemporary Art	
ART 336	Art in the Public - Community, Place, and Engagement	
ART 360	Travel/Study in Visual Art	
GEO 110	World Cultural Regions	
GEO 203	Urban Community Health: A Global Perspective	
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 335	Islamic Asia: Cradle of Civilizations, Geographies of Conflict	
GEO 340	Polar Environments	
MGT 340	The Global Responsibility of Business	
MGT 360	International Management	
MGT 413	Global Leadership Development	
MGT 423	International Business Research and Consulting	
MGT 425	Doing Business in...	
MGT 430	Cross-Cultural Management	
MGT 492	Global Supply Chain Management and Logistics	

PSY 241	Social Psychology	
PSY 282	Cross-Cultural Psychology	
PSY 283	Psychology of Culture and Race	
PSY 343	Group Dynamics	
PSY 347	Empathic Listening Skills	
PSY 360	Cross Cultural Human Development	
PSY 443	Prejudice and Stigma	
REC 325	Leisure in a Diverse Society	
Total Credits		**12**

[1] Students with prior experience in any language may elect to take the placement exam or consult a GCL instructor to enroll in a language course at the assigned level. Students with no evidence of prior study of language are required to begin at 100-level.

[2] Courses numbering SPA 300 - 349 may be used to satisfy the language elective requirement.

[3] A study abroad/internship experience approved by a GCL advisor can also be counted as three elective credits towards the certificate.

[4] Elective course options may have additional prerequisites.

Students must earn a minimum 2.0 cumulative GPA in the certificate's coursework.

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
History Department (https://www.uwlax.edu/academics/department/history/)
Department Chair: Víctor Macías-González
401A Wimberly Hall; 608.785.8349
Email: vmacias-gonzalez@uwlax.edu

Our mission

Our mission is to empower students and foster a free and global society through historical thinking, scholarly inquiry, and community engagement. Through the study of the past, students gain critical judgment, research, and communication skills that prepare them for diverse careers while developing their sense of world citizenship and responsibility for the future.

History major and minor

Since the Fall of 2024, the new history major is a flexible and streamlined pathway to a 37-credit degree. The core courses begin with HIS 200 Historiography and Historical Methods, which should be taken by your sophomore year. The core also includes nine credits from your choice of survey courses, all at the 200-level. When you are ready, you can begin taking elective courses at the 300-level and above; any offered HIS course at the 300 level and above counts towards your required 21 credits of electives, though no more than six of those credits can cover the United States region. Internship credits can count as electives. Finally, HIS 490 History Research Seminar (4 cr.) is a required independent research project that we call the "capstone."

Historians believe that "everything has a history," which can include your chosen major; a history minor can add global perspective to any other major in the sciences, social sciences, humanities, or arts. The minor is flexible enough to be scheduled around your major; at 18 credits with only HIS 200 and one 200-level survey required. The remaining 12 credits come from any other HIS courses except the HIS 490 capstone (only three credits from the 200-level).

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 World, American 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.?

When you declare as a history major, you will choose if 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. 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 a research-emphasis course or sequence of courses in the major. HIS 490 fulfills the research-emphasis course requirement.

This is an important decision with long-term implications. Choosing the B.A. can ensure that you have the language skills to succeed in the workplace, and give you options to live in a major metropolitan area where business and public affairs are regularly conducted in languages other than English. Additionally, many Ph.D. programs in history require the ability to read in at least one language other than English. Language skills might also be necessary if you are considering international journalism or business, or working with non-English speaking populations in the United States. The B.S. degree makes more sense if you already have, or plan to take, additional courses in the sciences that might not count towards a B.A., or if your interests in history are linked to scientific, medical, or technological issues. If you are planning a career in the public sector, in government, education or health, it's possible the B.S. might be the appropriate path.

For many outcomes, it is likely that you will need to work in a language other than English to succeed. See the Department of Global Cultures

and Languages (p. 185) for additional information on this topic, and the many world languages currently offered.

2026-27 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

John Grider

James Longhurst

Víctor Macías-González

Heidi Morrison

Gita Pai

Kenneth Shonk

Associate Professor

Penelope Hardy

Gerald Iguchi

Tiffany Trimmer

Jennifer Trost

Assistant Professor

Taylor Hamblin

Dean Vesperman

Lecturer

Abigail Bernhardt

Benjamin Hamburger

Administrative Support

Vacant

Majors

- History major - BA (p. 211)
- History major - BS (p. 214)

Minor

- History minor (p. 217)

Certificate

- Public history certificate (p. 217)
- Science, technology, and society certificate (p. 218)

History Major - Bachelor of Arts (BA)

The **history major** 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)

37 credits

Code	Title	Credits
Core		
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		
Select 21 credits at the 300/400-level. [1]		21
No more than six credits of the United States region. [2]		
Total Credits		**37**

[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.

[2] Refer to the list of course below.

United States region electives

Code	Title	Credits
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	Careers in Public 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	The Global 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

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 212)
- Baccalaureate degree requirements (p. 213)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Arts core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Language courses (CHI, FRE, GCL, GER, HCK, HMG, JPN, RUS, SPA, or SPE 214) used to fulfill a CGER may also be used to meet the core B.A. language requirement (i.e., the first requirement for each of the B.A. tracks). This course may come from the department of the student's first major.
3. All other courses completed for the college core cannot overlap with CGER or the student's first major unless otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
4. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310, CST 312, CST 315, CST 319, CST 338, CST 410, CST 412, CST 413, CST 415, CST 419, 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Arts track requirement

Bachelor of Arts students must declare a Language, Humanities, or Fine Arts track. This can be done through the UWL Change of Major Form (https://www.uwlax.edu/records/forms/#tm-70835). Students select **one** of the below tracks.

A. Language Track

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

Code	Title	Credits
Select one of the following:		
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	
HCK 202	Hoocak Language and Culture IV	
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 to the CASSH Academic Services Director.

2. Two additional courses from **different** categories selected from the college core fine arts, humanities, and social science categories.

B. Humanities Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments (course prefixes within GCL are considered different for this requirement) selected from the college core humanities; and
3. One course from the college core fine arts or social science categories.

C. Fine Arts Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments selected from the college core fine arts; and
3. One course from the college core humanities or social science categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400 level; of
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:

    a. 100-level or higher courses outside the major; or

    b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER HA-PDU Humanities & Arts: Pasts that Define Us)	3	HIS Core Course (HIS 210, 220, 230, 240, 250, 260, 280, or 285)	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
CGER HA-AA Humanities & Arts: Arts & Aesthetics	2	CGER CP-CU Civics & Perspective: Communities of the United States	3
	14		**15**

Year 2

Fall	Credits	Spring	Credits
HIS 200	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	History Elective[2]	3
CGER CP-CW Civics & Perspective: Cultures of Our World/CASSH Core Language[1]	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1
CASSH Core Course	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
University Elective	3	Minor Course	3
		University Elective	3
	15		**16**

Year 3

Fall	Credits	Spring	Credits
History Elective[2]	3	History Elective[2]	3
History Elective[2]	3	History Elective[2]	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CASSH Core Course	3
Minor Course	3	CASSH Core Course	3
University Elective	3	Minor Course	3
	15		**15**

Year 4

Fall	Credits	Spring	Credits
HIS 490	4	History Elective[2]	3
History Elective[2]	3	CASSH Core Diversity Course	3
Minor Course	3	Minor Course	3
Minor Course	3	University Elective	3
University Elective	2	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.

2 No more than six credits of US Region.

History Major - Bachelor of Science (BS)

The **history major** 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)

37 credits

Code	Title	Credits
Core		
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		
Select 21 credits at the 300/400-level. [1]		21
No more than six credits of the United States region. [2]		
Total Credits		**37**

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.

2 Refer to the list of course below.

United States region electives

Code	Title	Credits
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	Careers in Public 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	The Global 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

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 215)
- Baccalaureate degree requirements (p. 216)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Science core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Courses completed for the college core cannot overlap with CGER or the student's first major except where otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
3. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310 , CST 312, CST 315 , CST 319, CST 338 , CST 410 , CST 412 , CST 413 , CST 415 , CST 419 , 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Science course requirement

Bachelor of Science students complete four courses as follows:

1. A lab science course from:
   ANT 102, BIO 100, BIO 105, BIO 203, BIO 312,BIO 313, CHM 103, CHM 104, ESS 205, ESS 206, GEO 101, GEO 221, GEO 222, MIC 100, MIC 230, PHY 103, PHY 104, PHY 106, PHY 155, PHY 160, PHY 203, PHY 204; and
2. An approved college core social science course; and
3. An additional course from the previously listed lab sciences, college core social science, or a qualitative course from: CS 101, CS 115, CS 120, CT 100, FIN 207, MTH 115, MTH 116, MTH 123, MTH 150, MTH 151, MTH 160, MTH 175, MTH 207, MTH 208, MTH 215, MTH 216, STAT 145, STAT 245; and
4. One course from the college core fine arts or humanities categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400-level; or
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER HA-PDU Humanities & Arts: Pasts that Define Us)	3	HIS Core Course (HIS 210, 220, 230, 240, 250, 260, 280, or 285)	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	2	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
	14		**15**

Year 2

Fall	Credits	Spring	Credits
HIS 200	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	History Elective[1]	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1
CGER CP-CW Civics & Perspective: Cultures of Our World	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CASSH Core Course	3	Minor Course	3
		University Elective	2
	15		**15**

Year 3

Fall	Credits	Spring	Credits
History Elective[1]	3	History Elective[1]	3
History Elective[1]	3	History Elective[1]	3
CASSH Core Course - Experiential Science	4	CASSH Core Course	3
Minor Course	3	CASSH Core Course	3
University Elective	3	Minor Course	3
	16		**15**

Year 4

Fall	Credits	Spring	Credits
HIS 490	4	History Elective[1]	3
History Elective[1]	3	CASSH Core Diversity Course	3
Minor Course	3	Minor Course	3
Minor Course	3	University Elective	2
University Elective	3	University Elective	3
	16		**14**

Total Credits: 120

[1] No more than six credits of the US Region.

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.

Public History Certificate

(All colleges, open only to degree-seeking UWL students)

12 credits

Code	Title	Credits
Core		**3**
HIS 320	Careers in Public History	
History electives		**6**
HIS 200	Historiography and Historical Methods	
HIS 303	Money and Crime	
HIS 317	American Environmental History	
HIS 318	Exhibition Development and Design I	
HIS 319	Twentieth Century United States	
HIS 322	Public Education in Wisconsin and America	
HIS 350	Oral History Theory, Methods, and Practice	
HIS 355	Historical Non-Fiction	
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 [1]	
Additional electives:		
Select an additional three credits of electives from any course listed above not used to satisfy the above requirement or from the list of courses below. [2]		3
ARC 300	Cultural Resources Management	
ART 215	Introduction to Museum Studies	
ART 331	Art and the Environment in the United States	
ART 336	Art in the Public - Community, Place, and Engagement	
ENG 310	Digital Content and User Experience Writing	
ENG 314	Grant Writing	
ENG 327	Publishing in a Digital Age	
ENG 335	Introduction to Professional and Technical Writing	
GEO 305	Geographic Information Systems and Science I	
PUB 210	Contemporary Issues in Government	
PUB 320	Public Budgeting and Finance	
PUB 330	Public Policy	
PUB 332	Urban Policy	
PUB 334	Health Policy	
PUB 338	Environmental Policy	
PUB 342	Local Government Administration	
Total Credits		**12**

[1] A maximum of three credits of internship can apply to required 12 credits of the certificate.

[2] Elective course options may have additional prerequisites.

Students must earn a minimum 2.0 cumulative GPA in the certificate's coursework.

Science, Technology, and Society Certificate

(All colleges, open only to degree-seeking UWL students)

12 credits

Code	Title	Credits
Core		
HIS 280	Survey of the History of Modern Science	3
RGS 205	Data and Power: Feminist Science Studies	3
Electives		
Select six credits of electives from the following:		6
ANT 370	Medical Anthropology	
CRIM 318	Surveillance and Society	
CST 378	Emerging Media and Communication Technology	
ENG 309	Writing in the Sciences	
ENG 312	Literature, Medicine, and Culture	
ENG 315	Rhetoric, Health, and Medicine	
HIS 309	History of U.S. Science and Technology	
HIS 360	Race, Gender, and Sexuality in Latin America	
HIS 371	Knowing the Oceans: A History of Human Understanding of the Ocean Environment	
HIS 384	Epidemics in World History	
PHL 304	Ethics of Artificial Intelligence	
PHL 313	Philosophy and Science Fiction	
PHL 334	Philosophy of Science	
RGS 303	Sex, Race, and Species: Critical Animal Studies	
RGS 353	The Disability Experience in the Contemporary World	
Total credits		**12**

Students must earn a minimum 2.0 cumulative GPA in the certificate coursework.

International and Global Studies Program (INS)

College of Arts, Social Sciences, and Humanities
International and Global Studies Program *(*https://www.uwlax.edu/academics/international-and-global-studies/*)*
Program Director: Gita V. Pai
403L Wimberly Hall, 608.785.8352
Email: gpai@uwlax.edu

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. 218)

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 103	The Human Story: Evolution, Environment, and Shared Ancestries	
HIS 195	How We Got Here: History of Today's Global Issues	
POL 202	Solving Problems in Global Politics	
ECO 212/ENG 212/PHL 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 Core 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/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/RGS 362	Hmong Americans	3
ANT 366	Anthropology of Food	3

ANT 370	Medical Anthropology	3
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 380	International Financial Economics	3
EDS 309	Global Perspectives in Education	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 357	Topics in World Literature and Culture	3
FRE 202	French Language and Cultures in Action II	3
FRE 227	French for International Relations	3
FRE 320	Global French Cultures: Past, Present, and Future	3
FRE 395	French Literary Voices in English	3
GEO 110	World Cultural Regions	3
GEO 200	Conservation of Global Environments	3
GEO 211	Global Climate Change	3
GEO 307	Power, Space, and Global Change	3
GEO 309	Cities: Past, Present, and Future	3
GEO 318	The Geography of Latin America and the Caribbean	3
GEO 321	Sustainable Development and Conservation	3
GEO 335	Islamic Asia: Cradle of Civilizations, Geographies of Conflict	3
GEO 340	Polar Environments	3
GER 202	German Language and Cultures in Action II	3
GER 300	Advanced German	3
GER 301	An Introduction to German Literature	3
GER 398	German Thinkers and Popular Culture	3
GER 399	German Literature in Translation	3
HIS 220	Survey of Latin American and Latino History	3
HIS 240	Survey of Europe	3
HIS 250	Survey of Asia	3
HIS 260	Survey of the Middle East	3
HIS 285	Survey of Modern Africa	3
HIS 307	Comic Books and History	3
HIS 327	History of Buddhism	3
HIS 328	History of Hinduism	3
HIS 337	La Crosse Wisconsin in World History	3
HIS 338	Sugar, Coffee, Rubber, Bananas: Commodities in World History	3
HIS 345	U.S.-Latin American Relations	3
HIS 351	France and the French Empire: 1750-Present	3
HIS 356	History of Mexico	3
HIS 360	Race, 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 385	British Empire	3
HIS 386	Religion and Conflict in Modern South Asia	3
HIS 394	Modern Japan	3
HIS 395	Postwar Japan	3
HIS 397	African Nationalism	3
HIS 398	Colonial Africa	3
HIS 414	Ireland and the World: 1500-present	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 130	Comparing Politics and Governments Around the World	3
POL 140	International Relations in a Changing World	3
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
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	3
POL 347	Peace and Conflict	3
PSY 282	Cross-Cultural Psychology	3
PSY 285	Culture and Mental Health	3
RGS 373	Gender and Human Rights	3
RUS 202	Russian Language and Cultures in Action II	4
SOC/RGS 316	Gender, Sexuality, and Social Change in Religion	3
SOC 320	Demography	3
SOC/RGS 337	Globalization, Women, and Work	3
SOC 404	Global Inequality	3
SPA 202	Spanish Language and Cultures in Action II	4
SPA 302	Faces of Spain: Conversation and Culture	3
SPA 307	Latin American Texts: Reading Between the Lines	3
SPA 310	Communities of Resistance in the Spanish-Speaking World	3
SPA 332	Spanish Speakers in the U.S.: Language, Community, (In)justice	3
TSL 345	Intercultural Interactions	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
Institute Director: Omar Granados
311B Graff Main Hall, 608.785.5243
Institute office: 315 Graff Main Hall
E-mail: ogranados@uwlax.edu

Institute for Latina/o and Latin American Studies

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 Universities of Wisconsin, 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
Military Science Department (https://www.uwlax.edu/academics/department/military-science/)
Department Chair: LTC Devin Bright
413 Wimberly Hall; 608.785.8404
Email: rotc@uwlax.edu

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. 220) Internships (p. 221)

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.

2026-27 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 Devin Bright

Assistant Professor of Military Science

CPT Seth Larson

Military Science Instructor

MSG James Turner

Military Science Human Resources Assistant

Charles Arbeen

Minor

- Military science minor (p. 221)

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
or HIS 311	Peace and War in Northern Ireland	
or HIS 323	The World War II Era	
or HIS 373	World War I	
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	Workplace Writing [1]	
FIN 207	Personal Finance	
GEO 307	Power, Space, and Global Change	
HIS 240	Survey of Europe	
HIS 335	History of China	
HIS 407	Government and Society	
PHL 337	Social and Political Philosophy	
POL 140	International Relations in a Changing World	
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
Music Department *(*https://www.uwlax.edu/academics/department/music/*)*
Department Chair: Jonathan Borja

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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 are required.

Large instrumental ensembles include the Symphony Orchestra (auditioned), the Screaming Eagles Marching Band, the Wind Ensemble (auditioned), and the Symphonic and Concert Bands. The jazz program ensembles includes the Jazz Orchestra, Jazz Ensemble and jazz combos, all auditioned. 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 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. 622).**

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. 222) Small ensembles (p. 222) Applied music (p. 223)

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 (non-auditioned)		
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 (auditioned)		
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 (non-auditioned)		
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 (auditioned)		
MUS 140	Wind Ensemble I	1
MUS 240	Wind Ensemble II	1
MUS 340	Wind Ensemble III	1
MUS 440	Wind Ensemble IV	1
Concert Band (non-auditioned concert band 1)		
MUS 103	Concert Band I (Non-auditioned Concert Band)	1
Symphonic Band (non-auditioned 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 (auditioned - wind players only)		
MUS 156	Orchestra I	1
MUS 256	Orchestra II	1
MUS 356	Orchestra III	1
MUS 456	Orchestra IV	1
Choral Union (non-auditioned)		
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 (auditioned)		
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 (auditioned)		
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 courses (lessons) 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 regular scheduled 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 minor[1] 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

2026-27 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

Martin Gaines

Christopher Hathaway

Assistant Teaching Professor

Jon Ailabouni

Olivia Salzman-Coon

Music Coach

Stephen Austin

Troy Birdsong

Derek Clark

Dan Driesen

Michelle Elliott

Joseph Greer

Keslie Pharis

Brain Renkas

Administrative Support

David Bashaw

Majors

- Music major: composition and creation emphasis - BA (p. 224)
- Music major: composition and creation emphasis - BS (p. 227)
- Music major: jazz performance emphasis - BA (p. 230)
- Music major: jazz performance emphasis - BS (p. 233)
- Music major: performance emphasis - BA (p. 235)
- Music major: performance emphasis - BS (p. 238)

Teacher education programs

- Music education major: choral and general music emphasis (grades K-12) - BS (p. 241)
- Music education major: instrumental and general music emphasis (grades K-12) - BS (p. 244)

Minors

- Music minor (p. 247)
- Music performance minor (p. 247)

Music Major: Composition and Creation Emphasis - Bachelor of Arts (BA)

Major requirements

(All colleges, including teacher certification programs)

Acceptance through a performance audition required for all music programs. This emphasis also requires an acceptance by a composition jury, involving an interview and if possible, a portfolio of previous creative work.

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**

± May also satisfy Core General Education Requirement (CGER) - Civics & Perspectives: Cultures of Our World (CGER CP-CW).

Composition and creation emphasis (14 credits)

Code	Title	Credits
MUS 347	Sound Recording and Engineering	3
Applied music: select six credits, at least two credits on principal instrument and at least three credits of applied composition lessons (MUA 322).		6
Music electives: select five credits from the following:		5
MUS 320	Orchestration and Arranging	
MUS 377	Travel/Study in Music	
MUS 385	Advanced Music Theory	
MUS 439	Techniques for Creating Music	
MUA 474	Creative Music Emphasis Capstone	
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		**14**

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 224)
- Baccalaureate degree requirements (p. 226)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Arts core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and

follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.

2. Language courses (CHI, FRE, GCL, GER, HCK, HMG, JPN, RUS, SPA, or SPE 214) used to fulfill a CGER may also be used to meet the core B.A. language requirement (i.e., the first requirement for each of the B.A. tracks). This course may come from the department of the student's first major.
3. All other courses completed for the college core cannot overlap with CGER or the student's first major unless otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
4. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310, CST 312, CST 315, CST 319, CST 338, CST 410, CST 412, CST 413, CST 415, CST 419, 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Arts track requirement

Bachelor of Arts students must declare a Language, Humanities, or Fine Arts track. This can be done through the UWL Change of Major Form (https://www.uwlax.edu/records/forms/#tm-70835). Students select **one** of the below tracks.

A. Language Track

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

Code	Title	Credits
Select one of the following:		
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	
HCK 202	Hoocak Language and Culture IV	
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 to the CASSH Academic Services Director.
2. Two additional courses from **different** categories selected from the college core fine arts, humanities, and social science categories.

B. Humanities Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments (course prefixes within GCL are considered different for this requirement) selected from the college core humanities; and
3. One course from the college core fine arts or social science categories.

C. Fine Arts Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments selected from the college core fine arts; and
3. One course from the college core humanities or social science categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400 level; of
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:

a. 100-level or higher courses outside the major; or

b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	3	MUS 266	3
MUS 205 (CGER CP-CW Civics & Perspective: Cultures of Our World)	3	MUS 268	1
MUA Applied 200 level	1	MUA Applied 200 level	1
100-Level Ensemble on Principal Instrument (CGER HA-AA Humanities & Arts: Arts & Aesthetics)[1]	1	100-Level Ensemble on Principal Instrument (CGER HA-AA Humanities & Arts: Arts & Aesthetics)[1]	1
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
University Elective	3	VPA Core Language[2]	3-4
	16		**16**

Year 2

Fall	Credits	Spring	Credits
MUS 264	3	MUS 367	3
MUS 366	3	MUS 369	1
MUS 368	1	200-Level Ensemble on Principal Instrument (auditioned)	1
200-Level Large Ensemble on Principal Instrument (auditioned)	1	MUA Applied 200/300 level or MUA 322	1
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3

		CGER CP-CU Civics & Perspective: Communities of the United States	3
	14		**15**

Year 3

Fall	Credits	Spring	Credits
MUA 322	1	MUA 322	1
MUS 364	3	MUS 347	3
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	VPA Core Course	3
Minor Course	3	Minor Course	3
University Elective	1		
	15		**14**

Year 4

Fall	Credits	Spring	Credits
MUA 322	1	MUS 320, 377, 385, 439, or MUA 474 (MUS Elective)	2-3
MUS 320, 377, 385, 439, or MUA 474 (MUS Elective)	2-3	VPA Core Diversity Course	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	1	Minor Course	3
VPA Core Course	3	Minor Course	3
Minor Course	3	University Elective	3
University Elective	2		
University Elective	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: Composition and Creation Emphasis - Bachelor of Science (BS)

Major requirements

(All colleges, including teacher certification programs)

Acceptance through a performance audition required for all music programs. This emphasis also requires an acceptance by a composition jury, involving an interview and if possible, a portfolio of previous creative work.

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**

± May also satisfy Core General Education Requirement (CGER) - Civics & Perspectives: Cultures of Our World (CGER CP-CW).

Composition and creation emphasis (14 credits)

Code	Title	Credits
MUS 347	Sound Recording and Engineering	3
Applied music: select six credits, at least two credits on principal instrument and at least three credits of applied composition lessons (MUA 322).		6
Music electives: select five credits from the following:		5
MUS 320	Orchestration and Arranging	
MUS 377	Travel/Study in Music	
MUS 385	Advanced Music Theory	
MUS 439	Techniques for Creating Music	
MUA 474	Creative Music Emphasis Capstone	
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		**14**

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 227)
- Baccalaureate degree requirements (p. 228)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Science core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking,

communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Courses completed for the college core cannot overlap with CGER or the student's first major except where otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
3. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310 , CST 312, CST 315 , CST 319, CST 338 , CST 410 , CST 412 , CST 413 , CST 415 , CST 419 , 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Science course requirement

Bachelor of Science students complete four courses as follows:

1. A lab science course from:
   ANT 102, BIO 100, BIO 105, BIO 203, BIO 312,BIO 313, CHM 103, CHM 104, ESS 205, ESS 206, GEO 101, GEO 221, GEO 222, MIC 100, MIC 230, PHY 103, PHY 104, PHY 106, PHY 155, PHY 160, PHY 203, PHY 204; and
2. An approved college core social science course; and
3. An additional course from the previously listed lab sciences, college core social science, or a qualitative course from: CS 101, CS 115, CS 120, CT 100, FIN 207, MTH 115, MTH 116, MTH 123, MTH 150, MTH 151, MTH 160, MTH 175, MTH 207, MTH 208, MTH 215, MTH 216, STAT 145, STAT 245; and
4. One course from the college core fine arts or humanities categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400-level; or
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	3	MUS 266	3
MUS 205 (CGER CP-CW Civics & Perspective: Cultures of Our World)	3	MUS 268	1
MUA Applied 200 level	1	MUA Applied 200 level	1
100-Level Ensemble on Principal Instrument (CGER HA-AA Humanities & Arts: Arts & Aesthetics)[1]	1	100-Level Ensemble on Principal Instrument (CGER HA-AA Humanities & Arts: Arts & Aesthetics)[1]	1
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
		University Elective	2
	13		**15**

Year 2

Fall	Credits	Spring	Credits
MUS 264	3	MUS 367	3
MUS 366	3	MUS 369	1
MUS 368	1	200-Level Ensemble on Principal Instrument (auditioned)	1
200-Level Large Ensemble on Principal Instrument (auditioned)	1	MUA 200/300 level or MUA 322	1
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
		CGER CP-CU Civics & Perspective: Communities of the United States	3
	14		**15**

Year 3

Fall	Credits	Spring	Credits
MUA 322	1	MUA 322	1
MUS 364	3	MUS 347	3
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	VPA Core Course	3
Minor Course	3	Minor Course	3
University Elective	2	University Elective	2
	16		**16**

Year 4

Fall	Credits	Spring	Credits
MUA 322	1	MUS 320, 377, 385, 439, or MUA 474	2
MUS 320, 377, 385, 439, or MUA 474 (MUS Elective)	2	VPA Core Diversity Course	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	1	Minor Course	3
VPA Core Course	3	Minor Course	3
Minor Course	3	University Elective	3
University Elective	3	University Elective	2

University Elective	2	
	15	**16**

Total Credits: 120

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**

± May also satisfy Core General Education Requirement (CGER) - Civics & Perspectives: Cultures of Our World (CGER CP-CW).

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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 230)
- Baccalaureate degree requirements (p. 231)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Arts core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Language courses (CHI, FRE, GCL, GER, HCK, HMG, JPN, RUS, SPA, or SPE 214) used to fulfill a CGER may also be used to meet the core B.A. language requirement (i.e., the first requirement for each of the B.A. tracks). This course may come from the department of the student's first major.
3. All other courses completed for the college core cannot overlap with CGER or the student's first major unless otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
4. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310, CST 312, CST 315, CST 319, CST 338, CST 410, CST 412, CST 413, CST 415, CST 419, 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth

care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:

ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Arts track requirement

Bachelor of Arts students must declare a Language, Humanities, or Fine Arts track. This can be done through the UWL Change of Major Form (https://www.uwlax.edu/records/forms/#tm-70835). Students select **one** of the below tracks.

A. Language Track

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

Code	Title	Credits
Select one of the following:		
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	
HCK 202	Hoocak Language and Culture IV	
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 to the CASSH Academic Services Director.
2. Two additional courses from **different** categories selected from the college core fine arts, humanities, and social science categories.

B. Humanities Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments (course prefixes within GCL are considered different for this requirement) selected from the college core humanities; and
3. One course from the college core fine arts or social science categories.

C. Fine Arts Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments selected from the college core fine arts; and
3. One course from the college core humanities or social science categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400 level; of
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student's actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

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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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	3	MUS 130 or 134[1]	1
MUS 130 or 134 (MUS 134 counts towards CGER HA-AA Humanities & Arts: Arts & Aesthetics)[1]	1	MUS 266	3
MUS 205 (CGER CP-CW Civics & Perspective: Cultures of Our World)	3	MUS 268	1
MUA Applied 200 level	1	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	102+ Level Gen Ed/VPA Core Language[2]	3-4
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	MUA Applied 200 level	1
		CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
	13		**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 264	3	MUS 367	3
MUS 366	3	MUS 369	1
MUS 368	1	MUA Applied 200 or 300 Level	1
MUA Applied 200 or 300 Level	1	CGER CP-CU Civics & Perspective: Communities of the United States	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	2	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
University Elective	3	University Elective	2
	15		**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	MUS Elective	1-3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
VPA Core Course	3	Minor Course	3
Minor Course	3	Minor Course	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
VPA Core Course	3	VPA Core Diversity Course	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	University Elective	3
Minor Course	3		
University Elective	2		
	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: 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**

± May also satisfy Core General Education Requirement (CGER) - Civics & Perspectives: Cultures of Our World (CGER CP-CW).

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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 233)
- Baccalaureate degree requirements (p. 234)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Science core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Courses completed for the college core cannot overlap with CGER or the student's first major except where otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
3. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310 , CST 312, CST 315 , CST 319, CST 338 , CST 410 , CST 412 , CST 413 , CST 415 , CST 419 , 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271,

CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Science course requirement

Bachelor of Science students complete four courses as follows:

1. A lab science course from:
   ANT 102, BIO 100, BIO 105, BIO 203, BIO 312,BIO 313, CHM 103, CHM 104, ESS 205, ESS 206, GEO 101, GEO 221, GEO 222, MIC 100, MIC 230, PHY 103, PHY 104, PHY 106, PHY 155, PHY 160, PHY 203, PHY 204; and
2. An approved college core social science course; and
3. An additional course from the previously listed lab sciences, college core social science, or a qualitative course from: CS 101, CS 115, CS 120, CT 100, FIN 207, MTH 115, MTH 116, MTH 123, MTH 150, MTH 151, MTH 160, MTH 175, MTH 207, MTH 208, MTH 215, MTH 216, STAT 145, STAT 245; and
4. One course from the college core fine arts or humanities categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400-level; or
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success

(UWL 100, 2 cr.) or 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 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	3	MUS 130 or 134[1]	1
MUS 130 or 134 (MUS 134 counts towards CGER HA-AA Humanities & Arts: Arts & Aesthetics)[1]	1	MUS 266	3
MUS 205 (CGER CP-CW Civics & Perspective: Cultures of Our World)	3	MUS 268	1
MUA Applied 200 level	1	MUA Applied 200 level	1
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
University Elective	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
	16		**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 264	3	MUS 367	3
MUS 366	3	MUS 369	1
MUS 368	1	MUA Applied 200 or 300 Level	1
MUA Applied 200 or 300 Level	1	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	2	CGER CP-CU Civics & Perspective: Communities of the United States	3
University Elective	2	University Elective	3
	14		**16**

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
VPA Core Course	3	MUS Elective	1-3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
Minor Course	3	Minor Course	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	VPA Core Diversity Course	3
VPA Core Course	3	Minor Course	3
Minor Course	3	University Elective	2
University Elective	3		
	13		**14**

Total Credits: 120

[1] Students are encouraged to audition for the advanced (auditioned) ensembles in their first year.

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**

± May also satisfy Core General Education Requirement (CGER) - Civics & Perspectives: Cultures of Our World (CGER CP-CW).

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 to qualify for a degree. All

enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 236)
- Baccalaureate degree requirements (p. 237)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Arts core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Language courses (CHI, FRE, GCL, GER, HCK, HMG, JPN, RUS, SPA, or SPE 214) used to fulfill a CGER may also be used to meet the core B.A. language requirement (i.e., the first requirement for each of the B.A. tracks). This course may come from the department of the student's first major.
3. All other courses completed for the college core cannot overlap with CGER or the student's first major unless otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
4. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310, CST 312, CST 315, CST 319, CST 338, CST 410, CST 412, CST 413, CST 415, CST 419, 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Arts track requirement

Bachelor of Arts students must declare a Language, Humanities, or Fine Arts track. This can be done through the UWL Change of Major Form (https://www.uwlax.edu/records/forms/#tm-70835). Students select **one** of the below tracks.

A. Language Track

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

Code	Title	Credits
Select one of the following:		
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	
HCK 202	Hoocak Language and Culture IV	
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 to the CASSH Academic Services Director.
2. Two additional courses from **different** categories selected from the college core fine arts, humanities, and social science categories.

B. Humanities Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments (course prefixes within GCL are considered different for this requirement) selected from the college core humanities; and
3. One course from the college core fine arts or social science categories.

C. Fine Arts Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments selected from the college core fine arts; and
3. One course from the college core humanities or social science categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400 level; of
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:

    a. 100-level or higher courses outside the major; or

    b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	3	MUS 266	3
MUS 205 (CGER CP-CW Civics & Perspective: Cultures of Our World)	3	MUS 268	1
MUA Applied 200 Level	1	MUA Applied 200 Level	1

100-Level Ensemble on Principal Instrument (CGER HA-AA Humanities & Arts: Arts & Aesthetics)[1]	1	100-Level Ensemble on Principal Instrument (CGER HA-AA Humanities & Arts: Arts & Aesthetics)[1]	1
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
		102+ Level Gen Ed/VPA Core Language[2]	3-4
	13		**16**

Year 2

Fall	Credits	Spring	Credits
MUS 264	3	MUS 367	3
MUS 366	3	MUS 369	1
MUS 368	1	200-Level Ensemble on Principal Instrument (autitioned)	1
200-Level Ensemble on Principal Instrument (auditioned)	1	MUA Applied 200 Level	1
MUA Applied 200 Level	1	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	1	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
University Elective	2	CGER CP-CU Civics & Perspective: Communities of the United States	3
University Elective	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
MUS or MUA Electives	2	VPA Core Course	3
VPA Core Course	3	Minor Course	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	Minor Course	3
Minor Course	3		
	16		**14**

Year 4

Fall	Credits	Spring	Credits
MUA Applied 300 Level (elective degree credit)	1	MUA 471 or 472	1
MUS or MUA Electives (300/400 level)	2	MUA Applied 300 Level (elective degree credit)	1
400-Level Ensemble on Principal Instrument (auditioned Elective Degree Credit)	1	400-Level Ensemble on Principal Instrument (auditioned Elective Degree Credit)	1
VPA Core Course	3	VPA Core Diversity Course	3
Minor Course	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
University Elective	3	Minor Course	3
University Elective	3	Minor Course	3
	16		**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**

± May also satisfy Core General Education Requirement (CGER) - Civics & Perspectives: Cultures of Our World (CGER CP-CW).

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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 239)
- Baccalaureate degree requirements (p. 240)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Science core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Courses completed for the college core cannot overlap with CGER or the student's first major except where otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
3. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310 , CST 312, CST 315 , CST 319, CST 338 , CST 410 , CST 412 , CST 413 , CST 415 , CST 419 , 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Science course requirement

Bachelor of Science students complete four courses as follows:

1. A lab science course from:
   ANT 102, BIO 100, BIO 105, BIO 203, BIO 312,BIO 313, CHM 103, CHM 104, ESS 205, ESS 206, GEO 101, GEO 221, GEO 222, MIC 100, MIC 230, PHY 103, PHY 104, PHY 106, PHY 155, PHY 160, PHY 203, PHY 204; and
2. An approved college core social science course; and
3. An additional course from the previously listed lab sciences, college core social science, or a qualitative course from: CS 101, CS 115, CS 120, CT 100, FIN 207, MTH 115, MTH 116, MTH 123, MTH 150, MTH 151, MTH 160, MTH 175, MTH 207, MTH 208, MTH 215, MTH 216, STAT 145, STAT 245; and
4. One course from the college core fine arts or humanities categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400-level; or
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	3	MUA Applied 200 level	1
MUS 205 (CGER CP-CW Civics & Perspective: Cultures of Our World)	3	100-Level Ensemble on Principal Instrument (CGER HA-AA Humanities & Arts: Arts & Aesthetics)[1]	1
MUA Applied 200 Level	1	MUS 266	3
100-Level Ensemble on Principal Instrument (CGER HA-AA Humanities & Arts: Arts & Aesthetics)[1]	1	MUS 268	1
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
		CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
	13		**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 264	3	MUS 367	3
MUS 366	3	MUS 369	1
MUS 368	1	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	1	CGER CL-SWT Communication & Literacy: Stories We Tell	3
University Elective	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
University Elective	3		
	16		**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
MUS Electives	2	Minor Course	3
VPA Core Course	3	VPA Core Course	3
Minor Course	3	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
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	VPA Core Diversity Course	3
Minor Course	3	VPA Core Course	3
University Elective	2	Minor 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 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. 629).

Students in all teacher education programs must be admitted to the School of Education (https://www.uwlax.edu/soe/undergrad/admission-to-soe/) 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. 626).

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 Wisconsin Teacher Standards (WTS) and the National Association of Schools of Music (NASM) Standards.

Program requirement courses that may also fulfill Core General Education Requirements (CGER) (12 credits)

Code	Title	Credits
EDS 203	Foundations of Education [1, 2]	3
EDS 206	Society and Schools [1, 3]	3
EDS 309	Global Perspectives in Education [4]	3
MUS 205	Global Cultures in Music [5]	3
Total Credits		**12**

[1] Satisfies an SOE core requirement.
[2] May also satisfy CGER - Social & Behavioral Science: Social & Behavioral Studies (CGER SBS-BS).
[3] May also satisfy CGER - Civics & Perspectives: Communities of the United States (CGER CP-CU).
[4] May also satisfy CGER - Civics & Perspectives: The Cultures of Our World (CGER CP-CW).
[5] May also satisfy CGER - Civics & Perspectives: Cultures of Our World (CGER CP-CW). Satisfies a music core requirement.

Additional allied education requirements (18 credits)

Code	Title	Credits
SPE 200	Foundations of Special Education [1]	3
PSY 212	Lifespan Development [1]	3
Student teaching semester		
Demonstrate content knowledge through benchmark assessment prior to student teaching [6]		
EDS 492	Student Teaching Seminar [1]	1
One of the following: [1]		11
EDS 497	Student Teaching: Kindergarten through Grade 12 (K-12)	
EDS 495	Teaching Internship	
Total Credits		**18**

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**

± May also satisfy Core General Education Requirement (CGER) - Civics & Perspectives: Cultures of Our World (CGER CP-CW).

Music education core requirements (13 credits)

Code	Title	Credits
MUS 149	Keyboard Competencies IV [6]	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 [1]	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 [7]	2
MUS 379	Advanced Choral Conducting & Field Experience I [1, 7]	3
MUS 383	Choral Music in the Schools and Field Experience II [1, 7]	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**

[6] 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. See SOE's benchmark assessments (https://www.uwlax.edu/soe/undergrad/benchmark-assessments/) website for information about the benchmark assessments. For more information on student teaching, please see the Student Teaching and Internship Policy (http://catalog.uwlax.edu/undergraduate/education/#student-teaching).

[7] Requires admission to the School of Education.

Additional teacher education requirements are listed on the School of Education (p. 622) catalog page.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- School of Education requirements (p. 622)
- Baccalaureate degree requirements (p. 243)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CP-CW Civics & Perspective: Cultures of Our World)	3	MUS 149[1]	1
MUA 221	1	MUS 266	3
Large Ensemble (CGER HA-AA Humanities & Arts: Arts & Aesthetics at 100 level)	1	MUS 268	1
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	EDS 203 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	Large Ensemble	1
	15		**14**

Year 2

Fall	Credits	Spring	Credits
MUA 221	1	MUA 221	1
MUS 203	3	MUS 214	2
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 (CGER CP-CU Civics & Perspective: Communities of the United States)	3	PSY 212	3
Large Ensemble	1	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
		Large Ensemble	1
		Apply for Admission to SOE[2]	
	14		**16**

Year 3

Fall	Credits	Spring	Credits
MUA 321	1	MUA 321	1
MUS 211	2	MUS 325	2
MUS 264	3	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]	
	16		**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
CGER CL-SWT Communication & Literacy: Stories We Tell	3	Large Ensemble	1
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
CGER HA-AA Humanities & Arts: Arts & Aesthetics	1	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1
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. 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: 130

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. 629).

Students in all teacher education programs must be admitted to the School of Education (https://www.uwlax.edu/soe/undergrad/admission-to-soe/) 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. 626).

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 Wisconsin Teacher Standards (WTS) and the National Association of Schools of Music (NASM) Standards.

Program requirement courses that may also fulfill Core General Education Requirements (CGER) (12 credits)

Code	Title	Credits
EDS 203	Foundations of Education [1, 2]	3
EDS 206	Society and Schools [1, 3]	3
EDS 309	Global Perspectives in Education [4]	3
MUS 205	Global Cultures in Music [5]	3
Total Credits		**12**

1. Satisfies an SOE core requirement.

[2] May also satisfy CGER - Social & Behavioral Science: Social & Behavioral Studies (CGER SBS-BS).
[3] May also satisfy CGER - Civics & Perspectives: Communities of the United States (CGER CP-CU).
[4] May also satisfy CGER - Civics & Perspectives: The Cultures of Our World (CGER CP-CW).
[5] May also satisfy CGER - Civics & Perspectives: Cultures of Our World (CGER CP-CW). Satisfies a music core requirement.

Allied education requirements (18 credits)

Code	Title	Credits
SPE 200	Foundations of Special Education [1]	3
PSY 212	Lifespan Development [1]	3
Student teaching semester		
Demonstrate content knowledge through benchmark assessment prior to student teaching [6]		
EDS 492	Student Teaching Seminar [1]	1
One of the following: [1]		11
EDS 497	Student Teaching: Kindergarten through Grade 12 (K-12)	
EDS 495	Teaching Internship	
Total Credits		**18**

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**

± May also satisfy Core General Education Requirement (CGER) - Civics & Perspectives: Cultures of Our World (CGER CP-CW).

Music education core requirements (13 credits)

Code	Title	Credits
MUS 149	Keyboard Competencies IV [6]	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 [1]	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 [1, 7]	3
MUS 384	Instrumental Music in the Schools and Field Experience II [1, 7]	4
Total Credits		**9**

Applied instrument and ensemble (14 credits)

Code	Title	Credits
Large ensemble - instrumental [8]		
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**

[6] 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. See SOE's benchmark assessments (https://www.uwlax.edu/soe/undergrad/benchmark-assessments/) website for information about the benchmark assessments. For more information on student teaching, please see the Student Teaching and Internship Policy (http://catalog.uwlax.edu/undergraduate/education/#student-teaching).

[7] Requires admission to the School of Education.

[8] Two credits must be from MUS 100 and MUS 200.

Additional teacher education requirements are listed on the School of Education (p. 622) catalog page.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements. .

- Core general education requirements (p. 72)
- School of Education requirements (p. 622)
- Baccalaureate degree requirements (p. 246)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER HA-AA Humanities & Arts: Arts & Aesthetics & Large Ensemble)	1	MUS 148	1
MUS 146	1	MUS 149[1]	1
MUS 147	1	MUS 266	3
MUS 205 (CGER CP-CW Civics & Perspective: Cultures of Our World)	3	MUS 268	1
MUA Applied 200 Level	1	MUA Applied 200 Level	1

CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	Large Ensemble	1
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	EDS 203 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
	15		**14**

Year 2

Fall	Credits	Spring	Credits
MUS 200 (Large Ensemble)	1	MUS 214	2
MUS 203	3	MUS 220	2
MUS 225	2	MUS 328	1
MUS 264	3	MUS 367	3
MUS 366	3	MUS 369	1
MUS 368	1	Large Ensemble	1
EDS 206 (CGER CP-CU Civics & Perspective: Communities of the United States)	3	MUA Applied 200 Level	1
MUA Applied 200 Level	1	PSY 212	3
		Apply for admission to SOE[2]	
	17		**14**

Year 3

Fall	Credits	Spring	Credits
MUS 143	1	MUS 173, 213, or 349	1
MUS 211	2	MUS 365	3
MUS 227	3	MUS 370	4
MUS 320	2	MUA Applied 300 Level	1
MUS 364	3	Large Ensemble	1
MUA Applied 300 Level	1	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
Large Ensemble	1	Apply for Field Experience I[3]	
CGER HA-AA Humanities & Arts: Arts & Aesthetics	1		
	14		**14**

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
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	SPE 200	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1
Apply for Field Experience II[3]		CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	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. 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: 128

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 (at least two credits must be at the 300 or 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
Philosophy Department *(*https://www.uwlax.edu/academics/department/philosophy/*)*
Department Chair: Sheryl Tuttle Ross
4102 Centennial Hall; 608.785.8427
Email: stuttleross@uwlax.edu

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.

2026-27 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. 248)
- Philosophy major - BS (p. 251)

Minors

- Philosophy minor (p. 254)
- Sustainability and environmental studies minor (p. 307)

Certificate

- Artificial intelligence ethics certificate (p. 254)

Honors

- Philosophy honors program (p. 254)

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 410	Neuroethics	
PHL 420	On Humor and Happiness	
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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 249)
- Baccalaureate degree requirements (p. 250)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Arts core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Language courses (CHI, FRE, GCL, GER, HCK, HMG, JPN, RUS, SPA, or SPE 214) used to fulfill a CGER may also be used to meet the core B.A. language requirement (i.e., the first requirement for each of the B.A. tracks). This course may come from the department of the student's first major.
3. All other courses completed for the college core cannot overlap with CGER or the student's first major unless otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
4. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310, CST 312, CST 315, CST 319, CST 338, CST 410, CST 412, CST 413, CST 415, CST 419, 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Arts track requirement

Bachelor of Arts students must declare a Language, Humanities, or Fine Arts track. This can be done through the UWL Change of Major Form (https://www.uwlax.edu/records/forms/#tm-70835). Students select **one** of the below tracks.

A. Language Track

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

Code	Title	Credits
Select one of the following:		
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
HCK 202	Hoocak Language and Culture IV
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 to the CASSH Academic Services Director.

2. Two additional courses from **different** categories selected from the college core fine arts, humanities, and social science categories.

B. Humanities Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments (course prefixes within GCL are considered different for this requirement) selected from the college core humanities; and
3. One course from the college core fine arts or social science categories.

C. Fine Arts Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments selected from the college core fine arts; and
3. One course from the college core humanities or social science categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400 level; of
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:

    a. 100-level or higher courses outside the major; or

    b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	PHL 100 or 200 (CGER CL-SWT Communication & Literacy: Stories We Tell)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	CCGER CP-CU Civics & Perspective: Communities of the United States	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	2	University Elective	3
	14		**15**

Year 2

Fall	Credits	Spring	Credits
PHL 101	3	PHL 206	3
PHL 205	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1
CGER CP-CW Civics & Perspective: Cultures of Our World/CASSH Core Language[1]	3	CASSH Core Course	3
University Elective	3	Minor Course	3
University Elective	4	University Elective	3
		University Elective	2
	16		**15**

Year 3

Fall	Credits	Spring	Credits
PHL Core Ethics Course	3	Philosophy Advanced Elective Course	3
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CASSH Core Course	3	Minor Course	3
Minor Course	3	CASSH Core Course	3
University Elective	3	University Elective	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.

Philosophy Major - Bachelor of Science (BS)

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 410	Neuroethics	
PHL 420	On Humor and Happiness	
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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 252)
- Baccalaureate degree requirements (p. 252)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Science core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Courses completed for the college core cannot overlap with CGER or the student's first major except where otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
3. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310 , CST 312, CST 315 , CST 319, CST 338 , CST 410 , CST 412 , CST 413 , CST 415 , CST 419 , 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Science course requirement

Bachelor of Science students complete four courses as follows:

1. A lab science course from:
   ANT 102, BIO 100, BIO 105, BIO 203, BIO 312,BIO 313, CHM 103, CHM 104, ESS 205, ESS 206, GEO 101, GEO 221, GEO 222, MIC 100, MIC 230, PHY 103, PHY 104, PHY 106, PHY 155, PHY 160, PHY 203, PHY 204; and
2. An approved college core social science course; and
3. An additional course from the previously listed lab sciences, college core social science, or a qualitative course from: CS 101, CS 115, CS 120, CT 100, FIN 207, MTH 115, MTH 116, MTH 123, MTH 150, MTH 151, MTH 160, MTH 175, MTH 207, MTH 208, MTH 215, MTH 216, STAT 145, STAT 245; and
4. One course from the college core fine arts or humanities categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400-level; or
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]

4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	PHL 100 or 200 (CGER CL-SWT Communication & Literacy: Stories We Tell)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	2	University Elective	3
	14		**15**

Year 2

Fall	Credits	Spring	Credits
PHL 205	3	PHL 206	3
PHL 101	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1
CASSH Core Course - Experiential Science	4	CASSH Core Course	3
University Elective	3	Minor Course	3
University Elective	3	University Elective	3
		University Elective	2
	16		**15**

Year 3

Fall	Credits	Spring	Credits
PHL Core Ethics Course	3	Philosophy Advanced Elective Course	3
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	Philosophy Advanced Elective Course	3
CASSH Core Course	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CASSH Core Course	3	CGER CP-CW Civics & Perspective: Cultures of Our World	3
Minor Course	3	Minor 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	CASSH Core Diversity Course	3
Minor Course	3	Minor Course	3
Minor Course	3	University Elective	3

University Elective	3 University Elective	3
	15	**15**

Total Credits: 120

Philosophy Minor

(All colleges)

18 credits

Code	Title	Credits
Core		
PHL 100	Introduction to Philosophy	3
or PHL 200	Introduction to the Literature of Philosophy	
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**

Artificial Intelligence Ethics Certificate

(All colleges, open only to degree-seeking UWL students)

12 credits

Code	Title	Credits
Core		**6**
PHL 303	Ethics and Meta-Ethics: Theory, Justification, and Objectivity	
PHL 304	Ethics of Artificial Intelligence	
Electives		**6**
Select two of the following courses		
PHL 301	Theory of Knowledge	
PHL 313	Philosophy and Science Fiction	
PHL 333	Philosophy of Mind	
PHL 334	Philosophy of Science	
PHL 337	Social and Political Philosophy	
PHL 404	Philosophy of Probability and Artificial Intelligence	
CST 388	AI in Communication and Media	
ENG 335	Introduction to Professional and Technical Writing	
RGS 205	Data and Power: Feminist Science Studies	
Total Credits		**12**

Students must earn a minimum 2.0 cumulative GPA in the certificate coursework.

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
Political Science and Public Administration Department *(*https://www.uwlax.edu/academics/department/political-science-and-public-administration/*)*
Department Chair: Adam Van Liere
421A Wimberly Hall; 608.785.8434
Email: avanliere@uwlax.edu

The Department of Political Science and Public Administration (POL/PUB) in the College of Arts, Social Sciences, and Humanities at UW-La Crosse offers major and minor degree programs in both political science and public administration. There is also an honors program and a political science/public administration honor society. These provide special recognition to those who excel.

The department emphasizes the value of experiential learning and actively supports opportunities that extend beyond the classroom. Students can participate in internships for academic credit, gaining valuable hands-on experience with government agencies, nonprofit organizations, law firms, and more. Many of these internships are paid and often lead to full-time employment after graduation. In addition to internships, POL/PUB students are encouraged to engage in undergraduate research and present their work at regional and national conferences, including the Midwest Political Science Association (MPSA) annual conference. Faculty also lead study abroad trips, to places like Barcelona & Budapest, that give students the opportunity to explore global political systems and cultures firsthand.

The department's academic strengths include American politics and public administration, comparative politics and international international relations, and political thought and legal studies. Students receive personalized academic and career advising in each of these areas. Many alumni work in state and local government, as finance associates, legislative liaisons, and more, while others pursue careers in law, nonprofit leadership, media, or attend graduate and law school programs across the country.

Majors

Political science

Political science is the exploration of governments, public policies, political institutions, and the behavior of people engaged in political life. Drawing from both humanistic and scientific perspectives, the discipline uses qualitative and quantitative methods to examine political systems within and beyond governments. The goal is to understand how these systems operate, how they influence society, and how they evolve over

time. Students can explore four key areas within the field: American government and politics, international relations, comparative politics, and political theory.

Public administration

The public administration major prepares students for impactful careers in government and nonprofit organizations by focusing on how these institutions function in everyday practice. Students explore what government does—and how it gets done—through coursework that emphasizes the development and implementation of public policy. The program covers a range of specialized areas, including public policy, budgeting and finance, personnel management and ethics, nonprofit administration, urban planning, and program assessment and evaluation. Graduates are equipped with the knowledge and skills needed to lead and serve in the public and nonprofit sectors.

Minors

Legal studies

The legal studies minor offers students a strong foundation in legal concepts, critical thinking, and advocacy—ideal preparation for law school or careers that intersect with the legal system. This interdisciplinary program explores how law functions within government and society, while also helping students develop key skills such as constructing arguments, analyzing legal principles, evaluating theories, and critiquing complex ideas. Coursework covers topics in legal theory, constitutional principles, advocacy, and various areas of law, making it a valuable complement to many majors.

Political science

The political science minor offers students a broad understanding of political systems, public policies, and the forces that shape government and society. Through courses in American politics, international relations, comparative politics, and political theory, students gain critical insight into how power operates at local, national, and global levels. This minor is an excellent complement to a wide range of majors and helps students sharpen analytical, research, and communication skills valuable in any career path.

Public administration

The public administration minor introduces students to the inner workings of government and nonprofit organizations, with a focus on how public policies are developed and implemented. Students explore topics such as budgeting, personnel management, ethics, and program evaluation. This minor equips students with practical skills and a deeper understanding of public service—making it a strong addition for those interested in leadership roles in government, nonprofits, or community-focused careers.

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.

2026-27 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 Dale

John Kovari

Associate Professor

Anthony Chergosky

Regina Goodnow

Agatha Hultquist

Kristina LaPlant

Assistant Professor

Jeremy Arney

Adam Van Liere

Assistant Teaching Professor

Michael Schuetz

Administrative Support

Hannah Dull

Majors

- Political science major - BA (p. 256)
- Political science major - BS (p. 259)
- Public administration major - BA (p. 263)
- Public administration major - BS (p. 266)

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 Core General Education Requirements for the bachelor's degree). This flexible format allows students to complete upper-level coursework remotely while maintaining the same academic standards as the on-campus program. It's an ideal path for transfer students or working professionals looking to advance their education in political science. Interested students are encouraged to meet with the department chair to discuss eligibility and next steps.

Minors

- Criminal justice minor (p. 268)
- Legal studies minor (p. 269)

- Political science minor (p. 270)
- Public administration minor (p. 270)

Honors

- Political science and/or public administration honors program (p. 270)

Political Science Major - Bachelor of Arts (BA)

Major requirements

(All colleges)

36 credits, at least 18 credits of which must be at the 300/400-level.

Code	Title	Credits
Political science foundation:		
POL 110	Exploring Puzzles in Politics and Government	3
Select nine credits from the following introductory courses:		9
POL 101	American National Government	
or POL 102	State and Local Government	
POL 130	Comparing Politics and Governments Around the World	
POL 140	International Relations in a Changing World	
POL 150	Foundations of Political Thought	
POL 205	Women and Politics	
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		
Methods, skills, and experiential learning [1]		
Select six credits from the methods, skills, and experiential learning list of courses (see below). At least three credits must come from political science (POL) courses.		6
Political science electives:		
Select an additional six credits of electives from political science (POL) or public administration (PUB) courses not used to satisfy other requirements in the major.		6
Political science capstone:		
POL 494	Capstone Seminar in Politics and Government	3
Total Credits		**36**

[1] Students may request to apply political science (POL) faculty-led study abroad courses towards the "Methods, Skills, and Experiential Learning" requirement instead of other requirements in the major.

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 308	Interest Group Politics	3
POL 309	Identity Politics and Polarization	3
POL 319	Campaigns and Elections	3
POL 325	Politics of Mass Incarceration	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 332	Contentious Politics and Human Rights	3
POL 334	Post-Communist Politics	3
POL 335	Comparative Law	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 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

Methods, skills, and experiential learning

Code	Title	Credits
POL 261	Political Inquiry and Analysis	3
POL 310	Public Opinion and Political Behavior	3
POL 346	Model United Nations	1-3
POL 361	Research Methods in Politics and Government	3

POL 367	Strategic Political Communication	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
POL 499	Independent Study in Political Science	1-3
CST 211	Communication and Civic Engagement	3
CST 213	Public Advocacy and Dialogue	3
CST 310	Debate	3
CST 413	Persuasive Campaigns	3
ENG 307	Workplace Writing	3
ENG 314	Grant Writing	3
ENG 335	Introduction to Professional and Technical Writing	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 Core General Education Requirements for the bachelor's degree). This flexible format allows students to complete upper-level coursework remotely while maintaining the same academic standards as the on-campus program. It's an ideal path for transfer students or working professionals looking to advance their education in political science. Interested students are encouraged to meet with the department chair to discuss eligibility and next steps.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 257)
- Baccalaureate degree requirements (p. 258)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Arts core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Language courses (CHI, FRE, GCL, GER, HCK, HMG, JPN, RUS, SPA, or SPE 214) used to fulfill a CGER may also be used to meet the core B.A. language requirement (i.e., the first requirement for each of the B.A. tracks). This course may come from the department of the student's first major.
3. All other courses completed for the college core cannot overlap with CGER or the student's first major unless otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
4. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310, CST 312, CST 315, CST 319, CST 338, CST 410, CST 412, CST 413, CST 415, CST 419, 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Arts track requirement

Bachelor of Arts students must declare a Language, Humanities, or Fine Arts track. This can be done through the UWL Change of Major Form (https://www.uwlax.edu/records/forms/#tm-70835). Students select **one** of the below tracks.

A. Language Track

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

Code	Title	Credits
Select one of the following:		
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	
HCK 202	Hoocak Language and Culture IV	
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 to the CASSH Academic Services Director.
2. Two additional courses from **different** categories selected from the college core fine arts, humanities, and social science categories.

B. Humanities Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments (course prefixes within GCL are considered different for this requirement) selected from the college core humanities; and
3. One course from the college core fine arts or social science categories.

C. Fine Arts Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments selected from the college core fine arts; and
3. One course from the college core humanities or social science categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400 level; of
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample

degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 110	3	POL Introductory Course[1]	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us[2]	3
STAT 145 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
CGER HA-AA Humanities & Arts: Arts & Aesthetics	2	University Elective	2
	14		**15**

Year 2

Fall	Credits	Spring	Credits
POL Introductory Course[1]	3	POL Introductory Course[1]	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	1	POL Methods, Skills, and Experiential Learning	3
CGER CP-CW Civics & Perspective: Cultures of Our World/CASSH Core Language[3]	3	CASSH Core Course	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
Minor Course	3	University Elective	3
University Elective	3		
	16		**15**

Year 3

Fall	Credits	Spring	Credits
POL Methods, Skills, and Experiential Learning	3	POL Areas of Inquiry Course	3
POL Areas of Inquiry Course	3	POL Elective Course	3
Minor Course	3	CASSH Core Course	3
CGER CL-SWT Communication & Literacy: Stories We Tell[2]	3	Minor Course	3
CASSH Core Diversity Course	4	Minor Course	3
	16		**15**

Year 4

Fall	Credits	Spring	Credits
POL Areas of Inquiry Course	3	POL 494	3
POL Elective Course	3	CASSH Core Course	3
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies[2]	3	Minor Course	3
Minor Course	3	University Elective	3
University Elective	3	University Elective	2
	15		**14**

Total Credits: 120

1. Selected **POL Introductory Courses** may also satisfy the following Core General Education Requirements: POL 101 and POL 102 CGER - Social & Behavioral Science: Social & Behavioral Studies (CGER SBS-BS), POL 205 CGER Civics & Perspective: Communities of the United States (CGER CP-CU), POL 130 CGER - Civics & Perspective: Cultures of Our World (CGER CP-CW), POL 140 CGER - Humanities & Arts: Pasts that Define Us (CGER HA-PDU), and POL 150 CGER - Communication & Literacy: Stories We Tell (CGER CL-SWT).
2. If a selected POL Introductory Course is being used to satisfy CGER, the student will need to select another university elective to reach the required 120 degree credits.
3. **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)

Major requirements

(All colleges)

36 credits, at least 18 credits of which must be at the 300/400-level.

Code	Title	Credits
Political science foundation:		
POL 110	Exploring Puzzles in Politics and Government	3
Select nine credits from the following introductory courses:		9
POL 101	American National Government	
or POL 102	State and Local Government	
POL 130	Comparing Politics and Governments Around the World	
POL 140	International Relations in a Changing World	
POL 150	Foundations of Political Thought	
POL 205	Women and Politics	
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		
Methods, skills, and experiential learning [1]		

Select six credits from the methods, skills, and experiential learning list of courses (see below). At least three credits must come from political science (POL) courses.		6
Political science electives:		
Select an additional six credits of electives from political science (POL) or public administration (PUB) courses not used to satisfy other requirements in the major.		6
Political science capstone:		
POL 494	Capstone Seminar in Politics and Government	3
Total Credits		**36**

[1] Students may request to apply political science (POL) faculty-led study abroad courses towards the "Methods, Skills, and Experiential Learning" requirement instead of other requirements in the major.

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 308	Interest Group Politics	3
POL 309	Identity Politics and Polarization	3
POL 319	Campaigns and Elections	3
POL 325	Politics of Mass Incarceration	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 332	Contentious Politics and Human Rights	3
POL 334	Post-Communist Politics	3
POL 335	Comparative Law	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 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

Methods, skills, and experiential learning

Code	Title	Credits
POL 261	Political Inquiry and Analysis	3
POL 310	Public Opinion and Political Behavior	3
POL 346	Model United Nations	1-3
POL 361	Research Methods in Politics and Government	3
POL 367	Strategic Political Communication	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
POL 499	Independent Study in Political Science	1-3
CST 211	Communication and Civic Engagement	3
CST 213	Public Advocacy and Dialogue	3
CST 310	Debate	3
CST 413	Persuasive Campaigns	3
ENG 307	Workplace Writing	3
ENG 314	Grant Writing	3
ENG 335	Introduction to Professional and Technical Writing	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 Core General Education Requirements for the bachelor's degree). This flexible format allows students to complete upper-level coursework remotely while maintaining the same academic standards as the on-campus program. It's an ideal path for transfer students or working professionals looking to advance their education in political science. Interested students are encouraged to meet with the department chair to discuss eligibility and next steps.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 261)
- Baccalaureate degree requirements (p. 261)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Science core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Courses completed for the college core cannot overlap with CGER or the student's first major except where otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
3. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310 , CST 312, CST 315 , CST 319, CST 338 , CST 410 , CST 412 , CST 413 , CST 415 , CST 419 , 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Science course requirement

Bachelor of Science students complete four courses as follows:

1. A lab science course from:
   ANT 102, BIO 100, BIO 105, BIO 203, BIO 312,BIO 313, CHM 103, CHM 104, ESS 205, ESS 206, GEO 101, GEO 221, GEO 222, MIC 100, MIC 230, PHY 103, PHY 104, PHY 106, PHY 155, PHY 160, PHY 203, PHY 204; and
2. An approved college core social science course; and
3. An additional course from the previously listed lab sciences, college core social science, or a qualitative course from: CS 101, CS 115, CS 120, CT 100, FIN 207, MTH 115, MTH 116, MTH 123, MTH 150, MTH 151, MTH 160, MTH 175, MTH 207, MTH 208, MTH 215, MTH 216, STAT 145, STAT 245; and
4. One course from the college core fine arts or humanities categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400-level; or
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.

5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 110	3	POL Introductory Course[1]	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	2	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us[2]	3
STAT 145 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	University Elective	2
	14		**15**

Year 2

Fall	Credits	Spring	Credits
POL Introductory Course[1]	3	POL Introductory Course[1]	3
CASSH Core Course	3	POL Methods, Skills, and Experiential Learning	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	1	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CGER CP-CW Civics & Perspective: Cultures of Our World [2]	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
University Elective	2	Minor Course	3
University Elective	3		
	15		**15**

Year 3

Fall	Credits	Spring	Credits
POL Methods, Skills, and Experiential Learning	3	POL Areas of Inquiry Course	3
POL Areas of Inquiry Course	3	POL Elective Course	3
CGER CL-SWT Communication & Literacy: Stories We Tell[2]	3	CASSH Core Diversity Course	3
CASSH Core Course - Experiential Science	4	Minor Course	3
Minor Course	3	Minor Course	3
	16		**15**

Year 4

Fall	Credits	Spring	Credits
POL Areas of Inquiry Course	3	POL 494	3
POL Elective Course	3	CASSH Core Course	3
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies[2]	3	Minor Course	3
CASSH Core Course	3	University Elective	3
Minor Course	3	University Elective	3
	15		**15**

Total Credits: 120

[1] Selected **POL Introductory Courses** may also satisfy the following Core General Education Requirements: POL 101 and POL 102 CGER - Social & Behavioral Science: Social & Behavioral Studies (CGER SBS-BS), POL 205 CGER Civics & Perspective: Communities of the United States (CGER CP-CU), POL 130 CGER - Civics & Perspective: Cultures of Our World (CGER CP-CW), POL 244 CGER - Humanities & Arts: Pasts that Define Us (CGER HA-PDU), and POL 251 CGER - Communication & Literacy: Stories We Tell (CGER CL-SWT).

[2] If a selected POL Introductory Course is being used to satisfy CGER, the student will need to select another university elective to reach the required 120 degree credits.

Public Administration Major - Bachelor of Arts (BA)

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	Local Government 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	Workplace Writing	3
ENG 314	Grant Writing	3
GEO 307	Power, Space, and Global Change	3
GEO 309	Cities: Past, Present, and Future	3
HIS 320	Careers in Public 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

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirments (p. 72)
- College core (p. 263)
- Baccalaureate degree requirements (p. 265)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Arts core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and

follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.

2. Language courses (CHI, FRE, GCL, GER, HCK, HMG, JPN, RUS, SPA, or SPE 214) used to fulfill a CGER may also be used to meet the core B.A. language requirement (i.e., the first requirement for each of the B.A. tracks). This course may come from the department of the student's first major.
3. All other courses completed for the college core cannot overlap with CGER or the student's first major unless otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
4. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310, CST 312, CST 315, CST 319, CST 338, CST 410, CST 412, CST 413, CST 415, CST 419, 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Arts track requirement

Bachelor of Arts students must declare a Language, Humanities, or Fine Arts track. This can be done through the UWL Change of Major Form (https://www.uwlax.edu/records/forms/#tm-70835). Students select **one** of the below tracks.

A. Language Track

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

Code	Title	Credits
Select one of the following:		
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	
HCK 202	Hoocak Language and Culture IV	
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 to the CASSH Academic Services Director.
2. Two additional courses from **different** categories selected from the college core fine arts, humanities, and social science categories.

B. Humanities Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments (course prefixes within GCL are considered different for this requirement) selected from the college core humanities; and
3. One course from the college core fine arts or social science categories.

C. Fine Arts Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments selected from the college core fine arts; and
3. One course from the college core humanities or social science categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400 level; of
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:

a. 100-level or higher courses outside the major; or

b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	PUB 210 (CGER CP-CU Civics & Perspective: Communities of the United States)	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	2	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning (STAT 145 recommended)	3	University Elective	3
	14		**15**

Year 2

Fall	Credits	Spring	Credits
POL 261 or 361[1]	3	PUB 330	3
CGER CP-CW Civics & Perspective: Cultures of Our World/CASSH Core Language[2]	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	1	CASSH Core Course	3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	Minor Course	3
University Elective	3	University Elective	3
University Elective	3		
	16		**15**

Year 3

Fall	Credits	Spring	Credits
PUB 320	3	PUB 340	3
PUB Elective (300/400 level)	3	PUB Elective (300/400 level)	3
CASSH Core Course	3	Minor Course	3

Minor Course	3 CASSH Core Course	3
Minor 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)

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	Local Government 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	Workplace Writing	3
ENG 314	Grant Writing	3
GEO 307	Power, Space, and Global Change	3
GEO 309	Cities: Past, Present, and Future	3
HIS 320	Careers in Public 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

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 266)
- Baccalaureate degree requirements (p. 267)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Science core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking,

communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Courses completed for the college core cannot overlap with CGER or the student's first major except where otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
3. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310 , CST 312, CST 315 , CST 319, CST 338 , CST 410 , CST 412 , CST 413 , CST 415 , CST 419 , 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Science course requirement

Bachelor of Science students complete four courses as follows:

1. A lab science course from:
   ANT 102, BIO 100, BIO 105, BIO 203, BIO 312,BIO 313, CHM 103, CHM 104, ESS 205, ESS 206, GEO 101, GEO 221, GEO 222, MIC 100, MIC 230, PHY 103, PHY 104, PHY 106, PHY 155, PHY 160, PHY 203, PHY 204; and
2. An approved college core social science course; and
3. An additional course from the previously listed lab sciences, college core social science, or a qualitative course from: CS 101, CS 115, CS 120, CT 100, FIN 207, MTH 115, MTH 116, MTH 123, MTH 150, MTH 151, MTH 160, MTH 175, MTH 207, MTH 208, MTH 215, MTH 216, STAT 145, STAT 245; and
4. One course from the college core fine arts or humanities categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400-level; or
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	PUB 210 (CGER CP-CU Civics & Perspective: Communities of the United States)	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacyacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning (STAT 145 recommended)	3	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
CGER HA-AA Humanities & Arts: Arts & Aesthetics	2	University Elective	3
	14		**15**

Year 2

Fall	Credits	Spring	Credits
POL 261 or 361[1]	3	PUB 330	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	1	CGER CL-SWT Communication & Literacy: Stories We Tell	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	CASSH Core Course	3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	Minor Course	3
CASSH Core Course - Experiential Science	4	University Elective	3
University Elective	2		
	16		**15**

Year 3

Fall	Credits	Spring	Credits
PUB 320	3	PUB 340	3
PUB Elective (300/400 level)	3	PUB Elective (300/400 level)	3
CASSH Core Course	3	Minor Course	3
Minor Course	3	Minor Course	3
University Elective	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	CASSH Core Course	3
Minor Course	3	Minor 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		
CRIM 324	Criminal Justice	3
Group 1: Criminology and sociology electives		

Select six credits of the following:		6
CRIM 312	Courts, Crime, and Justice	
CRIM 313	Law and Society	
CRIM 318	Surveillance and Society	
CRIM 321	Delinquency	
CRIM 322	Criminology	
CRIM 323	Corrections and Penology	
CRIM 325	Juvenile Justice	
CRIM 326	Sociopharmacology	
CRIM 327	Victimology	
CRIM 328	Youth Rebellion	
CRIM 329	Crimes of the Powerful	
CRIM 331	Restorative Justice	
CRIM 333	Human Rights Policing	
CRIM 340	Corrections Administration	
CRIM 345	Race, Gender, and Crime	
CRIM 423	Queer Criminology	
SOC 201	Careers in Sociology	
SOC 325	Sociology of Mental Illness	
SOC 330	Social Psychology	
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
CHE 325	Violence and Injury Prevention	
GEO 305	Geographic Information Systems and Science I	
GEO 405	Geographic Information System and Science II	
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	Adolescent Development	
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
CRIM 450	Internship in Criminology or Criminal Justice	
POL 451	Internship in Criminal Justice	
Total Credits		**21**

Only CRIM 324 and three additional credits taken for the criminology major may be applied to the criminal justice minor.

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 of the American legal system		
POL 221	The American Legal System	3
Advocacy and methods of legal studies		
Select six credits from the following:		6
CST 310	Debate	
CST 410	Argumentation	
CST 412	Community Advocacy and Social Change	
ENG 307	Workplace Writing	
ENG 313	Writing, Genre, and Style	
ENG 333	Introduction to Writing and Rhetoric Studies	
ENG 335	Introduction to Professional and Technical Writing	
PHL 101	Introduction to Logic	
PHL 302	Symbolic Logic	
POL 367	Strategic Political Communication	
Theories of law		
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 [1]	
POL 335	Comparative Law [1]	
POL 345	International Law [1]	
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 and issues involving the law		
Select six credits from the following:		6
CRIM 313	Law and Society	
CRIM 318	Surveillance and Society	
CRIM 322	Criminology	
CRIM 323	Corrections and Penology	
CRIM 324	Criminal Justice	
CRIM 326	Sociopharmacology	
CRIM 327	Victimology	
CRIM 331	Restorative Justice	
CRIM 333	Human Rights Policing	
CRIM 345	Race, Gender, and Crime	
ENV 350	Justice, Injustice, and Activism	
ENV 351	Feeding the Planet: Environmental Justice of our Food Systems	

ENV 352	Americans, Global Parks, and Wilderness
ENV 353	Rural Livelihoods: Sustainability and the Environment in the Upper Midwest
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 306	Judicial Process [1]
POL 325	Politics of Mass Incarceration
POL 335	Comparative Law [1]
POL 345	International Law [1]
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
Total Credits	**18**

[1] POL 306 Judicial Process (3 cr.), POL 335 Comparative Law (3 cr.), and POL 345 International Law (3 cr.) may be counted toward the "Areas and Issues Involving the Law" requirement if they are not used to satisfy the "Theories of Law" requirement.

- At least 12 credits must be at or above the 300-level.
- A maximum of three credits may be double counted toward the fulfillment of a political science or public administration major or minor.

Political Science Minor

(All colleges)

18 credits

Code	Title	Credits
Core		
POL 110	Exploring Puzzles in Politics and Government	3
Electives		
Select 15 credits of political science (POL) courses, at least nine credits of which must be at the 300/400-level.		15
Total Credits		**18**

A maximum of three credits from each repeatable for credit 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 Core General Education Requirements 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 Core General Education Requirements 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. Reach out to the Chair or your Academic Advisor if you have any further questions.

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
Psychology Department *(*https://www.uwlax.edu/academics/department/psychology/*)*
Interim Department Chair: Ale Quartiroli
341N Graff Main Hall; 608.785.6897
Email: aquartiroli@uwlax.edu

Interim Associate Chair: Grace Deason
335B Graff Main Hall; 608.785.8442
Email: gdeason@uwlax.edu

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 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.

2026-27 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

Grace Deason (http://www.uwlax.edu/profile/gdeason/)

Katherine (Katy) Kortenkamp (http://www.uwlax.edu/profile/kkortenkamp/)

Tesia Marshik (https://www.uwlax.edu/profile/tmarshik/)

Ryan McKelley (http://www.uwlax.edu/profile/rmckelley/)

Jocelyn Newton (https://www.uwlax.edu/profile/jnewton/)

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Erica Srinivasan (http://www.uwlax.edu/profile/esrinivasan/)

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Alex Holte (https://www.uwlax.edu/profile/aholte/)

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Tanvi Thakkar (https://www.uwlax.edu/profile/tthakkar/)

Suthakaran (Sutha) Veerasamy (http://www.uwlax.edu/profile/sveerasamy/)

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Teaching Professor

Lisa Caya (http://www.uwlax.edu/profile/lcaya/)

Administrative Support

Jane Fredrick (http://www.uwlax.edu/profile/jfredrick/)

Taylor Wirkus (https://www.uwlax.edu/profile/twirkus2/)

Majors

- Psychology major - BA (p. 272)
- Psychology major - BS (p. 276)

Minors

- Child & youth care minor (p. 123)
- Neuroscience interdisciplinary minor (p. 279)
- Psychology minor (p. 280)
-

Honors

- Psychology honors program (p. 280)

Psychology Major - Bachelor of Arts (BA)

Major requirements

Admission requirements (p. 271)

(All colleges)

39-41 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 Core General Education Requirements 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, 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 39-41 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		**1-3**
Select 1 experience/capstone course from this category.		
PSY 308	Research Apprenticeship	
PSY 387	Psych Hour Experience	
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 487	Psychology Ambassadors	
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 Development
PSY 357	Adolescent Development
PSY 358	Adult Development
PSY 359	Topics in Gerontology
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 413	Crisis Intervention
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 458	Dementia
PSY 459	Genes and Behavior
PSY 468	Child Life Theory and Practice
PSY 469	Therapeutic Uses of Play
PSY 491	Contemporary Topics in Psychology: Advanced
RTH 420	Nature and Forest Therapy
Total Credits	**39-41**

[1] Psychology majors may double count only PSY 100 and STAT 145 as both Core General Education Requirements 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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 273)
- Baccalaureate degree requirements (p. 274)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Arts core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Language courses (CHI, FRE, GCL, GER, HCK, HMG, JPN, RUS, SPA, or SPE 214) used to fulfill a CGER may also be used to meet the core B.A. language requirement (i.e., the first requirement for each of the B.A. tracks). This course may come from the department of the student's first major.
3. All other courses completed for the college core cannot overlap with CGER or the student's first major unless otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
4. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310, CST 312, CST 315, CST 319, CST 338, CST 410, CST 412, CST 413, CST 415, CST 419, 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV,

POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:

ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Arts track requirement

Bachelor of Arts students must declare a Language, Humanities, or Fine Arts track. This can be done through the UWL Change of Major Form (https://www.uwlax.edu/records/forms/#tm-70835). Students select **one** of the below tracks.

A. Language Track

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

Code	Title	Credits
Select one of the following:		
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	
HCK 202	Hoocak Language and Culture IV	
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 to the CASSH Academic Services Director.
2. Two additional courses from **different** categories selected from the college core fine arts, humanities, and social science categories.

B. Humanities Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments (course prefixes within GCL are considered different for this requirement) selected from the college core humanities; and
3. One course from the college core fine arts or social science categories.

C. Fine Arts Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments selected from the college core fine arts; and
3. One course from the college core humanities or social science categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400 level; of
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).

6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CL-WL Communication & Literacy: Written Literacy)	3	PSY 100 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies (PSY Cat I))[2]	3
CGER CP-CW Civics & Perspective: Cultures of Our World/CASSH Core Language[1]	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	2	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	STAT 145 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning (PSY CAT I))[2]	4
University Elective	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1
		University Elective	2
	14		**15**

Year 2

Fall	Credits	Spring	Credits
PSY Cat II: Foundation Course	3	PSY Cat II: Foundation Course	3
PSY Cat II: Foundation Course	3	PSY Cat III: Sociocultural Awareness	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CASSH Core Course	3
Minor Course	3	CASSH Core Course	3
University Elective	3	Minor Course	3
	16		**15**

Year 3

Fall	Credits	Spring	Credits
PSY 331 (PSY Cat I)[3]	4	PSY Cat V: Electives (300/400-level)	3
PSY Cat V: Electives (300/400-level)	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CASSH Core Diversity Course	3
Minor Course	3	Minor Course	3
University Elective	3	University Elective	3
	16		**15**

Year 4

Fall	Credits	Spring	Credits
PSY Cat V: Electives (300/400-level)	3	PSY Cat V: Electives (300/400-level)	3
PSY Cat IV: Experiential/ Capstone	1-3	PSY Cat V: Electives	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	CASSH Core Course	3
Minor Course	3	Minor Course	3
University Elective	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 Core General Education Requirements 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, 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. 271)

(All colleges)

39-41 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 Core General Education Requirements 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, 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 39-41 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		**1-3**
Select 1 experience/capstone course from this category.		
PSY 308	Research Apprenticeship	
PSY 387	Psych Hour Experience	
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 487	Psychology Ambassadors	
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 Development	
PSY 357	Adolescent Development	
PSY 358	Adult Development	
PSY 359	Topics in Gerontology	
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 413	Crisis Intervention	

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 458	Dementia
PSY 459	Genes and Behavior
PSY 468	Child Life Theory and Practice
PSY 469	Therapeutic Uses of Play
PSY 491	Contemporary Topics in Psychology: Advanced
RTH 420	Nature and Forest Therapy
Total Credits	**39-41**

[1] Psychology majors may double count only PSY 100 and STAT 145 as both Core General Education Requirements 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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 277)
- Baccalaureate degree requirements (p. 278)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Science core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Courses completed for the college core cannot overlap with CGER or the student's first major except where otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
3. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310 , CST 312, CST 315 , CST 319, CST 338 , CST 410 , CST 412 , CST 413 , CST 415 , CST 419 , 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Science course requirement

Bachelor of Science students complete four courses as follows:

1. A lab science course from:
   ANT 102, BIO 100, BIO 105, BIO 203, BIO 312,BIO 313, CHM 103, CHM 104, ESS 205, ESS 206, GEO 101, GEO 221, GEO 222, MIC 100, MIC 230, PHY 103, PHY 104, PHY 106, PHY 155, PHY 160, PHY 203, PHY 204; and
2. An approved college core social science course; and
3. An additional course from the previously listed lab sciences, college core social science, or a qualitative course from: CS 101, CS 115, CS 120, CT 100, FIN 207, MTH 115, MTH 116, MTH 123, MTH 150, MTH 151, MTH 160, MTH 175, MTH 207, MTH 208, MTH 215, MTH 216, STAT 145, STAT 245; and
4. One course from the college core fine arts or humanities categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400-level; or
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CL-WL Communication & Literacy: Written Literacy)	3	PSY 100 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies (PSY Cat I))[1]	3

CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER HA-AA Humanities & Arts: Arts & Aesthetics	2	STAT 145 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning (PSY CAT I))[1]	4
University Elective	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1
		University Elective	2
	15		**15**

Year 2

Fall	Credits	Spring	Credits
PSY Cat II: Foundation Course	3	PSY Cat II: Foundation Course	3
PSY Cat II: Foundation Course	3	PSY Cat III: Sociocultural Awareness	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	CASSH Core Course	3
CASSH Core Course	3	Minor Course	3
Minor Course	3	University Elective	3
	15		**15**

Year 3

Fall	Credits	Spring	Credits
PSY 331 (PSY Cat I)[2]	4	PSY Cat V: Electives (300/400-level)	3
PSY Cat V: Electives (300/400-level)	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CASSH Core Course - Experiential Science	4
CASSH Core Diversity Course	3	Minor Course	3
Minor Course	3	University Elective	2
	16		**15**

Year 4

Fall	Credits	Spring	Credits
PSY Cat V: Electives (300/400-level)	3	PSY Cat V: Electives (300/400-level)	3
PSY Cat IV: Experiential/ Capstone	1-3	PSY Cat V: Electives	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	CASSH Core Course	3
Minor Course	3	Minor Course	3
University Elective	3	University Elective	3
	14		**15**

Total Credits: 120

1 Psychology majors may double count only PSY 100 and STAT 145 in both Core General Education Requirements 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, plus 30 credits. Students will not be able to progress in the major without this course.

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 339	Medical Ethics	
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 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) [1]		15
Total Credits		**18**

[1] Except for PSY 387 and PSY 487.

Only six credits from Core General Education Requirements can count toward the minor. PSY 100 and PSY 282, PSY 285, or PSY 318.

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 program[1]

Requirements for earning a degree with honors in psychology are:

1. Completion of psychology major
2. 3.50 cumulative grade point average in psychology courses[2]
3. A cumulative overall grade point average of 3.25[2]
4. Completion of PSY 489 Honors Seminar and completion and presentation of three credits in PSY 482 Honors Projects in Psychology , of which at least one PSY 482 credit must be completed in the candidate's last semester, OR successful completion of a McNair[1] 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
Race, Gender, and Sexuality Studies Department *(*https://www.uwlax.edu/academics/department/race-gender-and-sexuality-studies/*)*
4300 Centennial Hall; 608.785.8357
Department Chair: Terry Lilley
4302 Centennial Hall; 608.785.8737
Email: tlilley@uwlax.edu

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/academics/department/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/academics/department/race-gender-and-sexuality-studies/advising/post-college-plans/#tab-7049), advanced degrees, and engaged citizenship (https://www.uwlax.edu/academics/department/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, research (https://www.uwlax.edu/academics/department/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; public health and community health education; health professions; economics; management; marketing; exercise and sport science; outdoor, recreation, tourism and event management; recreational therapy; geography and environmental 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) (https://www.uwlax.edu/self-sufficiency-program/)

RGSS sponsors the Self-Sufficiency Program (SSP), a pre-college college readiness initiative for returning adult students or for those just beginning their university journeys. 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
  - Relate women's health issues to the social construction of gender, race, class, and sexuality
- **Political science, law, and public policy**
  - 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.

2026-27 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 Lilley (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 (https://www.uwlax.edu/profile/mpacker/)

Associate Lecturer

Mark Langenfeld (https://www.uwlax.edu/profile/mlangenfeld/)

Blythe McConaughey (https://www.uwlax.edu/profile/bmcconaughey/)

Willem Vanroosenbeek (https://www.uwlax.edu/profile/wvanroosenbeek/)

Self-Sufficiency Program Director

Andrea Hansen (http://www.uwlax.edu/profile/ahansen/)

Administrative Support

Alec Lass (https://www.uwlax.edu/profile/alass/)

Majors

- Race, gender, and sexuality studies major - BA (p. 282)
- Race, gender, and sexuality studies major - BS (p. 286)

Minors

- Race, gender, and sexuality studies minor (p. 289)
- Social justice minor (p. 290)

Certificate

- Hmong and Hmong-American studies certificate (p. 290)

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/academics/department/race-gender-and-sexuality-studies/advising/post-college-plans/#tab-7049), advanced degrees, and engaged citizenship (https://www.uwlax.edu/academics/department/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	Race, Gender, Sexuality, and Class	3
Category II: Theory and practice		
RGS 340	Objectively Biased: Knowledge Systems as Power Systems	3
RGS 377	Critical Research and Advocacy Methods	3
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 205	Data and Power: Feminist Science Studies	

RGS 300	Independent Study in Race, Gender, and Sexuality Studies
RGS 303	Sex, Race, and Species: Critical Animal Studies
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 320	Violence and Gender
RGS 321	Sexual and Racial Violence in the United States
RGS 322	Identity-Based Violence Prevention
RGS 328	Sex/Work
RGS 330	Topics in Race, Gender, and Sexuality Studies
RGS/SOC 337	Globalization, Women, and Work
RGS 340	Objectively Biased: Knowledge Systems as Power Systems
RGS 350	Asian American Studies in Race, Gender, and Sexuality
RGS 353	The Disability Experience in the Contemporary World
RGS 360	Hip Hop Culture, Race, and Gender
RGS 373	Gender and Human Rights
RGS 374	Poverty as Public Policy
RGS 378	Anime Studies
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
CHE 372	Sexual Health Promotion
CHE 412	Women's Health Issues
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
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	Race, 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
POL 309	Identity Politics and Polarization
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/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	Race, 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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 283)
- Baccalaureate degree requirements (p. 285)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Arts core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Language courses (CHI, FRE, GCL, GER, HCK, HMG, JPN, RUS, SPA, or SPE 214) used to fulfill a CGER may also be used to meet the core B.A. language requirement (i.e., the first requirement for each of

the B.A. tracks). This course may come from the department of the student's first major.

3. All other courses completed for the college core cannot overlap with CGER or the student's first major unless otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
4. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310, CST 312, CST 315, CST 319, CST 338, CST 410, CST 412, CST 413, CST 415, CST 419, 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:

ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Arts track requirement

Bachelor of Arts students must declare a Language, Humanities, or Fine Arts track. This can be done through the UWL Change of Major Form (https://www.uwlax.edu/records/forms/#tm-70835). Students select **one** of the below tracks.

A. Language Track

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

Code	Title	Credits
Select one of the following:		
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	
HCK 202	Hoocak Language and Culture IV	
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 to the CASSH Academic Services Director.
2. Two additional courses from **different** categories selected from the college core fine arts, humanities, and social science categories.

B. Humanities Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments (course prefixes within GCL are considered different for this requirement) selected from the college core humanities; and
3. One course from the college core fine arts or social science categories.

C. Fine Arts Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments selected from the college core fine arts; and
3. One course from the college core humanities or social science categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400 level; of
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:

a. 100-level or higher courses outside the major; or

b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CP-CU Civics & Perspective: Communities of the United States)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1
UWL 100 or FYS 100 (CCGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
CGER HA-AA Humanities & Arts: Arts & Aesthetics	2	RGS Elective Course	3
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	University Elective	3
University Elective	1	University Elective	2
	14		**16**

Year 2

Fall	Credits	Spring	Credits
RGS Elective Course	3	RGS 340	3
RGS 300/400 Level Elective Course	3	CGER CP-CW Civics & Perspective: Cultures of Our World/CASSH Core Language[1]	3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	Minor Course	3
CASSH Core Course	3	University Elective	3
	15		**15**

Year 3

Fall	Credits	Spring	Credits
RGS 377	3	RGS 300/400 Level Elective Course	3
RGS 300/400 Level Elective Course	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3

Minor Course	3	Minor Course	3
University Elective	3	Minor Course	3
University Elective	3	University Elective	3
	15		**15**

Year 4

Fall	Credits	Spring	Credits
RGS 300/400 Level Elective Course	3	RGS 490	3
CASSH Core Course	3	RGS 300/400 Level Elective Course	3
CASSH Core Diversity Course	3	CASSH Core 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 one course taken in the major must be a transnational course. See program requirements for which courses meet this requirement.

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/academics/department/race-gender-and-sexuality-studies/advising/post-college-plans/#tab-7049), advanced degrees, and engaged citizenship (https://www.uwlax.edu/academics/department/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	Race, Gender, Sexuality, and Class	3
Category II: Theory and practice		
RGS 340	Objectively Biased: Knowledge Systems as Power Systems	3
RGS 377	Critical Research and Advocacy Methods	3
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 205	Data and Power: Feminist Science Studies	
RGS 300	Independent Study in Race, Gender, and Sexuality Studies	
RGS 303	Sex, Race, and Species: Critical Animal Studies	
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 320	Violence and Gender	
RGS 321	Sexual and Racial Violence in the United States	
RGS 322	Identity-Based Violence Prevention	
RGS 328	Sex/Work	
RGS 330	Topics in Race, Gender, and Sexuality Studies	
RGS/SOC 337	Globalization, Women, and Work	
RGS 340	Objectively Biased: Knowledge Systems as Power Systems	
RGS 350	Asian American Studies in Race, Gender, and Sexuality	
RGS 353	The Disability Experience in the Contemporary World	
RGS 360	Hip Hop Culture, Race, and Gender	
RGS 373	Gender and Human Rights	
RGS 374	Poverty as Public Policy	
RGS 378	Anime Studies	
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	
CHE 372	Sexual Health Promotion	
CHE 412	Women's Health Issues	
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
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	Race, 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
POL 309	Identity Politics and Polarization
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/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	Race, 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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 287)
- Baccalaureate degree requirements (p. 288)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Science core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Courses completed for the college core cannot overlap with CGER or the student's first major except where otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
3. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310 , CST 312, CST 315 , CST 319, CST 338 , CST 410 , CST 412 , CST 413 , CST 415 , CST 419 , 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Science course requirement

Bachelor of Science students complete four courses as follows:

1. A lab science course from:
   ANT 102, BIO 100, BIO 105, BIO 203, BIO 312,BIO 313, CHM 103, CHM 104, ESS 205, ESS 206, GEO 101, GEO 221, GEO 222, MIC 100, MIC 230, PHY 103, PHY 104, PHY 106, PHY 155, PHY 160, PHY 203, PHY 204; and
2. An approved college core social science course; and
3. An additional course from the previously listed lab sciences, college core social science, or a qualitative course from: CS 101, CS 115, CS 120, CT 100, FIN 207, MTH 115, MTH 116, MTH 123, MTH 150, MTH 151, MTH 160, MTH 175, MTH 207, MTH 208, MTH 215, MTH 216, STAT 145, STAT 245; and
4. One course from the college core fine arts or humanities categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400-level; or
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CP-CU Civics & Perspective: Communities of the United States)	3	RGS Elective Course	3

ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
CGER HA-AA Humanities & Arts: Arts & Aesthetics	2	University Elective	3
University Elective	2	University Elective	1
	15		**15**

Year 2

Fall	Credits	Spring	Credits
RGS Elective Course	3	RGS 340	3
RGS 300/400-Level Elective Course	3	CGER CP-CW Civics & Perspective: Cultures of Our World	3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	Minor Course	3
CASSH Core Course	3	University Elective	3
	15		**15**

Year 3

Fall	Credits	Spring	Credits
RGS 377	3	RGS 300/400-Level Elective Course	3
RGS 300/400-Level Elective Course	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
CASSH Core Course - Natural Lab Science	3	Minor Course	3
Minor Course	3	Minor Course	3
University Elective	3	University Elective	3
	15		**15**

Year 4

Fall	Credits	Spring	Credits
RGS 300/400-Level Elective Course	3	RGS 490	3
CASSH Core Course	3	RGS 300/400-Level Elective Course	3
CASSH Core Diversity Course	3	CASSH Core Course	3
Minor Course	3	Minor Course	3
University Elective	3	University Elective	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.

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	Race, Gender, Sexuality, and Class	3
Category II: Theory and practice		
RGS 340	Objectively Biased: Knowledge Systems as Power Systems	3
RGS 377	Critical Research and Advocacy Methods	3
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 205	Data and Power: Feminist Science Studies	
RGS 300	Independent Study in Race, Gender, and Sexuality Studies	
RGS 303	Sex, Race, and Species: Critical Animal Studies	
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 320	Violence and Gender	
RGS 321	Sexual and Racial Violence in the United States	
RGS 322	Identity-Based Violence Prevention	
RGS 328	Sex/Work	
RGS 330	Topics in Race, Gender, and Sexuality Studies	
RGS/SOC 337	Globalization, Women, and Work	
RGS 340	Objectively Biased: Knowledge Systems as Power Systems	
RGS 350	Asian American Studies in Race, Gender, and Sexuality	
RGS 353	The Disability Experience in the Contemporary World	
RGS 360	Hip Hop Culture, Race, and Gender	
RGS 373	Gender and Human Rights	
RGS 374	Poverty as Public Policy	
RGS 378	Anime Studies	
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	
CHE 372	Sexual Health Promotion	
CHE 412	Women's Health Issues	
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
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	Race, 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
POL 309	Identity Politics and Polarization
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.

Social Justice Minor

Minor requirements

(All colleges)

18 credits

Code	Title	Credits
Core		
Select one of the following:		3
RGS 100	Race, Gender, Sexuality, and Class	
RGS/SOC 150	Introduction to Social Justice	
Electives		
Select 15 credits from the following:		15
RGS 307	Ethnic, Racial, and Gender Stereotypes in the Media	
RGS 321	Sexual and Racial Violence in the United States	
RGS 322	Identity-Based Violence Prevention	
RGS 328	Sex/Work	
RGS 373	Gender and Human Rights	
RGS 374	Poverty as Public Policy	
RGS 409	20th Century Civil Rights Movement	
ANT 366	Anthropology of Food	
CRIM 313	Law and Society	
CST 412	Community Advocacy and Social Change	
ECO 212	Search for Economic Justice	
or ENG 212	Search for Economic Justice	
or PHL 212	Search for Economic Justice	
EDS 309	Global Perspectives in Education	
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 332	Environmental Justice	
SOC 335	Collective Behavior	
SOC 380	Fat Studies and Body Politics	
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 social justice minor and the Core General Education Requirements.

Hmong and Hmong-American Studies Certificate

Hmong history reaches thousands of years into the past. The Chinese word for Hmong is Miáo (#), which consists of the radical for grain/grass (#) above the character for field (#). 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	
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	
RGS 350	Asian American Studies in Race, Gender, and Sexuality	
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 Criminology Department (SOC/CRIM)

College of Arts, Social Sciences, and Humanities
Sociology and Criminology Department *(*https://www.uwlax.edu/academics/department/sociology-and-criminology/*)*
Department Chair: Lisa Kruse
437D Wimberly Hall; 608.785.6767
Email: lkruse@uwlax.edu

The Department of Sociology and Criminology 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 Criminology can expect top quality mentoring and guidance, course based community engagement projects, internship and part-time employment opportunities, experiences conducting qualitative and quantitative research, competitive grant opportunities, and both community volunteering experience and social networking through the sociology and criminology student 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, health and illness, 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. 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.

The criminology major provides students with in-depth education on criminal behavior and its ties to factors such as poverty, discrimination, trauma, mental illness, and substance use disorders. The program prepares students to assess and engage both criminal justice institutions and other community organizations, to interpret current research on crime, and to effectively apply research findings as they engage with clients and organizations throughout a community.

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.

2026-27 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

Enilda Delgado

Timothy Gongaware

Karl Kunkel

Lisa Kruse

Associate Professor

Adam Driscoll

Peter Marina

Shanna Felix

Assistant Professor

Tyler Flockhart

Alyssa LaBerge

Lecturer

Patricia Hart

Administrative Support

Shirley Von Ruden

Majors

- Criminology major - BA (p. 292)
- Criminology major - BS (p. 295)
- Sociology major - BA (p. 298)
- Sociology major - BS (p. 301)

Minors

- Criminal justice minor (p. 304)
- Sociology minor (p. 305)

Certificates

- Human rights and criminal justice certificate (p. 305)
- Society, health, and medicine certificate (p. 306) - *currently not accepting new students*

Microcredentials

Currently, only students in the UWL College of Business Administration (CBA) may enroll in the following microcredentials:

- Addressing inequity microcredential (p. 306)
- Advocating for equity microcredential (p. 306)
- Identifying diversity microcredential (p. 307)

Honors

- Sociology honors program (p. 307)

Criminology Major - Bachelor of Arts (BA)

Criminology is the scientific study of crime and criminal behavior. The discipline of Criminology understands criminal behavior through the lens of the social sciences, particularly sociology, asserting that crime and criminal behavior is influenced by the social world. Further, criminologists advocate that identifying the structural roots of criminality is key to effectively addressing the behavior. Using a community-centered approach, the Criminology degree at UWL provides students with in-depth education on criminal behavior and its ties to factors such as poverty, discrimination, trauma, mental illness, and substance use disorders. The program prepares students to assess and engage both criminal justice institutions and other community organizations, to interpret current research on crime, and to effectively apply research findings as they engage with clients and organizations throughout a community.

Students in the program will acquire practical experience in applying their knowledge and skills to support a broad array of community members and be prepared to apply their degree in areas both inside and outside of the criminal justice system. Both the required and elective courses in the curriculum will make heavy use of experiences such as undergraduate course-embedded research, collaborative assignments and projects, community-based learning, and extensive writing. Students will gain hands-on experience with community partners not only through internships, but also through course-embedded research and community-engaged learning projects.

Every Criminology major completes a senior project in one of the three senior capstone courses: SOC 405 Quantitative Social Research, SOC 416 Qualitative Explorations, or CRIM 422 Criminology Seminar. Working closely with faculty, each student designs and completes a semester-long investigation of a criminology 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		
CRIM 115	Criminology and Criminal Justice through the Ages	3
or SOC 110	Introduction to Sociology	
SOC 200	Foundations of Social Analysis [1]	3
SOC 250	Methods of Social Research I [1]	3
SOC 350	Methods of Social Research II	3
CRIM 322	Criminology	3
CRIM 422	Seminar in Criminology	3
or SOC 405	Quantitative Social Research Seminar	
or SOC 416	Qualitative Explorations	
Electives [2]		
Category 1: Criminology electives		

Select a minimum of nine credits from the following:		9
CRIM 312	Courts, Crime, and Justice	
CRIM 313	Law and Society	
CRIM 318	Surveillance and Society	
CRIM 321	Delinquency	
CRIM 323	Corrections and Penology	
CRIM 324	Criminal Justice	
CRIM 325	Juvenile Justice	
CRIM 326	Sociopharmacology	
CRIM 327	Victimology	
CRIM 328	Youth Rebellion	
CRIM 329	Crimes of the Powerful	
CRIM 331	Restorative Justice	
CRIM 333	Human Rights Policing	
CRIM 340	Corrections Administration	
CRIM 345	Race, Gender, and Crime	
CRIM 399	Special Topics in Criminology	
CRIM 409	Readings and Research in Criminology	
CRIM 423	Queer Criminology	
CRIM 450	Internship in Criminology or Criminal Justice	
SOC 325	Sociology of Mental Illness	
SOC 330	Social Psychology	
SOC 429	Sociology of Deviance	
Category 2: Sociology electives		
Select a minimum of six credits from the following:		6
SOC 105	Introduction to LGBT Studies	
SOC 120	Social Problems	
SOC 150	Introduction to Social Justice	
SOC 201	Careers in Sociology	
SOC 212	Marriage and Family	
SOC 216	Society and Schools	
SOC 225	Sociology of Race and Ethnicity	
SOC 240	The Sociology of Sport and Leisure	
SOC 308	Disability and Society	
SOC 310	Social Stratification	
SOC 315	Religion and Society	
SOC 316	Gender, Sexuality, and Social Change in Religion	
SOC 317	Sociology of Media	
SOC 319	Sociology of City Life	
SOC 320	Demography	
SOC 328	Environmental Sociology	
SOC 332	Environmental Justice	
SOC 335	Collective Behavior	
SOC 336	Sociology of Popular Culture	
SOC 337	Globalization, Women, and Work	
SOC 338	Sociological Aspects of Work and Life	
SOC 369	Sociology of Sexualities	
SOC 370	Sociology of Gender	
SOC 380	Fat Studies and Body Politics	
SOC 399	Special Topics in Sociology	
SOC 404	Global Inequality	
SOC 409	Readings and Research in Sociology	
SOC 420	Health Care and Illness	
SOC 422	Death, Dying, and Bereavement	
SOC 450	Internship in Sociology	
SOC 485	Research Apprenticeship	
SOC 486	Teaching Apprenticeship	
SOC 499	Seminar in Sociology	
Additional electives		
An additional three credits selected from either Category 1 or Category 2		3
Total Credits		**36**

[1] To enroll in SOC 200 Foundations of Social Analysis and SOC 250 Methods of Social Research I, a student must have declared criminology or sociology as a major. Once a student has declared criminology or sociology as a major, a minimum of four semesters is needed to complete the required core course sequence.

[2] Electives should be selected in consultation with a faculty advisor.

Double majors in criminology & sociology:

- Double majors in criminology and sociology may only count SOC 110 or CRIM 115, SOC 200, SOC 250, SOC 350 and either SOC 405, SOC 416, or CRIM 422 towards the completion of the criminology major.
- Double majors in sociology and criminology may not count CRIM 322 as an elective for the sociology major.
- Only six credits of elective courses taken for the sociology major may be applied to the criminology major.
- Students double majoring in criminology and sociology may **not** earn a minor in criminal justice.

Criminology majors with criminal justice minors:

- Only CRIM 324 and three additional credits taken for the criminal justice minor may be applied to the criminology major.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core General Education Requirements (p. 72)
- College core (p. 293)
- Baccalaureate degree requirements (p. 295)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Arts core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global

Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.

2. Language courses (CHI, FRE, GCL, GER, HCK, HMG, JPN, RUS, SPA, or SPE 214) used to fulfill a CGER may also be used to meet the core B.A. language requirement (i.e., the first requirement for each of the B.A. tracks). This course may come from the department of the student's first major.
3. All other courses completed for the college core cannot overlap with CGER or the student's first major unless otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
4. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310, CST 312, CST 315, CST 319, CST 338, CST 410, CST 412, CST 413, CST 415, CST 419, 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Arts track requirement

Bachelor of Arts students must declare a Language, Humanities, or Fine Arts track. This can be done through the UWL Change of Major Form (https://www.uwlax.edu/records/forms/#tm-70835). Students select **one** of the below tracks.

A. Language Track

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

Code	Title	Credits
Select one of the following:		
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	
HCK 202	Hoocak Language and Culture IV	
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 to the CASSH Academic Services Director.

2. Two additional courses from **different** categories selected from the college core fine arts, humanities, and social science categories.

B. Humanities Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments (course prefixes within GCL are considered different for this requirement) selected from the college core humanities; and
3. One course from the college core fine arts or social science categories.

C. Fine Arts Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments selected from the college core fine arts; and
3. One course from the college core humanities or social science categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400 level; of
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least

12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:

a. 100-level or higher courses outside the major; or

b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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

Year 1			
Fall	**Credits**	**Spring**	**Credits**
CRIM 115 (CGER HA-PDU Humanities & Arts: Pasts that Define Us)	3	CRIM Elective	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	3
	15		**15**

Year 2			
Fall	**Credits**	**Spring**	**Credits**
SOC 200	3	CRIM 322	3
SOC 250	3	CRIM Elective	3
CGER CP-CW Civics & Perspective: Cultures of Our World/CASSH Core Language[1]	3	Minor Course	3
CASSH Core Course	3	CASSH Core Course	3
University Elective	3	University Elective	3
	15		**15**

Year 3			
Fall	**Credits**	**Spring**	**Credits**
SOC 350	3	CRIM Elective	3
SOC Elective	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	Minor Course	3
CASSH Core Course	3	University Elective	3
Minor Course	3	University Elective	3
	15		**15**

Year 4			
Fall	**Credits**	**Spring**	**Credits**
SOC Elective	3	CRIM 422, SOC 405, or SOC 416	3
Minor Course	3	CRIM or SOC Elective	3
Minor 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] **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.

Criminology Major - Bachelor of Science (BS)

Criminology is the scientific study of crime and criminal behavior. The discipline of Criminology understands criminal behavior through the lens of the social sciences, particularly sociology, asserting that crime and criminal behavior is influenced by the social world. Further, criminologists advocate that identifying the structural roots of criminality is key to effectively addressing the behavior. Using a community-centered approach, the Criminology degree at UWL provides students with in-depth education on criminal behavior and its ties to factors such as poverty, discrimination, trauma, mental illness, and substance use disorders. The program prepares students to assess and engage both criminal justice institutions and other community organizations, to interpret current research on crime, and to effectively apply research findings as they engage with clients and organizations throughout a community.

Students in the program will acquire practical experience in applying their knowledge and skills to support a broad array of community

members and be prepared to apply their degree in areas both inside and outside of the criminal justice system. Both the required and elective courses in the curriculum will make heavy use of experiences such as undergraduate course-embedded research, collaborative assignments and projects, community-based learning, and extensive writing. Students will gain hands-on experience with community partners not only through internships, but also through course-embedded research and community-engaged learning projects.

Every Criminology major completes a senior project in one of the three senior capstone courses: SOC 405 Quantitative Social Research, SOC 416 Qualitative Explorations, or CRIM 422 Criminology Seminar. Working closely with faculty, each student designs and completes a semester-long investigation of a criminology 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		
CRIM 115	Criminology and Criminal Justice through the Ages	3
or SOC 110	Introduction to Sociology	
SOC 200	Foundations of Social Analysis [1]	3
SOC 250	Methods of Social Research I [1]	3
SOC 350	Methods of Social Research II	3
CRIM 322	Criminology	3
CRIM 422	Seminar in Criminology	3
or SOC 405	Quantitative Social Research Seminar	
or SOC 416	Qualitative Explorations	
Electives [2]		
Category 1: Criminology electives		
Select a minimum of nine credits from the following:		9
CRIM 312	Courts, Crime, and Justice	
CRIM 313	Law and Society	
CRIM 318	Surveillance and Society	
CRIM 321	Delinquency	
CRIM 323	Corrections and Penology	
CRIM 324	Criminal Justice	
CRIM 325	Juvenile Justice	
CRIM 326	Sociopharmacology	
CRIM 327	Victimology	
CRIM 328	Youth Rebellion	
CRIM 329	Crimes of the Powerful	
CRIM 331	Restorative Justice	
CRIM 333	Human Rights Policing	
CRIM 340	Corrections Administration	
CRIM 345	Race, Gender, and Crime	
CRIM 399	Special Topics in Criminology	
CRIM 409	Readings and Research in Criminology	
CRIM 423	Queer Criminology	
CRIM 450	Internship in Criminology or Criminal Justice	
SOC 325	Sociology of Mental Illness	
SOC 330	Social Psychology	
SOC 429	Sociology of Deviance	
Category 2: Sociology electives		
Select a minimum of six credits from the following:		6
SOC 105	Introduction to LGBT Studies	
SOC 120	Social Problems	
SOC 150	Introduction to Social Justice	
SOC 201	Careers in Sociology	
SOC 212	Marriage and Family	
SOC 216	Society and Schools	
SOC 225	Sociology of Race and Ethnicity	
SOC 240	The Sociology of Sport and Leisure	
SOC 308	Disability and Society	
SOC 310	Social Stratification	
SOC 315	Religion and Society	
SOC 316	Gender, Sexuality, and Social Change in Religion	
SOC 317	Sociology of Media	
SOC 319	Sociology of City Life	
SOC 320	Demography	
SOC 328	Environmental Sociology	
SOC 332	Environmental Justice	
SOC 335	Collective Behavior	
SOC 336	Sociology of Popular Culture	
SOC 337	Globalization, Women, and Work	
SOC 338	Sociological Aspects of Work and Life	
SOC 369	Sociology of Sexualities	
SOC 370	Sociology of Gender	
SOC 380	Fat Studies and Body Politics	
SOC 399	Special Topics in Sociology	
SOC 404	Global Inequality	
SOC 409	Readings and Research in Sociology	
SOC 420	Health Care and Illness	
SOC 422	Death, Dying, and Bereavement	
SOC 450	Internship in Sociology	
SOC 485	Research Apprenticeship	
SOC 486	Teaching Apprenticeship	
SOC 499	Seminar in Sociology	
Additional electives		
An additional three credits selected from either Category 1 or Category 2		3
Total Credits		**36**

[1] To enroll in SOC 200 Foundations of Social Analysis and SOC 250 Methods of Social Research I, a student must have declared criminology or sociology as a major. Once a student has declared criminology or sociology as a major, a minimum of four semesters is needed to complete the required core course sequence.

[2] Electives should be selected in consultation with a faculty advisor.

Double majors in criminology & sociology:

- Double majors in criminology and sociology may only count SOC 110 or CRIM 115, SOC 200, SOC 250, SOC 350 and either SOC 405, SOC 416, or CRIM 422 towards the completion of the criminology major.
- Double majors in sociology and criminology may not count CRIM 322 as an elective for the sociology major.

- Only six credits of elective courses taken for the sociology major may be applied to the criminology major.
- Students double majoring in criminology and sociology may **not** earn a minor in criminal justice.

Criminology majors with criminal justice minors:

- Only CRIM 324 and three additional credits taken for the criminal justice minor may be applied to the criminology major.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core General Education Requirements (p. 72)
- College core (p. 297)
- Baccalaureate degree requirements (p. 298)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Science core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Courses completed for the college core cannot overlap with CGER or the student's first major except where otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
3. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310 , CST 312, CST 315 , CST 319, CST 338 , CST 410 , CST 412 , CST 413 , CST 415 , CST 419 , 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Science course requirement

Bachelor of Science students complete four courses as follows:

1. A lab science course from:
   ANT 102, BIO 100, BIO 105, BIO 203, BIO 312,BIO 313, CHM 103, CHM 104, ESS 205, ESS 206, GEO 101, GEO 221, GEO 222, MIC 100, MIC 230, PHY 103, PHY 104, PHY 106, PHY 155, PHY 160, PHY 203, PHY 204; and
2. An approved college core social science course; and
3. An additional course from the previously listed lab sciences, college core social science, or a qualitative course from: CS 101, CS 115, CS 120, CT 100, FIN 207, MTH 115, MTH 116, MTH 123, MTH 150, MTH 151, MTH 160, MTH 175, MTH 207, MTH 208, MTH 215, MTH 216, STAT 145, STAT 245; and
4. One course from the college core fine arts or humanities categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400-level; or
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least

12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:

a. 100-level or higher courses outside the major; or
b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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

Year 1			
Fall	**Credits**	**Spring**	**Credits**
CRIM 115 (CGER HA-PDU Humanities & Arts: Pasts that Define Us)	3	CRIM Elective	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	3
	15		**15**
Year 2			
Fall	**Credits**	**Spring**	**Credits**
SOC 200	3	CRIM 322	3
SOC 250	3	CRIM Elective	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	Minor Course	3
CASSH Core Course	3	CASSH Core Course	3
University Elective	3	University Elective	3
	15		**15**
Year 3			
Fall	**Credits**	**Spring**	**Credits**
SOC 350	3	CRIM Elective	3
SOC Elective	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	Minor Course	3
CASSH Core Course	3	University Elective	3
Minor Course	3	University Elective	3
	15		**15**
Year 4			
Fall	**Credits**		**Summer Credits**
SOC Elective	3	CRIM 422, SOC 405, or SOC 416	3
Minor Course	3	CRIM or SOC Elective	3
Minor Course	3	CASSH Core Diversity Course	3
University Elective	3	Minor Course	3
University Elective	3	University Elective	3
	15		**15**

Total Credits: 120

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
or CRIM 115	Criminology and Criminal Justice through the Ages	
or SOC 120	Social Problems	
SOC 200	Foundations of Social 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 or criminology 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 Social Analysis (3 cr.) and SOC 250 Methods of Social Research I (3 cr.), a student must have declared either sociology or criminology as a major. Once a student has declared sociology or criminology as a major, a minimum of four semesters is needed to complete the core required course sequence.

Double majors in sociology and criminology:

- Double majors in sociology and criminology may only count SOC 110 or (CRIM 115), and SOC 200, and SOC 250, and SOC 350 and either SOC 405, SOC 416, or CRIM 422 towards the completion of the sociology major.
- Double majors in sociology and criminology may not count CRIM 322 as an elective for the sociology major.
- Only six credits of elective courses taken for the criminology major may be applied to the sociology major.
- Students double majoring in sociology and criminology **may not** earn a minor in criminal justice.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 299)
- Baccalaureate degree requirements (p. 300)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Arts core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Language courses (CHI, FRE, GCL, GER, HCK, HMG, JPN, RUS, SPA, or SPE 214) used to fulfill a CGER may also be used to meet the core B.A. language requirement (i.e., the first requirement for each of the B.A. tracks). This course may come from the department of the student's first major.
3. All other courses completed for the college core cannot overlap with CGER or the student's first major unless otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
4. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310, CST 312, CST 315, CST 319, CST 338, CST 410, CST 412, CST 413, CST 415, CST 419, 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322,

RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:

ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Arts track requirement

Bachelor of Arts students must declare a Language, Humanities, or Fine Arts track. This can be done through the UWL Change of Major Form (https://www.uwlax.edu/records/forms/#tm-70835). Students select **one** of the below tracks.

A. Language Track

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

Code	Title	Credits
Select one of the following:		
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	
HCK 202	Hoocak Language and Culture IV	
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 to the CASSH Academic Services Director.
2. Two additional courses from **different** categories selected from the college core fine arts, humanities, and social science categories.

B. Humanities Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments (course prefixes within GCL are considered different for this requirement) selected from the college core humanities; and
3. One course from the college core fine arts or social science categories.

C. Fine Arts Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments selected from the college core fine arts; and
3. One course from the college core humanities or social science categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400 level; of
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	SOC Elective	3
SOC 110 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
SOC 225 (CGER CP-CU Civics & Perspective: Communities of the United States)	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
	16		**14**
Year 2			
Fall	**Credits**	**Spring**	**Credits**
SOC 200	3	SOC Elective	3
SOC 250	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	2
CGER CP-CW Civics & Perspective: Cultures of Our World/CASSH Core Language[1]	3	Minor Course	3
CASSH Core Course	3	CASSH Core Course	3
University Elective	3	University Elective	3
	15		**14**
Year 3			
Fall	**Credits**	**Spring**	**Credits**
SOC 350	3	SOC 390	3
CASSH Core Course	3	SOC Advanced Elective Course	3
Minor Course	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1
University Elective	3	Minor Course	3
University Elective	3	University Elective	3
		University Elective	3
	15		**16**
Year 4			
Fall	**Credits**	**Spring**	**Credits**
SOC Advanced Elective Course	3	SOC 405 or 416[2]	3
Minor Course	3	SOC Advanced Elective Course	3
Minor Course	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
University Elective	3	CASSH Core Diversity Course	3
University Elective	3	Minor 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] 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
or CRIM 115	Criminology and Criminal Justice through the Ages	
or SOC 120	Social Problems	
SOC 200	Foundations of Social 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 or criminology 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 Social Analysis (3 cr.) and SOC 250 Methods of Social Research I (3 cr.), a student must have declared either sociology or criminology as a major. Once a student has declared sociology or criminology as a major, a minimum of four semesters is needed to complete the core required course sequence.

Double majors in sociology and criminology:

- Double majors in sociology and criminology may only count SOC 110 or (CRIM 115), and SOC 200, and SOC 250, and SOC 350 and either SOC 405, SOC 416, or CRIM 422 towards the completion of the sociology major.
- Double majors in sociology and criminology may not count CRIM 322 as an elective for the sociology major.
- Only six credits of elective courses taken for the criminology major may be applied to the sociology major.
- Students double majoring in sociology and criminology **may not** earn a minor in criminal justice.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 302)
- Baccalaureate degree requirements (p. 303)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Science core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Courses completed for the college core cannot overlap with CGER or the student's first major except where otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
3. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310 , CST 312, CST 315 , CST 319, CST 338 , CST 410 , CST 412 , CST 413 , CST 415 , CST 419 , 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth

care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Science course requirement

Bachelor of Science students complete four courses as follows:

1. A lab science course from:
   ANT 102, BIO 100, BIO 105, BIO 203, BIO 312,BIO 313, CHM 103, CHM 104, ESS 205, ESS 206, GEO 101, GEO 221, GEO 222, MIC 100, MIC 230, PHY 103, PHY 104, PHY 106, PHY 155, PHY 160, PHY 203, PHY 204; and
2. An approved college core social science course; and
3. An additional course from the previously listed lab sciences, college core social science, or a qualitative course from: CS 101, CS 115, CS 120, CT 100, FIN 207, MTH 115, MTH 116, MTH 123, MTH 150, MTH 151, MTH 160, MTH 175, MTH 207, MTH 208, MTH 215, MTH 216, STAT 145, STAT 245; and
4. One course from the college core fine arts or humanities categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400-level; or
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of

the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	SOC Elective	3
SOC 110 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
SOC 225 (CGER CP-CU Civics & Perspective: Communities of the United States)	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CGER HA-AA Humanities & Arts: Arts & Aesthetics	2
	16		**13**

Year 2

Fall	Credits	Spring	Credits
SOC 200	3	SOC Elective	3
SOC 250	3	CASSH Core Course	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	CASSH Core Course	3
CASSH Core Course - Experiential Science	4	Minor Course	3
University Elective	3	University Elective	3
	16		**15**

Year 3

Fall	Credits	Spring	Credits
SOC 350	3	SOC 390	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	SOC Advanced Elective Course	3
CASSH Core Course	3-4	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
Minor Course	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1
University Elective	3	Minor Course	3
		University Elective	2
	15		**15**

Year 4

Fall	Credits	Spring	Credits
SOC Advanced Elective Course	3	SOC 405 or 416[1]	3
Minor Course	3	SOC Advanced Elective Course	3
Minor 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] Honors students take SOC 410.

Criminal Justice Minor

(All colleges)

21 credits

Code	Title	Credits
Core		
CRIM 324	Criminal Justice	3
Group 1: Criminology and sociology electives		
Select six credits of the following:		6
CRIM 312	Courts, Crime, and Justice	
CRIM 313	Law and Society	
CRIM 318	Surveillance and Society	
CRIM 321	Delinquency	
CRIM 322	Criminology	
CRIM 323	Corrections and Penology	
CRIM 325	Juvenile Justice	
CRIM 326	Sociopharmacology	
CRIM 327	Victimology	
CRIM 328	Youth Rebellion	
CRIM 329	Crimes of the Powerful	
CRIM 331	Restorative Justice	
CRIM 333	Human Rights Policing	
CRIM 340	Corrections Administration	
CRIM 345	Race, Gender, and Crime	
CRIM 423	Queer Criminology	
SOC 201	Careers in Sociology	
SOC 325	Sociology of Mental Illness	
SOC 330	Social Psychology	
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

CHE 325	Violence and Injury Prevention
GEO 305	Geographic Information Systems and Science I
GEO 405	Geographic Information System and Science II
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	Adolescent Development
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
CRIM 450	Internship in Criminology or Criminal Justice
POL 451	Internship in Criminal Justice
Total Credits	**21**

Only CRIM 324 and three additional credits taken for the criminology major may be applied to the criminal justice minor.

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
Core		
SOC 110	Introduction to Sociology	3
Electives		
Select 18 credits from the following:		18
Any SOC or CRIM courses not used in core [1]		
CST 365	Communication in Teams	
PSY 241	Social Psychology [2]	
PSY 343	Group Dynamics	
Total Credits		**21**

1 A limit of three internship credits from CRIM 450 or SOC 450 may be applied toward the sociology minor.

2 A maximum of three credit may come form SOC 330 or PSY 241.

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**
CRIM 333	Human Rights Policing [1]	
Select one of the following:		
CRIM 321	Delinquency	
CRIM 322	Criminology	
CRIM 324	Criminal Justice	
Electives		
Select six credits from the courses below. A maximum of three credits can come from SOC courses.		6
CRIM 318	Surveillance and Society	
CRIM 327	Victimology	
CRIM 345	Race, Gender, and Crime	
HIS 308	U.S. Reform Movements	
HIS 310	Native American History	
HIS 336	Latinos in the United States: 1450-2000	
HIS 345	U.S.-Latin American Relations	
HIS 386	Religion and Conflict in Modern South Asia	
PHL 201	Ethical Theory and Practice	
PHL 303	Ethics and Meta-Ethics: Theory, Justification, and Objectivity	
PHL 341	Environmental Ethics	
POL 344	Global Governance	
POL 345	International Law	
PUB 346	Ethical Decision Making in Government	
RGS 316	Gender, Sexuality, and Social Change in Religion	
RGS 321	Sexual and Racial Violence in the United States	
RGS 328	Sex/Work	
RGS 350	Asian American Studies in Race, Gender, and Sexuality	
RGS 373	Gender and Human Rights	
RGS 374	Poverty as Public Policy	
RGS 409	20th Century Civil Rights Movement	
SOC 332	Environmental Justice	
Total Credits		**12**

1 Prerequisite course: SOC 110 or SOC 120 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**
CRIM 326	Sociopharmacology	
SOC 308	Disability and Society	
SOC 325	Sociology of Mental Illness	
SOC 380	Fat Studies and Body Politics	
ANT 370	Medical Anthropology	
Total Credits		**12**

[1] Prerequisite course: SOC 110 or SOC 120 or ANT 101.

Students must earn a minimum 2.50 cumulative GPA in the certificate's coursework.

Addressing Inequity Microcredential

Through this microcredential, students will gain tools needed to recognize instances of past attempts to address bias and/or discrimination within actions, policies, and/or structures, and to evaluate the outcomes of these attempts.

Microcredential requirements

(College of Business Administration, open only to degree-seeking UWL students)

6 credits

Code	Title	Credits
Select two courses from the following (must be from two different departments):		**6**
ANT 215	Refugees, Displaced Persons and Transnational Communities	
ANT 375	Language, Power, and Inequality	
CST 337	Communication and Race	
ENG/RGS 210	Literature of Black America	
ENG 311	Critical Theory	
ENG 312	Literature, Medicine, and Culture	
ENG 315	Rhetoric, Health, and Medicine	
HIS 377	U.S. Labor History	
PHL 337	Social and Political Philosophy	
PHL 339	Medical Ethics	
PSY 343	Group Dynamics	
RGS 314	Race, Gender, and Sport	
RGS 340	Objectively Biased: Knowledge Systems as Power Systems	
SOC 310	Social Stratification	
SOC 325	Sociology of Mental Illness	
SOC/RGS 337	Globalization, Women, and Work	
SOC 404	Global Inequality	
Total Credits		**6**

- Courses used to fulfill Core General Education Requirement - Civics & Perspectives: Communities of the United States (CGER CP-CU) cannot be used to fulfill microcredential requirements.
- Students must earn a minimum 2.50 cumulative GPA in the microcredential's coursework.
- All credits required for the microcredential must be resident (UWL) credits.

Advocating for Equity Microcredential

Through this microcredential, students will gain the tools and skills necessary to aid in proposing solutions to inequality in a variety of contexts (labor, economy, civil and human rights, etc.) and to advocate with others for equitable futures within those contexts.

Microcredential requirements

(College of Business Administration, open only to degree-seeking UWL students)

6 credits

Code	Title	Credits
Select two courses from the following (must be from two different departments):		**6**
ANT 358	Language Policy and Activism in Europe	
CRIM 327	Victimology	
CRIM 331	Restorative Justice	
CRIM 345	Race, Gender, and Crime	
CST 211	Communication and Civic Engagement	
ENG 387	Literature and Environmental Action	
ENV 350	Justice, Injustice, and Activism	
ENV 351	Feeding the Planet: Environmental Justice of our Food Systems	
ENV 352	Americans, Global Parks, and Wilderness	
ENV 353	Rural Livelihoods: Sustainability and the Environment in the Upper Midwest	
HIS/RGS 409	20th Century Civil Rights Movement	
RGS 322	Identity-Based Violence Prevention	
RGS 328	Sex/Work	
RGS 373	Gender and Human Rights	
RGS 374	Poverty as Public Policy	
SOC/RGS 150	Introduction to Social Justice	
SOC 335	Collective Behavior	
SOC 338	Sociological Aspects of Work and Life	
Total Credits		**6**

- Courses used to fulfill Core General Education Requirement - Civics & Perspectives: Communities of the United States (CGER CP-CU) cannot be used to fulfill microcredential requirements.

- Students must earn a minimum 2.50 cumulative GPA in the microcredential's coursework.
- All credits required for the microcredential must be resident (UWL) credits.

Identifying Diversity Microcredential

This microcredential emphasizes the knowledge, skills and approaches that are necessary and useful for actively seeking out and identifying knowledge of social groups. Students will have opportunities to explore the membership of others in various social categories, develop self-awareness of their own social category membership, and identify the impacts that immersion in one's own social category has on one's perspective of others.

Microcredential requirements

(College of Business Administration, open only to degree-seeking UWL students)

6 credits

Code	Title	Credits
Select two courses from the following (must be from two different departments):		**6**
ANT 103	The Human Story: Evolution, Environment, and Shared Ancestries	
ANT/HIS 312	Peoples and Cultures of Eastern Europe and the Former Soviet Union	
ANT 351	Peoples and Cultures of Southeast Asia	
ANT/RGS 362	Hmong Americans	
CST 332	Intercultural Communication	
CST 334	Gender Communication	
ENG/RGS 207	Multicultural Literature of the United States	
ENG 208	International Studies in Literature	
ENG 220	Women and Popular Culture	
ENG 357	Topics in World Literature and Culture	
ENG 434	Chinese Discourse	
HIS 240	Survey of Europe	
HIS 250	Survey of Asia	
HIS 260	Survey of the Middle East	
HIS 285	Survey of Modern Africa	
HIS 336	Latinos in the United States: 1450-2000	
HIS 359	Women, Gender and Sexuality in Modern Europe	
HIS 360	Race, Gender, and Sexuality in Latin America	
HIS 363	Modern South Asia	
PHL 201	Ethical Theory and Practice	
PHL 336	International Multicultural Philosophy	
PHL 341	Environmental Ethics	
PHL 349	Asian Philosophy	
PSY 282	Cross-Cultural Psychology	
PSY 283	Psychology of Culture and Race	
PSY 318	Psychology of Women	
PSY 319	Men and Masculinities	
RGS 350	Asian American Studies in Race, Gender, and Sexuality	
SOC/RGS 316	Gender, Sexuality, and Social Change in Religion	
SOC 320	Demography	
SOC 369	Sociology of Sexualities	
SOC 370	Sociology of Gender	
Total Credits		**6**

- Courses used to fulfill Core General Education Requirement - Civics & Perspectives: Communities of the United States (CGER CP-CU) cannot be used to fulfill microcredential requirements.
- Students must earn a minimum 2.50 cumulative GPA in the microcredential's coursework.
- All credits required for the microcredential must be resident (UWL) credits.

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

Please contact a faculty member in the Department of Sociology and Criminal Justice to discuss Sociology Honors Projects, and to obtain a Sociology Honors application form.

Sustainability and Environmental Studies Program (ENV)

College of Arts, Social Sciences, and Humanities
Sustainability and Environmental Studies Program *(*https://www.uwlax.edu/academics/interdisciplinary/sustainability-and-environmental-studies/*)*
Program Director: Alysa Remsburg
4106 Centennial Hall, 608.785.5250
Email: aremsburg@uwlax.edu

Sustainability and Environmental Studies is an interdisciplinary minor open to all students at UWL. Using service-learning and field trips, this program highlights connections for all types of people with their environment. Students develop a sense of place and knowledge of environmental stewardship as they learn from community partners and

shared expertise. This curriculum integrates the natural sciences, social sciences, arts, and humanities.

2026-27 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

Alysa Remsburg

Teaching Professor

Margot Higgins

Alysa Remsburg

Lecturer

Richard Frost

Beth Piggush

Jan Wellik

Administrative Support

Chris Boldon

Minor

- Sustainability and Environmental Studies minor (p. 308)

Sustainability and Environmental Studies Minor

Minor requirement

(All colleges)

18 credits

Code	Title	Credits
Core		
ENV 101	Introduction to Sustainability and Environmental Studies	3
ENV 496	Community-Engaged Sustainability Capstone	3
Environmental studies		
Select one of the following courses:		3
ENV 310	Food, Culture, and the Environment	
ENV 311	The Mississippi River: Mighty and Managed	
ENV 312	Sustainability through Cinema	
ENV 313	Woodlands of the Driftless: History, Ecology, and Management	
ENV 314	Bicycling the Wisconsin Landscape	
ENV 315	Sustainability: Principles and Practices	
ENV 316	Occupying the Driftless: Culture, Place, and Environment	
Environmental justice		
Select one of the following courses:		3
ENV 350	Justice, Injustice, and Activism	
ENV 351	Feeding the Planet: Environmental Justice of our Food Systems	
ENV 352	Americans, Global Parks, and Wilderness	
ENV 353	Rural Livelihoods: Sustainability and the Environment in the Upper Midwest	
ENV 354	Sustainability, Indigenous Knowledge, and the Environment	
SOC 332	Environmental Justice	
Electives		
Select three credits from the following not used to satisfy the above requirements:		3
ENV 310	Food, Culture, and the Environment	
ENV 311	The Mississippi River: Mighty and Managed	
ENV 312	Sustainability through Cinema	
ENV 313	Woodlands of the Driftless: History, Ecology, and Management	
ENV 314	Bicycling the Wisconsin Landscape	
ENV 315	Sustainability: Principles and Practices	
ENV 316	Occupying the Driftless: Culture, Place, and Environment	
ENV 350	Justice, Injustice, and Activism	
ENV 351	Feeding the Planet: Environmental Justice of our Food Systems	
ENV 352	Americans, Global Parks, and Wilderness	
ENV 353	Rural Livelihoods: Sustainability and the Environment in the Upper Midwest	
ENV 354	Sustainability, Indigenous Knowledge, and the Environment	
ENV 450	Internship in Environmental Studies	
ENV 499	Independent Study in Environmental Studies	
Interdisciplinary electives		
Select one of the following courses:		3
ARC 404	Environmental Archaeology	
ART 331	Art and the Environment in the United States	
BIO 307	Ecology	
BIO 341	Limnology	
BIO 441	Aquatic Toxicology	
BIO 464	Stream and Watershed Ecology	
BIO 473	Marine Biology	
BIO 476	Ecosystem Ecology	
CHM 412	Aquatic and Soil Chemistry	
CST 213	Public Advocacy and Dialogue	
CST 312	Environmental Communication	
ECO 346	Environmental and Ecological Economics	
ENG 387	Literature and Environmental Action	
GEO 101	Earth Environments	
GEO 200	Conservation of Global Environments	
GEO 211	Global Climate Change	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
GEO 310	Transportation Equity and Sustainable Communities	
GEO 321	Sustainable Development and Conservation	

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
HIS 309	History of U.S. Science and Technology
HIS 317	American Environmental History
HIS 321	Wisconsin History
HIS 338	Sugar, Coffee, Rubber, Bananas: Commodities in World History
HIS 371	Knowing the Oceans: A History of Human Understanding of the Ocean Environment
MIC 350	Bacterial Diversity
MIC 434	Aquatic Microbial Ecology
PH 335	Environmental Health
PHL 341	Environmental Ethics
PSY 302	Environmental Issues: Applied Psychology
PUB 338	Environmental Policy
REC 306	NatureRx: Environmental Ethics and Behaviors in Recreation and Tourism
REC 330	Principles of Recreational Land Management
REC 360	Sustainable Tourism
RTH 420	Nature and Forest Therapy
SOC 328	Environmental Sociology (if not taken in the core)
SOC 332	Environmental Justice (if not taken in the core)
Total Credits	**18**

Theatre and Dance Department (THA)

College of Arts, Social Sciences, and Humanities
Theatre and Dance Department *(*https://www.uwlax.edu/academics/department/theatre-and-dance/*)*
School of Visual and Performing Arts
Department Chair: Laurie Kincman
153 Lowe Center for the Arts; 608.785.6690
Email: lkincman@uwlax.edu

Department ADA: Krista Shulka
154 Lowe Center for the Arts; 608.785.6701

Theatre and Dance 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 curriculum allows concentrations in six distinct areas of study: multidisciplinary studies, design/technical, performance, musical theatre, stage management, and arts administration, as well as a minor in dance. Students at UW-La Crosse can choose to major in one 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 typically produces six shows 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.**

2026-27 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 Kincman

Assistant Professor

Nic Barilar

Ashley Dobrogosz

Amanda Kolbe

Nate Mohlman

Gregory Parmeter

Mary Trotter

Anna Wooden

Associate Teaching Professor

Kathryn Moran

Assistant Teaching Professor

Michelle Collyar

David Harlan

Gregory Heathcock

Administrative Support

Krista Shulka

Majors

- Theatre arts major: arts administration emphasis - BA (p. 310)
- Theatre arts major: arts administration emphasis - BS (p. 313)
- Theatre arts major: design/technical emphasis - BA (p. 316)
- Theatre arts major: design/technical emphasis - BS (p. 319)
- Theatre arts major: multidisciplinary studies emphasis - BA (p. 321)
- Theatre arts major: multidisciplinary studies emphasis - BS (p. 325)
- Theatre arts major: musical theatre emphasis - BA (p. 328)
- Theatre arts major: musical theatre emphasis - BS (p. 331)
- Theatre arts major: performance emphasis - BA (p. 333)
- Theatre arts major: performance emphasis - BS (p. 337)
- Theatre arts major: stage management emphasis - BA (p. 339)
- Theatre arts major: stage management emphasis - BS (p. 343)

Minors

- Dance minor (p. 345)
- Theatre arts minor: arts administration emphasis (p. 346)
- Theatre arts minor: design/technical emphasis (p. 346)
- Theatre arts minor: multidisciplinary studies emphasis (p. 346)
- Theatre arts minor: performance emphasis (p. 347)
- Theatre arts minor: stage management emphasis (p. 347)

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 (22 credits)

Code	Title	Credits
THA 210	Foundations of Theatrical Production	3
THA 220	Acting I: Fundamentals	3
THA 231	Stagecraft	3
THA 250	Theatre History and Literature I: Origins to 1865	3
THA 350	Theatre History and Literature II: 1865 to the Present	3
THA 360	Theatre Arts Practicum [1]	1-3
Elective		
Select one course from the following: [2]		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
or THA 491 and THA 492 for performance and musical theatre emphases majors		
Total Credits		**22**

[1] Theatre arts activities requirement. Required every semester, except in the semester THA 490 or THA 492 is taken.

[2] 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 (18-19 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
Select one of the following courses:		3-4
ART 206	Introduction to Digital Art and Design for Non-Art Majors	
ART 207	Introduction to Digital Art and Design	
CST 360	Public Relations	
MKT 309	Principles of Marketing	
Select one of the following courses:		2-3
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	
ART 215	Introduction to Museum Studies	
HIS 320	Careers in Public History	
REC 320	Introduction to Tourism	
Total Credits		**18-19**

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 310)
- Baccalaureate degree requirements (p. 312)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Arts core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of

academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Language courses (CHI, FRE, GCL, GER, HCK, HMG, JPN, RUS, SPA, or SPE 214) used to fulfill a CGER may also be used to meet the core B.A. language requirement (i.e., the first requirement for each of the B.A. tracks). This course may come from the department of the student's first major.
3. All other courses completed for the college core cannot overlap with CGER or the student's first major unless otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
4. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310, CST 312, CST 315, CST 319, CST 338, CST 410, CST 412, CST 413, CST 415, CST 419, 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Arts track requirement

Bachelor of Arts students must declare a Language, Humanities, or Fine Arts track. This can be done through the UWL Change of Major Form (https://www.uwlax.edu/records/forms/#tm-70835). Students select **one** of the below tracks.

A. Language Track

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

Code	Title	Credits
Select one of the following:		
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	
HCK 202	Hoocak Language and Culture IV	
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 to the CASSH Academic Services Director.
2. Two additional courses from **different** categories selected from the college core fine arts, humanities, and social science categories.

B. Humanities Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments (course prefixes within GCL are considered different for this requirement) selected from the college core humanities; and
3. One course from the college core fine arts or social science categories.

C. Fine Arts Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments selected from the college core fine arts; and
3. One course from the college core humanities or social science categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400 level; of
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:

    a. 100-level or higher courses outside the major; or

    b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 360	1	THA 360	1
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
THA 110 (CGER HA-AA Humanities & Arts: Arts & Aesthetics)	2	ECO 110 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	CGER CP-CW Civics & Perspective: Cultures of Our World/CASSH Core Language[1]	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1
	14		**14**

Year 2

Fall	Credits	Spring	Credits
THA 360	1	THA 360	1
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	THA 231	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	THA 376	3

Minor Course	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
University Elective	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
		Minor Course	3
	14		**16**

Year 3

Fall	Credits	Spring	Credits
THA 360	1	THA 360	1
THA 250	3	THA 472 or 474	3
MKT 309 or CST 360	3	THA Core Elective	3
VPA Core Course	3	VPA Core Course	3
Minor Course	3	VPA Core Course	3
Minor Course	3	University Elective	3
	16		**16**

Year 4

Fall	Credits	Spring	Credits
Arts Administrative Elective (see list)	3	THA 490	3
THA 360	1	THA 351	3
THA 350	3	THA 472 or 474	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	VPA Core Diversity Course	3
Minor Course	3	Minor Course	3
University Elective	2		
	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: 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 (22 credits)

Code	Title	Credits
THA 210	Foundations of Theatrical Production	3
THA 220	Acting I: Fundamentals	3
THA 231	Stagecraft	3
THA 250	Theatre History and Literature I: Origins to 1865	3
THA 350	Theatre History and Literature II: 1865 to the Present	3
THA 360	Theatre Arts Practicum [1]	1-3
Elective		
Select one course from the following: [2]		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
or THA 491 and THA 492 for performance and musical theatre emphases majors		
Total Credits		**22**

[1] Theatre arts activities requirement. Required every semester, except in the semester THA 490 or THA 492 is taken.

[2] 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 (18-19 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
Select one of the following courses:		3-4
ART 206	Introduction to Digital Art and Design for Non-Art Majors	
ART 207	Introduction to Digital Art and Design	
CST 360	Public Relations	
MKT 309	Principles of Marketing	
Select one of the following courses:		2-3
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	
ART 215	Introduction to Museum Studies	
HIS 320	Careers in Public History	
REC 320	Introduction to Tourism	
Total Credits		**18-19**

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 313)
- Baccalaureate degree requirements (p. 314)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Science core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Courses completed for the college core cannot overlap with CGER or the student's first major except where otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
3. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310 , CST 312, CST 315 , CST 319, CST 338 , CST 410 , CST 412 , CST 413 , CST 415 , CST 419 , 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Science course requirement

Bachelor of Science students complete four courses as follows:

1. A lab science course from:
   ANT 102, BIO 100, BIO 105, BIO 203, BIO 312,BIO 313, CHM 103, CHM 104, ESS 205, ESS 206, GEO 101, GEO 221, GEO 222, MIC 100, MIC 230, PHY 103, PHY 104, PHY 106, PHY 155, PHY 160, PHY 203, PHY 204; and
2. An approved college core social science course; and
3. An additional course from the previously listed lab sciences, college core social science, or a qualitative course from: CS 101, CS 115, CS 120, CT 100, FIN 207, MTH 115, MTH 116, MTH 123, MTH 150, MTH 151, MTH 160, MTH 175, MTH 207, MTH 208, MTH 215, MTH 216, STAT 145, STAT 245; and
4. One course from the college core fine arts or humanities categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400-level; or
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.

5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 360	1	THA 360	1
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
THA 110 (CGER HA-AA Humanities & Arts: Arts & Aesthetics)	2	ECO 110 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	University Elective	3
	14		**14**

Year 2

Fall	Credits	Spring	Credits
THA 360	1	THA 360	1
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	THA 231	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	THA 376	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
Minor Course	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
		Minor Course	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
THA 250	3	THA Core Elective	3
VPA Core Course	3	VPA Core Course - Experiential Science	4
Minor Course	3	VPA Core Course	3
Minor Course	3	University Elective	1
	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
THA 350	3	THA 351 (CGER CP-CW Civics & Perspective: Cultures of Our World)	3
VPA Core Diversity Course	3	VPA Core Course	3
Minor Course	3	Minor Course	3
University Elective	1		

University Elective	2	
	16	**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 (22 credits)

Code	Title	Credits
THA 210	Foundations of Theatrical Production	3
THA 220	Acting I: Fundamentals	3
THA 231	Stagecraft	3
THA 250	Theatre History and Literature I: Origins to 1865	3
THA 350	Theatre History and Literature II: 1865 to the Present	3
THA 360	Theatre Arts Practicum [1]	1-3
Elective		
Select one course from the following: [2]		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
or THA 491 and THA 492 for performance and musical theatre emphases majors		
Total Credits		**22**

[1] Theatre arts activities requirement. Required every semester, except in the semester THA 490 or THA 492 is taken.

[2] 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/ENG 358	Scriptwriting	
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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 316)
- Baccalaureate degree requirements (p. 317)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Arts core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Language courses (CHI, FRE, GCL, GER, HCK, HMG, JPN, RUS, SPA, or SPE 214) used to fulfill a CGER may also be used to meet the core B.A. language requirement (i.e., the first requirement for each of the B.A. tracks). This course may come from the department of the student's first major.
3. All other courses completed for the college core cannot overlap with CGER or the student's first major unless otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
4. Courses approved for use in the college core:

a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310, CST 312, CST 315, CST 319, CST 338, CST 410, CST 412, CST 413, CST 415, CST 419, 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Arts track requirement

Bachelor of Arts students must declare a Language, Humanities, or Fine Arts track. This can be done through the UWL Change of Major Form (https://www.uwlax.edu/records/forms/#tm-70835). Students select **one** of the below tracks.

A. Language Track

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

Code	Title	Credits
Select one of the following:		
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	
HCK 202	Hoocak Language and Culture IV	
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 to the CASSH Academic Services Director.

2. Two additional courses from **different** categories selected from the college core fine arts, humanities, and social science categories.

B. Humanities Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments (course prefixes within GCL are considered different for this requirement) selected from the college core humanities; and
3. One course from the college core fine arts or social science categories.

C. Fine Arts Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments selected from the college core fine arts; and
3. One course from the college core humanities or social science categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400 level; of
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.

3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 360	1	THA 360	1
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	CGER CP-CW Civics & Perspective: Cultures of Our World/CASSH Core Language[1]	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
University Elective	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1
	15		**14**

Year 2

Fall	Credits	Spring	Credits
THA 240	3	THA 130 (CGER CP-CU Civics & Perspective: Communities of the United States/Technical Elective)	3
THA 360	1	THA 231	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	THA 360	1
Minor Course	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
University Elective	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
		Minor Course	3
	14		**16**

Year 3

Fall	Credits	Spring	Credits
THA 360	1	THA 110 (CGER HA-AA Humanities & Arts: Arts & Aesthetics)	2
THA 250	3	THA 360	1
Theatre Design/Technical Elective (300/400-level) (see list)	3	VPA Core Course	3
VPA Core Course	3	THA Core Elective	3
Minor Course	3	VPA Core Course	3
Minor Course	3	University Elective	2
	16		**14**

Year 4

Fall	Credits	Spring	Credits
THA 350	3	THA 490	3

THA 360	1	THA 351 (Theatre Design/ Technical Elective)	3
Theatre Design/Technical Elective (300/400-level) (see list)	3	Theatre Design/Technical Elective (300/400-level) (see list)	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	VPA Core Diversity Course	3
Minor Course	3	Minor Course	3
University Elective	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 (22 credits)

Code	Title	Credits
THA 210	Foundations of Theatrical Production	3
THA 220	Acting I: Fundamentals	3
THA 231	Stagecraft	3
THA 250	Theatre History and Literature I: Origins to 1865	3
THA 350	Theatre History and Literature II: 1865 to the Present	3
THA 360	Theatre Arts Practicum [1]	1-3
Elective		
Select one course from the following: [2]		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
or THA 491 and THA 492 for performance and musical theatre emphases majors		
Total Credits		**22**

[1] Theatre arts activities requirement. Required every semester, except in the semester THA 490 or THA 492 is taken.

[2] 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/ENG 358	Scriptwriting	
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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 319)
- Baccalaureate degree requirements (p. 320)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Science core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global

Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.

2. Courses completed for the college core cannot overlap with CGER or the student's first major except where otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
3. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310 , CST 312, CST 315 , CST 319, CST 338 , CST 410 , CST 412 , CST 413 , CST 415 , CST 419 , 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Science course requirement

Bachelor of Science students complete four courses as follows:

1. A lab science course from:
   ANT 102, BIO 100, BIO 105, BIO 203, BIO 312,BIO 313, CHM 103, CHM 104, ESS 205, ESS 206, GEO 101, GEO 221, GEO 222, MIC 100, MIC 230, PHY 103, PHY 104, PHY 106, PHY 155, PHY 160, PHY 203, PHY 204; and
2. An approved college core social science course; and
3. An additional course from the previously listed lab sciences, college core social science, or a qualitative course from: CS 101, CS 115, CS 120, CT 100, FIN 207, MTH 115, MTH 116, MTH 123, MTH 150, MTH 151, MTH 160, MTH 175, MTH 207, MTH 208, MTH 215, MTH 216, STAT 145, STAT 245; and
4. One course from the college core fine arts or humanities categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400-level; or
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 360	1	THA 360	1
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1
University Elective	3	University Elective	3
	15		**14**

Year 2

Fall	Credits	Spring	Credits
THA 360	1	THA 360	1
THA 240	3	THA 231	3
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	THA 130 (CGER CP-CU Civics & Perspective: Communities of the United States/Design Technical Elective)	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CGER CL-SWT Communication & Literacy: Stories We Tell	3
Minor Course	3	VPA Core Course	3
		Minor Course	3
	14		**16**

Year 3

Fall	Credits	Spring	Credits
THA 360	1	THA 110 (CGER HA-AA Humanities & Arts: Arts & Aesthetics)	2
THA 250	3	THA 360	1
VPA Core Course	3	VPA Core Course	3
Theatre Design/Technical Elective (300/400-level) (see list)	3	VPA Core Elective	3
Minor Course	3	VPA Core Course - Experiential Science	4
Minor Course	3	University Elective	2
	16		**15**

Year 4

Fall	Credits	Spring	Credits
THA 360	1	THA 490	3
THA 350	3	THA 351 (CGER CP-CW Civics & Perspective: Cultures of Our World /Technical Elective)	3
Theatre Design/Technical Elective (300/400-level) (see list)	3	VPA Core Diversity Course	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	Theatre Design/Technical Elective (300/400-level) (see list)	3
Minor Course	3	Minor Course	3
University Elective	2		
	15		**15**

Total Credits: 120

Some THA courses are only offered every odd or even numbered year. Please plan accordingly.

Theatre Arts Major: Multidisciplinary Studies 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 (22 credits)

Code	Title	Credits
THA 210	Foundations of Theatrical Production	3
THA 220	Acting I: Fundamentals	3
THA 231	Stagecraft	3
THA 250	Theatre History and Literature I: Origins to 1865	3
THA 350	Theatre History and Literature II: 1865 to the Present	3
THA 360	Theatre Arts Practicum [1]	1-3
Elective		
Select one course from the following: [2]		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
or THA 491 and THA 492 for performance and musical theatre emphases majors		
Total Credits		**22**

[1] Theatre arts activities requirement. Required every semester, except in the semester THA 490 or THA 492 is taken.

[2] A course used to satisfy the core's elective requirement may not also count toward another requirement in any theatre arts emphasis area major.

Multidisciplinary studies emphasis (18 credits)

Code	Title	Credits
Performance		
Select six credits from the following:		6
THA 222	Voice and Movement for the Stage	
THA 229	Musical Theatre Dance I	
THA 310	Musical Theatre Techniques I	
THA 311	Dance Improvisation	
THA 320	Acting II: Contemporary Scene Study	
THA 321	Acting III: Classical Acting Styles	
THA 420	Directing	
THA 421	Performance Studio	
Design/Tech/Management		
Select six credits from the following:		6
THA 232	Costume Crafts	
THA 240	Rendering for Theatre	
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 347	Sound Recording and Engineering	
THA 376	Economics of Art and Entertainment	
THA 440	Costume Design/History	
THA 472	Theatre Management	
THA 474	Advanced Studies in Arts Administration	
History/Literature		
Select six credits from the following:		6
THA 130	Multicultural U.S. Drama and Theory	
THA 201	Dramatic Literature and Theatre Arts	
THA 304	History of Music Theatre	
THA 305	History of Dance	
THA 351	World Theatre	
THA 355	Dramaturgy	
THA 358	Scriptwriting	
THA 471	Playwriting	
Total Credits		**18**

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 322)
- Baccalaureate degree requirements (p. 323)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Arts core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Language courses (CHI, FRE, GCL, GER, HCK, HMG, JPN, RUS, SPA, or SPE 214) used to fulfill a CGER may also be used to meet the core B.A. language requirement (i.e., the first requirement for each of the B.A. tracks). This course may come from the department of the student's first major.
3. All other courses completed for the college core cannot overlap with CGER or the student's first major unless otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.

4. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310, CST 312, CST 315, CST 319, CST 338, CST 410, CST 412, CST 413, CST 415, CST 419, 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Arts track requirement

Bachelor of Arts students must declare a Language, Humanities, or Fine Arts track. This can be done through the UWL Change of Major Form (https://www.uwlax.edu/records/forms/#tm-70835). Students select **one** of the below tracks.

A. Language Track

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

Code	Title	Credits
Select one of the following:		
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	
HCK 202	Hoocak Language and Culture IV	
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 to the CASSH Academic Services Director.

2. Two additional courses from **different** categories selected from the college core fine arts, humanities, and social science categories.

B. Humanities Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments (course prefixes within GCL are considered different for this requirement) selected from the college core humanities; and
3. One course from the college core fine arts or social science categories.

C. Fine Arts Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments selected from the college core fine arts; and
3. One course from the college core humanities or social science categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400 level; of
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 110 (CGER HA-AA Humanities & Arts: Arts & Aesthetics)	2
THA 360	1	THA 220	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	THA 360	1
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	CGER CP-CW Civics & Perspective: Cultures of Our World/CASSH Core Language[1]	3
University Elective	3	University Elective	2
	15		**14**

Year 2

Fall	Credits	Spring	Credits
THA 360	1	THA 360	1
Theatre Performance Elective (see list)	3	THA 231	3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	VPA Core Course	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CGER CL-SWT Communication & Literacy: Stories We Tell	3
Minor Course	3	Minor Course	3
		University Elective	3
	14		**16**

Year 3

Fall	Credits	Spring	Credits
THA 360	1	THA 130 (CGER CP-CU Civics & Perspective: Communities of the United States/Literature Elective)	3
THA 250	3	THA 360	1
Theatre Performance Elective (see list)	3	THA Core Elective	3
VPA Core Course	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1
Minor Course	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
Minor Course	3	VPA Core Course	3
	16		**14**

Year 4

Fall	Credits	Spring	Credits
THA 360	1	THA 490	3
THA 350	3	THA 351 (History/Literature Elective (see list))	3
Design/Tech/Management Elective 300/400-Level Elective (see list)	3	VPA Core Diversity Course	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	Design/Tech/Management Elective 300/400-Level Elective (see list)	3
Minor Course	3	Minor Course	3
University Elective	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: Multidisciplinary Studies 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 (22 credits)

Code	Title	Credits
THA 210	Foundations of Theatrical Production	3
THA 220	Acting I: Fundamentals	3
THA 231	Stagecraft	3
THA 250	Theatre History and Literature I: Origins to 1865	3
THA 350	Theatre History and Literature II: 1865 to the Present	3
THA 360	Theatre Arts Practicum [1]	1-3
Elective		
Select one course from the following: [2]		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
	or THA 491 and THA 492 for performance and musical theatre emphases majors	
Total Credits		**22**

[1] Theatre arts activities requirement. Required every semester, except in the semester THA 490 or THA 492 is taken.

[2] A course used to satisfy the core's elective requirement may not also count toward another requirement in any theatre arts emphasis area major.

Multidisciplinary studies emphasis (18 credits)

Code	Title	Credits
Performance		
Select six credits from the following:		6
THA 222	Voice and Movement for the Stage	
THA 229	Musical Theatre Dance I	
THA 310	Musical Theatre Techniques I	
THA 311	Dance Improvisation	
THA 320	Acting II: Contemporary Scene Study	
THA 321	Acting III: Classical Acting Styles	
THA 420	Directing	
THA 421	Performance Studio	
Design/Tech/Management		
Select six credits from the following:		6
THA 232	Costume Crafts	
THA 240	Rendering for Theatre	
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 347	Sound Recording and Engineering	
THA 376	Economics of Art and Entertainment	
THA 440	Costume Design/History	
THA 472	Theatre Management	
THA 474	Advanced Studies in Arts Administration	
History/Literature		
Select six credits from the following:		6
THA 130	Multicultural U.S. Drama and Theory	
THA 201	Dramatic Literature and Theatre Arts	
THA 304	History of Music Theatre	
THA 305	History of Dance	
THA 351	World Theatre	
THA 355	Dramaturgy	
THA 358	Scriptwriting	
THA 471	Playwriting	
Total Credits		**18**

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All

enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 326)
- Baccalaureate degree requirements (p. 326)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Science core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Courses completed for the college core cannot overlap with CGER or the student's first major except where otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
3. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310 , CST 312, CST 315 , CST 319, CST 338 , CST 410 , CST 412 , CST 413 , CST 415 , CST 419 , 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Science course requirement

Bachelor of Science students complete four courses as follows:

1. A lab science course from:
   ANT 102, BIO 100, BIO 105, BIO 203, BIO 312,BIO 313, CHM 103, CHM 104, ESS 205, ESS 206, GEO 101, GEO 221, GEO 222, MIC 100, MIC 230, PHY 103, PHY 104, PHY 106, PHY 155, PHY 160, PHY 203, PHY 204; and
2. An approved college core social science course; and
3. An additional course from the previously listed lab sciences, college core social science, or a qualitative course from: CS 101, CS 115, CS 120, CT 100, FIN 207, MTH 115, MTH 116, MTH 123, MTH 150, MTH 151, MTH 160, MTH 175, MTH 207, MTH 208, MTH 215, MTH 216, STAT 145, STAT 245; and
4. One course from the college core fine arts or humanities categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400-level; or
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 360	1	THA 360	1
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	University Elective	3
	15		**14**

Year 2

Fall	Credits	Spring	Credits
THA 360	1	THA 360	1
Theatre Performance Elective (see list)	3	THA 231	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CGER CL-SWT Communication & Literacy: Stories We Tell	3
Minor Course	3	VPA Core Course	3
University Elective	3	VPA Core Course	3
		Minor Course	3
	14		**16**

Year 3

Fall	Credits	Spring	Credits
THA 360	1	THA 110 (CGER HA-AA Humanities & Arts: Arts & Aesthetics)	2
THA 250	3	THA 130 (CGER CP-CU Civics & Perspective: Communities of the United States/Literature Elective)	3
VPA Core Course	3	THA 360	1
Theatre Performance Elective (see list)	3	THA Core Elective	3
Minor Course	3	VPA Core Course - Experiential Science	4
Minor Course	3	University Elective	2
	16		**15**

Year 4			
Fall	**Credits**	**Spring**	**Credits**
THA 360	1	THA 490	3
THA 350	3	THA 351 (CGER CP-CW Cultures of Our World/ Literature Elective (see list))	3
Design/Tech/Management 300/400-Level Elective (see list)	3	VPA Core Diversity Course	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	Design/Tech/Management Elective 300/400-Level Elective (see list)	3
Minor Course	3	Minor Course	3
University Elective	2		
	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.

41 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 History and Literature I: Origins to 1865	3
THA 270	Music Theatre Vocal Study [1]	4
THA 304	History of Music Theatre	3
THA 310	Musical Theatre Techniques I	3
THA 320	Acting II: Contemporary Scene Study	3
THA 324	Musical Theatre Techniques II	3
THA 350	Theatre History and Literature II: 1865 to the Present	3
THA 360	Theatre Arts Practicum [2]	1-3
THA 491	Senior Capstone Performance Development	1
THA 492	Senior Capstone Performance	2
Dance requirement [3]		
THA 225	Jazz Dance I	2
THA 226	Tap Dance I	2
THA 229	Musical Theatre Dance I	2
Total Credits		**41**

1 Students are required to complete four semesters.

2 Theatre arts activities requirement; required each semester except in the semester THA 492 Senior Capstone Performance is taken.

3 Additional courses in dance are strongly recommended.

Recommended

THA 222 Voice and Movement for the Stage (3 cr.) is strongly recommended.

THA 422 Auditioning and the Business of Acting (3 cr.) is strongly recommended.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 328)
- Baccalaureate degree requirements (p. 329)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Arts core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Language courses (CHI, FRE, GCL, GER, HCK, HMG, JPN, RUS, SPA, or SPE 214) used to fulfill a CGER may also be used to meet the core B.A. language requirement (i.e., the first requirement for each of the B.A. tracks). This course may come from the department of the student's first major.
3. All other courses completed for the college core cannot overlap with CGER or the student's first major unless otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
4. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310, CST 312, CST 315, CST 319, CST 338, CST 410, CST 412, CST 413, CST 415, CST 419, 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271,

CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332,

CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351,

CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380,

CST 388, PSY 100,100 level in RGS,
RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322,

RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373,

RGS 377, RGS 409. Students with a declared minor in child/youth
care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Arts track requirement

Bachelor of Arts students must declare a Language, Humanities, or Fine Arts track. This can be done through the UWL Change of Major Form (https://www.uwlax.edu/records/forms/#tm-70835). Students select **one** of the below tracks.

A. Language Track

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

Code	Title	Credits
Select one of the following:		
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	
HCK 202	Hoocak Language and Culture IV	
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 to the CASSH Academic Services Director.

2. Two additional courses from **different** categories selected from the college core fine arts, humanities, and social science categories.

B. Humanities Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments (course prefixes within GCL are considered different for this requirement) selected from the college core humanities; and
3. One course from the college core fine arts or social science categories.

C. Fine Arts Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments selected from the college core fine arts; and
3. One course from the college core humanities or social science categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400 level; of
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student

has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 360	1
THA 360	1	THA 220	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	THA 130 (CGER CP-CU Civics & Perspective: Communities of the United States)	3
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	CGER CP-CW Civics & Perspective: Cultures of Our World/CASSH Core Language[1]	3
University Elective	2	THA 110 (CGER HA-AA Humanities & Arts: Arts & Aesthetics)	2
	14		**15**

Year 2

Fall	Credits	Spring	Credits
THA 320	3	THA 360	1
THA 360	1	THA 225	2
THA 324	3	THA 231	3
THA 270	1-2	THA 270	1-2
THA 229	2	THA 304	3
Minor Course	3	Minor Course	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	1		
	14		**13**

Year 3

Fall	Credits	Spring	Credits
THA 250	3	THA 360	1
THA 310	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
THA 360	1	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
THA 270	1-2	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
THA 226	2	VPA Core Course	3
VPA Core Course	3	Minor Course	3
Minor Course	3		
	16		**17**

Year 4

Fall	Credits	Spring	Credits
THA 270	1-2	THA 492	2
THA 350	3	VPA Diversity Core Course	3
THA 360	1	CGER CL-SWT Communication & Literacy: Stories We Tell	3
THA 491	1	Minor Course	3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	University Elective	2
VPA Core Course	3	University Elective	3
Minor Course	3		
	15		**16**

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.

THA 422 Auditioning and the Business of Acting (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.

41 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 History and Literature I: Origins to 1865	3
THA 270	Music Theatre Vocal Study [1]	4
THA 304	History of Music Theatre	3
THA 310	Musical Theatre Techniques I	3
THA 320	Acting II: Contemporary Scene Study	3
THA 324	Musical Theatre Techniques II	3
THA 350	Theatre History and Literature II: 1865 to the Present	3
THA 360	Theatre Arts Practicum [2]	1-3
THA 491	Senior Capstone Performance Development	1
THA 492	Senior Capstone Performance	2
Dance requirement [3]		
THA 225	Jazz Dance I	2
THA 226	Tap Dance I	2
THA 229	Musical Theatre Dance I	2
Total Credits		**41**

[1] Students are required to complete four semesters.
[2] Theatre arts activities requirement; required each semester except in the semester THA 492 Senior Capstone Performance is taken.
[3] Additional courses in dance are strongly recommended.

Recommended

THA 222 Voice and Movement for the Stage (3 cr.) is strongly recommended.

THA 422 Auditioning and the Business of Acting (3 cr.) is strongly recommended.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 331)
- Baccalaureate degree requirements (p. 332)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Science core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Courses completed for the college core cannot overlap with CGER or the student's first major except where otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
3. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310 , CST 312, CST 315 , CST 319, CST 338 , CST 410 , CST 412 , CST 413 , CST 415 , CST 419 , 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth

care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Science course requirement

Bachelor of Science students complete four courses as follows:

1. A lab science course from:
   ANT 102, BIO 100, BIO 105, BIO 203, BIO 312,BIO 313, CHM 103, CHM 104, ESS 205, ESS 206, GEO 101, GEO 221, GEO 222, MIC 100, MIC 230, PHY 103, PHY 104, PHY 106, PHY 155, PHY 160, PHY 203, PHY 204; and
2. An approved college core social science course; and
3. An additional course from the previously listed lab sciences, college core social science, or a qualitative course from: CS 101, CS 115, CS 120, CT 100, FIN 207, MTH 115, MTH 116, MTH 123, MTH 150, MTH 151, MTH 160, MTH 175, MTH 207, MTH 208, MTH 215, MTH 216, STAT 145, STAT 245; and
4. One course from the college core fine arts or humanities categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400-level; or
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of

the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 130 (CGER CP-CU Civics & Perspective: Communities of the United States)	3
THA 360	1	THA 360	1
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	THA 220	3
THA 110 (CGER HA-AA Humanities & Arts: Arts & Aesthetics)	2	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
University Elective	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
	14		**16**
Year 2			
Fall	**Credits**	**Spring**	**Credits**
THA 320	3	THA 360	1
THA 360	1	THA 225	2
THA 324	3	THA 231	3
THA 270	1-2	THA 270	1-2
THA 229	2	THA 304	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	1	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
Minor Course	3		
	14		**14**
Year 3			
Fall	**Credits**	**Spring**	**Credits**
THA 360	1	THA 360	1
THA 250	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
THA 310	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
THA 270	1-2	VPA Core Course	3
THA 226	2	Minor Course	3
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	Minor Course	2
VPA Core Course	3		
	16		**15**
Year 4			
Fall	**Credits**	**Spring**	**Credits**
THA 270	1-2	THA 492	2
THA 350	3	CGER CP-CW Civics & Perspective: Cultures of Our World	3
THA 360	1	VPA Diversity Core Course	3
THA 491	1	Minor Course	3
VPA Core Course	3	University Elective	3
VPA Core Course - Experiential Science	4	University Elective	1
Minor Course	3		
	16		**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.

THA 422 Auditioning and the Business of Acting (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 (22 credits)

Code	Title	Credits
THA 210	Foundations of Theatrical Production	3
THA 220	Acting I: Fundamentals	3
THA 231	Stagecraft	3
THA 250	Theatre History and Literature I: Origins to 1865	3
THA 350	Theatre History and Literature II: 1865 to the Present	3
THA 360	Theatre Arts Practicum [1]	1-3
Elective		
Select one course from the following: [2]		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
or THA 491 and THA 492 for performance and musical theatre emphases majors		
Total Credits		**22**

[1] Theatre arts activities requirement. Required every semester, except in the semester THA 490 or THA 492 is taken.

[2] 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: Contemporary Scene Study	3
THA 321	Acting III: Classical Acting Styles	3
THA 422	Auditioning and the Business of Acting	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 [3]	
THA 226	Tap Dance I [3]	
THA 229	Musical Theatre Dance I [3]	
THA 241	Stage Makeup	
THA 271	Singing for the Stage [4]	
THA 290	Stage Management for the Arts	
THA 310	Musical Theatre Techniques I	
THA 324	Musical Theatre Techniques II	
THA 351	World Theatre	
THA/ENG 358	Scriptwriting	
THA 420	Directing	
THA 421	Performance Studio [5]	
THA 440	Costume Design/History	
THA 471	Playwriting	
THA 481	Independent Study	
THA 482	Special Topics Theatre Arts	
Total Credits		**18**

[3] Only one dance course (THA 225, THA 226, THA 229) can be counted toward completion of the emphasis.

[4] THA 271 may be taken multiple times. Up to three credits can be counted toward completion of the emphasis.

[5] Only one enrollment may be counted toward completion of the degree without permission.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 334)
- Baccalaureate degree requirements (p. 335)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Arts core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Language courses (CHI, FRE, GCL, GER, HCK, HMG, JPN, RUS, SPA, or SPE 214) used to fulfill a CGER may also be used to meet the core B.A. language requirement (i.e., the first requirement for each of the B.A. tracks). This course may come from the department of the student's first major.
3. All other courses completed for the college core cannot overlap with CGER or the student's first major unless otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
4. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310, CST 312, CST 315, CST 319, CST 338, CST 410, CST 412, CST 413, CST 415, CST 419, 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:

ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Arts track requirement

Bachelor of Arts students must declare a Language, Humanities, or Fine Arts track. This can be done through the UWL Change of Major Form (https://www.uwlax.edu/records/forms/#tm-70835). Students select **one** of the below tracks.

A. Language Track

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

Code	Title	Credits
Select one of the following:		
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	
HCK 202	Hoocak Language and Culture IV	
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 to the CASSH Academic Services Director.
2. Two additional courses from **different** categories selected from the college core fine arts, humanities, and social science categories.

B. Humanities Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments (course prefixes within GCL are considered different for this requirement) selected from the college core humanities; and
3. One course from the college core fine arts or social science categories.

C. Fine Arts Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments selected from the college core fine arts; and
3. One course from the college core humanities or social science categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400 level; of
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 360	1	THA 360	1
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER CP-CW Civics & Perspective: Cultures of Our World/CASSH Core Language[1]	3
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
University Elective	2	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1
	14		**14**

Year 2

Fall	Credits	Spring	Credits
THA 222	3	THA 360	1
THA 360	1	THA 231	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
Minor Course	3	VPA Core Course	3
		Minor Course	3
	14		**16**

Year 3

Fall	Credits	Spring	Credits
THA 250	3	THA 110 (CGER HA-AA Humanities & Arts: Arts & Aesthetics)	2
THA 320	3	THA 130 (CGER CP-CU Civics & Perspective: Communities of the United States & Theatre Management/Design/Technical Elective)	3
THA 360	1	THA 360	1
VPA Core Course	3	THA Core Elective	3
Minor Course	3	VPA Core Course	3
Minor Course	3	University Elective	2
	16		**14**

Year 4

Fall	Credits	Spring	Credits
THA 350	3	THA 321	3
THA 360	1	THA 351 (Theatre Management/Design/Technical Elective)	3
THA 422	3	THA 492	2
THA 491	1	VPA Core Diversity Course	3
Theatre Management/Design/Technical 300/400 Level Elective (see list)	3	Minor Course	3
Minor Course	3	University Elective	2
University Elective	2		
	16		**16**

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 (22 credits)

Code	Title	Credits
THA 210	Foundations of Theatrical Production	3
THA 220	Acting I: Fundamentals	3
THA 231	Stagecraft	3
THA 250	Theatre History and Literature I: Origins to 1865	3
THA 350	Theatre History and Literature II: 1865 to the Present	3
THA 360	Theatre Arts Practicum [1]	1-3
Elective		
Select one course from the following: [2]		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
or THA 491 and THA 492 for performance and musical theatre emphases majors		
Total Credits		**22**

1. Theatre arts activities requirement. Required every semester, except in the semester THA 490 or THA 492 is taken.
2. 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: Contemporary Scene Study	3
THA 321	Acting III: Classical Acting Styles	3
THA 422	Auditioning and the Business of Acting	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 [3]	
THA 226	Tap Dance I [3]	
THA 229	Musical Theatre Dance I [3]	
THA 241	Stage Makeup	
THA 271	Singing for the Stage [4]	
THA 290	Stage Management for the Arts	
THA 310	Musical Theatre Techniques I	
THA 324	Musical Theatre Techniques II	
THA 351	World Theatre	
THA/ENG 358	Scriptwriting	
THA 420	Directing	
THA 421	Performance Studio [5]	
THA 440	Costume Design/History	
THA 471	Playwriting	
THA 481	Independent Study	
THA 482	Special Topics Theatre Arts	
Total Credits		**18**

3. Only one dance course (THA 225, THA 226, THA 229) can be counted toward completion of the emphasis.
4. THA 271 may be taken multiple times. Up to three credits can be counted toward completion of the emphasis.
5. Only one enrollment may be counted toward completion of the degree without permission.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 337)
- Baccalaureate degree requirements (p. 338)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Science core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Courses completed for the college core cannot overlap with CGER or the student's first major except where otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
3. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK,

HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310 , CST 312, CST 315 , CST 319, CST 338 , CST 410 , CST 412 , CST 413 , CST 415 , CST 419 , 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.

c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322, RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Science course requirement

Bachelor of Science students complete four courses as follows:

1. A lab science course from:
   ANT 102, BIO 100, BIO 105, BIO 203, BIO 312,BIO 313, CHM 103, CHM 104, ESS 205, ESS 206, GEO 101, GEO 221, GEO 222, MIC 100, MIC 230, PHY 103, PHY 104, PHY 106, PHY 155, PHY 160, PHY 203, PHY 204; and
2. An approved college core social science course; and
3. An additional course from the previously listed lab sciences, college core social science, or a qualitative course from: CS 101, CS 115, CS 120, CT 100, FIN 207, MTH 115, MTH 116, MTH 123, MTH 150, MTH 151, MTH 160, MTH 175, MTH 207, MTH 208, MTH 215, MTH 216, STAT 145, STAT 245; and
4. One course from the college core fine arts or humanities categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400-level; or
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 360	1	THA 360	1
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
VPA Core Course	3	THA 110 (CGER HA-AA Humanities & Arts: Arts & Aesthetics)	2
		UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
	13		**14**

Year 2

Fall	Credits	Spring	Credits
THA 360	1	THA 360	1
THA 222	3	THA 231	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	Minor Course	3
Minor Course	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
University Elective	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
		University Elective	3
	14		**16**

Year 3

Fall	Credits	Spring	Credits
THA 360	1	THA 130 (CGER CP-CU Civics & Perspective: Communities of the United States & Theatre Management/Design/Technical Elective)	3
THA 250	3	THA 360	1
THA 320	3	THA Core Elective	3
VPA Core Course	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1
Minor Course	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
Minor Course	3	VPA Core Course - Experiential Science	4
	16		**15**

Year 4

Fall	Credits	Spring	Credits
THA 491	1	THA 492	2
THA 360	1	THA 321	3
THA 350	3	THA 351 (CGER CP-CW Civics & Perspective: Cultures of Our World & Theatre Management/Design/Technical Elective (see list))	3
THA 422	3	VPA Core Diversity Course	3
Theatre Management/Design/Technical 300/400 Level Elective (see list)	3	Minor Course	3
Minor Course	3	University Elective	2
University Elective	2		
	16		**16**

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 (22 credits)

Code	Title	Credits
THA 210	Foundations of Theatrical Production	3
THA 220	Acting I: Fundamentals	3
THA 231	Stagecraft	3
THA 250	Theatre History and Literature I: Origins to 1865	3
THA 350	Theatre History and Literature II: 1865 to the Present	3
THA 360	Theatre Arts Practicum [1]	1-3
Elective		
Select one course from the following: [2]		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
or THA 491 and THA 492 for performance and musical theatre emphases majors		
Total Credits		**22**

[1] Theatre arts activities requirement. Required every semester, except in the semester THA 490 or THA 492 is taken.

[2] 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/ENG 358	Scriptwriting	
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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 340)
- Baccalaureate degree requirements (p. 341)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Arts core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Language courses (CHI, FRE, GCL, GER, HCK, HMG, JPN, RUS, SPA, or SPE 214) used to fulfill a CGER may also be used to meet the core B.A. language requirement (i.e., the first requirement for each of the B.A. tracks). This course may come from the department of the student's first major.
3. All other courses completed for the college core cannot overlap with CGER or the student's first major unless otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
4. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310, CST 312, CST 315, CST 319, CST 338, CST 410, CST 412, CST 413, CST 415, CST 419, 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332, CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351, CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380, CST 388, PSY 100,100 level in RGS, RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322,

RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373, RGS 377, RGS 409. Students with a declared minor in child/youth care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:

ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Arts track requirement

Bachelor of Arts students must declare a Language, Humanities, or Fine Arts track. This can be done through the UWL Change of Major Form (https://www.uwlax.edu/records/forms/#tm-70835). Students select **one** of the below tracks.

A. Language Track

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

Code	Title	Credits
Select one of the following:		
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	
HCK 202	Hoocak Language and Culture IV	
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 to the CASSH Academic Services Director.
2. Two additional courses from **different** categories selected from the college core fine arts, humanities, and social science categories.

B. Humanities Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments (course prefixes within GCL are considered different for this requirement) selected from the college core humanities; and
3. One course from the college core fine arts or social science categories.

C. Fine Arts Track

1. One global language course at the 102-level or higher (including SPE 214); and
2. Two additional courses from **different** departments selected from the college core fine arts; and
3. One course from the college core humanities or social science categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400 level; of
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 110 (CGER HA-AA Humanities & Arts: Arts & Aesthetics)	2	THA 220	3
THA 210	3	THA 360	1
THA 360	1	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	CGER CP-CW Civics & Perspective: Cultures of Our World/CASSH Core Language[1]	3
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
	15		**15**

Year 2

Fall	Credits	Spring	Credits
THA 360	1	THA 360	1
THA 290	3	THA 231	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CGER CL-SWT Communication & Literacy: Stories We Tell	3
Minor Course	3	VPA Core Course	3
University Elective	3	Minor Course	3
		University Elective	3
	14		**16**

Year 3

Fall	Credits	Spring	Credits
THA 360	1	THA 130 (CGER CP-CU Civics & Perspective: Communities of the United States/THA Core Electie)	3
THA 250	3	THA 342	3
THA 341	3	THA 360	1
THA 390	2	THA 420	3
VPA Core Course	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1
Minor Course	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
		University Elective	1
	15		**15**

Year 4

Fall	Credits	Spring	Credits
THA 360	1	THA 490	3
Theatre Technical Performance 300/400-level Elective (see list)	3	THA 351	3
THA 350	3	VPA Core Diversity Course	3
THA 390	2	Minor Course	3
VPA Core Course	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.

[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 (22 credits)

Code	Title	Credits
THA 210	Foundations of Theatrical Production	3
THA 220	Acting I: Fundamentals	3
THA 231	Stagecraft	3
THA 250	Theatre History and Literature I: Origins to 1865	3
THA 350	Theatre History and Literature II: 1865 to the Present	3
THA 360	Theatre Arts Practicum [1]	1-3
Elective		
Select one course from the following: [2]		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
or THA 491 and THA 492 for performance and musical theatre emphases majors		
Total Credits		**22**

[1] Theatre arts activities requirement. Required every semester, except in the semester THA 490 or THA 492 is taken.

[2] 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/ENG 358	Scriptwriting	
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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 343)
- Baccalaureate degree requirements (p. 344)

College of Arts, Social Sciences, and Humanities (CASSH/VPA) Bachelor of Science core requirements

The college core provides opportunities for students to deepen their knowledge by taking courses in the arts, humanities, social sciences, and/or sciences beyond the Core General Education Requirements (CGER). Students may select from courses offered by the full range of academic departments within the college according to their interests. The college core allows students to build their critical thinking, communication, problem solving, teamwork, and global competencies through in-depth exploration of topics of their choosing.

The following conditions apply:

1. Students majoring in English (writing and rhetoric or literary and cultural studies emphases only) or in the Department of Global Cultures and Languages must earn a Bachelor of Arts degree. Teacher education majors earn a Bachelor of Science degree and follow the School of Education core. Students majoring in other CASSH programs may choose either a B.A. or a B.S. degree.
2. Courses completed for the college core cannot overlap with CGER or the student's first major except where otherwise stated. The college core is in addition to those degree requirements. Overlap with a second major, minor, or certificate is allowed.
3. Courses approved for use in the college core:
   a. Fine arts category: 150-300 level in ART, 100-300 level in MUS or THA.
   b. Humanities category: 100-300 level in CHI, FRE, GCL, JPN, HCK, HMG, RUS, or SPA, SPE 207, SPE 214, CST 211, CST 213, CST 310 , CST 312, CST 315 , CST 319, CST 338 , CST 410 , CST 412 , CST 413 , CST 415 , CST 419 , 100-300 level in PHL, 200-300 level in ENG or HIS, MS 402, RGS 207, RGS 210, RGS 308, RGS 309, RGS 321, RGS 360, RGS 374.
   c. Social science category: 100-300 level in ANT, ARC, CRIM, ENV, POL, PUB, or SOC, CST 190, CST 230, CST 260, CST 271, CST 280, CST 301, CST 321, CST 322, CST 330, CST 331, CST 332,

CST 333, CST 334, CST 336, CST 337, CST 339, CST 350, CST 351,

CST 353, CST 354, CST 358, CST 360, CST 365, CST 378, CST 380,

CST 388, PSY 100,100 level in RGS,
RGS 205, RGS 303, RGS 307, RGS 314, RGS 316, RGS 320, RGS 322,

RGS 328, RGS 337, RGS 340, RGS 350, RGS 353, RGS 362, RGS 373,

RGS 377, RGS 409. Students with a declared minor in child/youth
care or psychology may request additional courses from those programs be applied to the core by contacting the CASSH Academic Services Director.

Diversity course requirement

All students in CASSH must complete at least one diversity course from within CASSH. This course can overlap with CGER, major, minor, or other degree requirements. Select from the 100-400 level in ANT, ARC, CHI, CRIM, FRE, GCL, GER, HCK, HMG, JPN, RUS, SOC, SPA, or RGS; or from the following:
ART 215, ART 251, ART 301, ART 331, ART 332, ART 335, CST 271, CST 332, CST 337, CST 419, ENG 207, ENG 208, ENG 210, ENG 212, ENG 215, ENG 220, ENG 336, ENG 357, ENG 360, ENV 350, ENV 351, ENV 352, ENV 353, ENV 354, HIS 195, HIS 220, HIS 230, HIS 250, HIS 260, HIS 285, HIS 310, HIS 319, HIS 327, HIS 328, HIS 329, HIS 330, HIS 333, HIS 335, HIS 336, HIS 338, HIS 345, HIS 357, HIS 359, HIS 360, HIS 362, HIS 363, HIS 377, HIS 383, HIS 386, HIS 389, HIS 390, INS 494, MUS 205, MUS 209, MUS 377, PHL 212, PHL 335, PHL 336, PHL 349, POL 130, POL 140, POL 202, POL 205, POL 309, POL 325, POL 330, POL 332, POL 335, POL 336, POL 340, POL 341, POL 344, POL 345, POL 346, POL 355, PUB 210, PSY 282, PSY 283, PSY 318, PSY 319, PSY 325, PSY 360, THA 130, THA 351.

Bachelor of Science course requirement

Bachelor of Science students complete four courses as follows:

1. A lab science course from:
   ANT 102, BIO 100, BIO 105, BIO 203, BIO 312,BIO 313, CHM 103, CHM 104, ESS 205, ESS 206, GEO 101, GEO 221, GEO 222, MIC 100, MIC 230, PHY 103, PHY 104, PHY 106, PHY 155, PHY 160, PHY 203, PHY 204; and
2. An approved college core social science course; and
3. An additional course from the previously listed lab sciences, college core social science, or a qualitative course from: CS 101, CS 115, CS 120, CT 100, FIN 207, MTH 115, MTH 116, MTH 123, MTH 150, MTH 151, MTH 160, MTH 175, MTH 207, MTH 208, MTH 215, MTH 216, STAT 145, STAT 245; and
4. One course from the college core fine arts or humanities categories.

Second major, minor, certificates, or individualized option requirement

In addition to all other College of Arts, Social Sciences, and Humanities core requirements, all students in CASSH must complete one of the following:

1. Complete a second major outside of the student's major program; or
2. Complete a minor outside of the student's major program, consisting of at least 18 credits; or
3. Complete two certificates outside of the student's major program with at least 12 combined credits at the 300/400-level; or
4. Complete an individualized option, consisting of 18 credits that are in addition to the minimum credits required in the CGER. At least 12 credits must be earned at the 300/400-level outside the major department. The remaining six credits may consist of:
   a. 100-level or higher courses outside the major; or
   b. 300/400-level courses inside the major department not being used to fulfill major requirements.

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 110 (CGER HA-AA Humanities & Arts: Arts & Aesthetics)	2	THA 220	3
THA 210	3	THA 360	1
THA 360	1	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	University Elective	3
	15		**15**

Year 2

Fall	Credits	Spring	Credits
THA 360	1	THA 360	1
THA 290	3	THA 231	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CGER HA-AA Humanities & Arts: Arts & Aesthetics	1
Minor Course	3	VPA Core Course	3
University Elective	1	Minor Course	3
	15		**14**

Year 3

Fall	Credits	Spring	Credits
THA 360	1	THA 130 (CGER CP-CU Civics & Perspective: Communities of the United States/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 - Experiential Science	4
VPA Core Course	3	University Elective	2
	15		**16**

Year 4

Fall	Credits	Spring	Credits
THA 360	1	THA 490	3
THA 350	3	THA 351 (CGER CP-CW Civics & Perspective: Cultures of Our World)	3
THA 390	2	VPA Core Diversity Course	3
Minor Course	3	Minor 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 305	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 as part of the General Education Program.

Theatre Arts Minor: Arts Administration Emphasis

Minor requirements

(All colleges)

21 credits

Code	Title	Credits
THA 210	Foundations of Theatrical Production	3
THA 220	Acting I: Fundamentals	3
or THA 231	Stagecraft	
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 one of the following courses:		3-4
THA 250	Theatre History and Literature I: Origins to 1865	
THA 290	Stage Management for the Arts	
THA 350	Theatre History and Literature II: 1865 to the Present	
THA 351	World Theatre	
THA 450	Internship in Theatre Arts	
THA 481	Independent Study	
THA 482	Special Topics Theatre Arts	
ACC 221	Accounting Principles I	
ART 206	Introduction to Digital Art and Design for Non-Art Majors	
ART 207	Introduction to Digital Art and Design	
ART 215	Introduction to Museum Studies	
CST 360	Public Relations	
ECO 110	Microeconomics and Public Policy	
HIS 320	Careers in Public History	
MKT 309	Principles of Marketing	
REC 320	Introduction to Tourism	
Total Credits		**21-22**

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 History and Literature I: Origins to 1865	
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 History and Literature II: 1865 to the Present	
THA 351	World Theatre	
THA/ENG 358	Scriptwriting	
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: Multidisciplinary Studies Emphasis

Minor requirements

(All colleges)

21 credits

Code	Title	Credits
Core		**12**
THA 210	Foundations of Theatrical Production	
THA 220	Acting I: Fundamentals	
THA 231	Stagecraft	
or THA 232	Costume Crafts	
THA 360	Theatre Arts Practicum (minimum of three credits taken over at least two productions)	
Performance		
Select three credits from the following:		3
THA 222	Voice and Movement for the Stage	
THA 320	Acting II: Contemporary Scene Study	
THA 321	Acting III: Classical Acting Styles	
THA 420	Directing	
THA 421	Performance Studio	
Design/Tech/Management		
Select three credits from the following:		3
THA 231	Stagecraft	
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 347	Sound Recording and Engineering	
THA 440	Costume Design/History	
THA 472	Theatre Management	
THA 474	Advanced Studies in Arts Administration	
History/Literature		
Select three credits from the following:		3
THA 130	Multicultural U.S. Drama and Theory	
THA 201	Dramatic Literature and Theatre Arts	
THA 250	Theatre History and Literature I: Origins to 1865	
THA 350	Theatre History and Literature II: 1865 to the Present	
THA 351	World Theatre	
THA 355	Dramaturgy	
THA 358	Scriptwriting	
THA 471	Playwriting	
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: Contemporary Scene Study	3
THA 321	Acting III: Classical Acting 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 History and Literature I: Origins to 1865	
THA 271	Singing for the Stage (up to 3 credits)	
THA 290	Stage Management for the Arts	
THA 350	Theatre History and Literature II: 1865 to the Present	
THA 351	World Theatre	
THA/ENG 358	Scriptwriting	
THA 420	Directing	
THA 421	Performance Studio	
THA 422	Auditioning and the Business of Acting	
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 History and Literature I: Origins to 1865	
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 History and Literature II: 1865 to the Present	
THA 351	World Theatre	
THA/ENG 358	Scriptwriting	
THA 420	Directing	
THA 421	Performance Studio	
THA 472	Theatre Management	
Total Credits		**23**

College of Business Administration

College of Business Administration (https://www.uwlax.edu/cba/)
Dean - Taggert Brooks
Associate Dean - Timothy Dale
College Academic Services Director - Nicole Vidden
1205 Wittich Hall; 608.785.8090

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. 348) **Majors and minors (p. 348)**

CBA core requirements (p. 348) (p. 349) **CBA graduation requirements**

Second majors (p. 349) **Internships (p. 349)**

Scholarships (p. 349) (p. 349) **Joint business program with WTC**

Mission

Delivering academic excellence, career success and community engagement through sharing new knowledge and creating enriching, interactive experiences.

Vision

To be recognized as the leading business school among the region's comprehensive universities, driving positive change in students and society.

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. 350) (B.S., m)
Business Administration (p. 353) (m) (not open to business majors)
Business Analytics (p. 364) (B.S., m)
Economics (p. 353) (B.S., m)
Finance (p. 357) (B.S.)
Finance with Personal Financial Planning Concentration (p. 357) (B.S.)
Finance with Risk, Insurance, & Financial Planning Concentration (p. 357) (B.S.)
Healthcare Management (p. 378) (m)
Information Systems (p. 364) (B.S., m)
International Business (p. 371) (B.S., m)
Management (p. 374) (B.S.)
Marketing (p. 379) (B.S.)
Sustainable Business (p. 382) (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 degree 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 CBA dean's office.

College of Business Administration 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). MGT 449 must be taken in the semester of graduation.

Code	Title	Credits
ACC 221	Accounting Principles I [1]	3
ACC 222	Accounting Principles II [1]	3
BLAW 205	The Legal and Ethical Environment of Business [1]	3
ECO 110	Microeconomics and Public Policy [1]	3
ECO 120	Global Macroeconomics [1]	3
ECO 230	Data Analysis for Business Applications	3
ENG 110	College Writing II [1]	3
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 [1]	4
or MTH 175	Applied Calculus	
or MTH 207	Calculus I	
STAT 145	Elementary Statistics (or equivalent) [1]	4
or STAT 245	Probability and Statistics	
Capstone - taken in the semester of graduation		
MGT 449	CBA Capstone: Applied Business Strategy	3
Total Credits		**50**

[1] A grade of "C" or better required.

Upper division prerequisite requirement

Most professional, upper division courses (300/400 level) in the CBA require students to have the following to register into the course:

1. A grade of "C" or better
in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160/MTH 175 /MTH 207, and STAT 145/STAT 245;

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

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[1]	3
MTH 160, 175, or 207[1]	4
STAT 145 (or equivalent)[1]	4
	17
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
	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

1. This course may also will satisfy a Core General Education Requirement.
2. Accountancy majors may complete in first year.
3. Taken final semester; requires completion of all other core requirements.

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/degree audit 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.

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.

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 or minor requirements if allowed in the major or minor.

Students should check with the academic department to find out eligibility requirements for internship credits in their major or minor.

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.

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 Marking 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 have earned an Associate of Art or Associate of Science degree from a regionally- or nationally-accredited institution with a program of study of comparable

level and scope to UWL's will be considered to have satisfied the Core General Education Requirements (CGER) at UWL, although students must still meet all other UWL degree, college, and major requirements.

Accountancy Department (ACC/BLAW)

College of Business Administration
Accountancy Department (https://www.uwlax.edu/academics/department/accountancy/)
Interim Department Chair: Mehtap Eklund
L3 Wittich Hall; 608.785.8116
Email: meklund@uwlax.edu

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 2024-2025 academic year, over 80 accountancy majors participated in well-paid internships. Essentially all UW-La Crosse accountancy graduates are placed in accountancy positions.

Wisconsin and Minnesota, along with a growing number of states, now have multiple pathways as a part of the CPA certification. UW-La Crosse offers a flexible approach to completing the 120 credit or the 150 credit pathway. A large number of UW-La Crosse students combine the accounting degree with another undergraduate major, such as finance.

2026-27 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

Mehtap Eklund

Sergey Komissarov

William Maas

Assistant Professor

Ben Trnka

Instructor

Tasia Winrow

Associate Teaching Professor

Cole Agar

Erin Dingrando

Cathlin Upton

Assistant Teaching Professor

Sandy Chapman

Myron Daubert

Amy Feuling

Administrative Support

Erin Teegan

Major

- Accountancy major - BS (p. 350)

Minor

- Accountancy minor (p. 352)

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 120 credits (in Wisconsin and Minnesota, laws may vary by state), an undergraduate degree and 2 years of professional experience. UWL's undergraduate program allows students the flexibility to complete either the 120 credits or the 150 credits, an internship, and an undergraduate degree in four to five 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 through the UWL Alumni & Friends Foundation as a continuing student.

Major requirements

(College of Business Administration)

College of Business Administration (CBA) core requirements

All students enrolled in any program within the college are required to complete the following:

- College of Business (CBA) core courses (https://catalog.uwlax.edu/undergraduate/businessadministrationcba/#CBACore)
- CBA upper division prerequisite requirement - Most professional, upper division courses (300/400 level) in the CBA require students to have the following to register into the course:
  - A grade of "C"or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160/MTH 175/MTH 207, and STAT 145/STAT 245;
  - 54 credits or higher earned (or in progress).

Curriculum

30 credits

Code	Title	Credits
ACC 311	Intermediate Accounting I [1]	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/minors are allowed and encouraged to register for ACC 311, after successful completion of ACC 221.

[2] Except for 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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 351)
- Baccalaureate degree requirements (p. 351)

College of Business Administration 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). MGT 449 must be taken in the semester of graduation.

Code	Title	Credits
ACC 221	Accounting Principles I [1]	3
ACC 222	Accounting Principles II [1]	3
BLAW 205	The Legal and Ethical Environment of Business [1]	3
ECO 110	Microeconomics and Public Policy [1]	3
ECO 120	Global Macroeconomics [1]	3
ECO 230	Data Analysis for Business Applications	3
ENG 110	College Writing II [1]	3
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 [1]	4
or MTH 175	Applied Calculus	
or MTH 207	Calculus I	
STAT 145	Elementary Statistics (or equivalent) [1]	4
or STAT 245	Probability and Statistics	
Capstone - taken in the semester of graduation		
MGT 449	CBA Capstone: Applied Business Strategy	3
Total Credits		**50**

[1] A grade of "C" or better required.

Upper division prerequisite requirement

Most professional, upper division courses (300/400 level) in the CBA require students to have the following to register into the course:

1. A grade of "C" or better
in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160/MTH 175 /MTH 207, and STAT 145/STAT 245;

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

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CL-WL Communication & Literacy: Written Literacy)[1]	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
ECO 110 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)[1]	3	ECO 120[1]	3
MTH 160, 175, or 207 (Depending on math placement exam scores)[1]	4	ACC 221[1, 2]	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	STAT 145 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)[1]	4
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
	16		**15**

Year 2

Fall	Credits	Spring	Credits
ACC 222[1]	3	ACC 312	3
ACC 311	3	ACC 325	3
IS 220	3	ECO 230	3
BLAW 205[1]	3	MGT 301 or MKT 301	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
	15		**16**

Year 3

Fall	Credits	Spring	Credits
ACC 313	3	ACC 327 or 330	3
ACC 330 or 327	3	MGT 393	3
MKT 309	3	MGT 308	3
FIN 355	3	CGER NSW-MBP Mind, Body, & Planet	3
University Elective	3	University Elective	3
	15		**15**

Year 4

Fall	Credits	Spring	Credits
ACC 421	3	ACC 418	3
CGER CL-SWT Stories We Tell	3	ACC 438	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	MGT 449[4]	3
ACC 300/400 Level Elective[3]	6	University Elective	4
	15		**13**

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. Students should work with an advisor to plan their program of study for the additional internship credits.

Students intending to become a Certified Public Accountant (CPA) in Wisconsin or Minnesota must earn a minimum of 120 required for the bachelor's degree.

1 Grade of "C" or better is required for the CBA core requirments.
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 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 450 and ACC 499.

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. 353)

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. 154) and the College of Business Administration. The department is housed in the College of Business Administration.

College of Business Administration
Economics Department *(*https://www.uwlax.edu/academics/department/economics/*)*
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Why economics?

Choosing economics as a major offers a distinct advantage in today's dynamic job market due to its unparalleled versatility and broad applicability across industries. Unlike other business majors that may focus on specific functional areas like marketing, finance, or management, economics provides a comprehensive understanding of how individuals, businesses, and governments interact within the global economy.

This breadth of knowledge equips students with a unique perspective and analytical toolkit that transcends traditional disciplinary boundaries. Whether a student aspires to pursue a career in finance, consulting, data analytics, public policy, or even entrepreneurship, an economics major provides a solid foundation that prepares students for success in diverse roles and industries.

Our curriculum is crafted with a clear focus: to cultivate your analytical and critical thinking skills while empowering the student to analyze data, bring it to life through visualization, and effectively share insights with audiences who may not be experts in the field. These skills are highly valued by employers in today's competitive landscape.

By choosing economics, a student is not just choosing a major; they are choosing a pathway to a dynamic and fulfilling career where they can make a meaningful impact on the world around them.

Wondering how much economic majors make?

Payscale.com (https://www.payscale.com/college-salary-report/majors-that-pay-you-back/bachelors/) reports its survey of people with Baccalaureate degrees (and no more) who are employed full-time, showing starting salaries (typically with two years of experience) and mid-career annual earnings.

What are some jobs economics majors get after graduation?

The analytical, critical thinking, and problem-solving skills developed through an economics program are highly transferable and applicable across a wide array of industries, making economics majors well-suited for diverse career paths.

- Financial Analyst
- Data Analyst
- Portfolio Manager
- Management/Economics/Business Consultant
- Market Research Analyst
- Product Manager
- Actuary
- Investment Banking Analyst
- Policy Analyst
- Management Consultant
- Statistician
- Operations Analyst
- Economics Consultant

- Risk Analyst
- Pricing Analyst
- Budget Analyst
- Government Economist
- International Trade Specialist
- Financial Planner
- Real Estate Analyst

Check out the **salary range** for some the the jobs above at Indeed.com (https://www.indeed.com/career-advice/finding-a-job/top-economics-degree-jobs/).

2026-27 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

Lisa Giddings

Michael Haupert

James Murray

John Nunley

Sheida Babakhani Teimouri

Assistant Professor

Marissa Eckrote-Nordland

Reem El Cheikh Taha

Ahmend El Fatmaoui

Israt Jahan

Amir Tayebi

Hugo Vaca Pereira Rocha

Teaching Professor

Laurie Miller

Assistant Teaching Professor

Saharnaz Babaei Balderlou

Lecturer

Michael Boland

Researcher

Nicholas McFaden

Administrative Support

Mark Beckerjeck

Major

- Economics major - BS (p. 354)

Minor

- Economics minor (p. 356)

Honors

- Economics honors program (p. 356)

Economics Major - Bachelor of Science (BS)

Major requirements

(College of Business Administration)

College of Business Administration (CBA) core requirements

All students enrolled in any program within the college are required to complete the following:

- College of Business (CBA) core courses (https://catalog.uwlax.edu/undergraduate/businessadministrationcba/#CBACore)
- CBA upper division prerequisite requirement - Most professional, upper division courses (300/400 level) in the CBA require students to have the following to register into the course:
  - A grade of "C" or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160/MTH 175/MTH 207, and STAT 145/STAT 245;
  - 54 credits or higher earned (or in progress).

Curriculum

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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 355)
- Baccalaureate degree requirements (p. 355)

College of Business Administration 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). MGT 449 must be taken in the semester of graduation.

Code	Title	Credits
ACC 221	Accounting Principles I [1]	3
ACC 222	Accounting Principles II [1]	3
BLAW 205	The Legal and Ethical Environment of Business [1]	3
ECO 110	Microeconomics and Public Policy [1]	3
ECO 120	Global Macroeconomics [1]	3
ECO 230	Data Analysis for Business Applications	3
ENG 110	College Writing II [1]	3
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 [1]	4
or MTH 175	Applied Calculus	
or MTH 207	Calculus I	
STAT 145	Elementary Statistics (or equivalent) [1]	4
or STAT 245	Probability and Statistics	
Capstone - taken in the semester of graduation		
MGT 449	CBA Capstone: Applied Business Strategy	3
Total Credits		**50**

[1] A grade of "C" or better required.

Upper division prerequisite requirement

Most professional, upper division courses (300/400 level) in the CBA require students to have the following to register into the course:

1. A grade of "C" or better
in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160/MTH 175 /MTH 207, and STAT 145/STAT 245;

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

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)[1]	3	ECO 110 or 120[1]	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)[1]	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
MTH 160, 175, or 207 (Depending on math placement exam results)[1]	4	STAT 145 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)[1]	4
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
	16		**15**

Year 2

Fall	Credits	Spring	Credits
ACC 221[1]	3	ACC 222[1]	3
BLAW 205[1]	3	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
IS 220	3	University Elective	3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	University Elective	4
CGER CP-CW Civics & Perspective: Cultures of Our World	3		
	15		**14**

Year 3

Fall	Credits	Spring	Credits
FIN 355	3	MGT 393	3
MGT 308	3	ECO 307	3
MGT 301 or MKT 301	3	MKT 309	3
ECO 230	3	ECO 300/400 Level Elective[2]	3
University Elective	3	University Elective	3
	15		**15**

Year 4

Fall	Credits	Spring	Credits
ECO 308	3	MGT 449	3
ECO 305	3	ECO 300/400 Level Elective[2]	3
CBA 300/400 Level Elective[2]	3	300/400 Level Elective[2]	3
University Elective	2	ECO 300/400 Level Elective[2]	3
University Elective	4	CGER CL-SWT Communication & Literacy: Stories We Tell	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
   a. Junior standing
   b. 6 credits in economics at the 300 level or above
   c. Minimum cumulative 3.25 GPA in the major
   d. Selection and commitment of two Economics Department faculty members, one to serve as a primary thesis advisor, and a second to serve as a secondary thesis reader
   e. Filing an Honors Program Statement of Intent Form with the department chair
2. Program Requirements
   a. ECO 307 Introduction to Econometrics (3 cr.) or Mathematical Economics (3 credits)[1]
   b. Honors thesis that makes a substantive contribution to the economics literature; to be administered as a ECO 499 Independent Study (1-3 cr.) course with the primary thesis advisor.
3. Evaluation
   a. Minimum cumulative 3.50 GPA in the major at graduation
   b. Presentation of the honors thesis to a colloquium of faculty and students.
   c. Both the primary thesis 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
Finance Department *(*https://www.uwlax.edu/academics/department/finance*/)*
Department Chair: Adam Stivers
3146 Wittich Hall; 608.785.6677
Email: astivers@uwlax.edu

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 offers a finance major with a financial planning emphasis, which allows students to meet the education requirements of the CFP® exam. 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.

2026-27 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

Nilakshi Borah

Adam Stivers

Associate Professor

Shishir Paudel

Ming Tsang

Changyu Yang

Assistant Professor

Fangzheng Ou

Emin Allahverdiyev

Teaching Professor

Diana Tempski

Associate Teaching Professor

Andrew Scott

Assistant Teaching Professor

Joseph Noelke

Lecturer

Rich Schultz

Michael Norum

Gary Frantzen

Administrative Support

Andrew Sherman

Majors

- Finance major - BS (p. 357)
- Finance major: personal financial planning concentration - BS (p. 360)
- Finance major: risk, insurance, and financial planning concentration - BS (p. 362)

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

(College of Business Administration)

College of Business Administration (CBA) core requirements

All students enrolled in any program within the college are required to complete the following:

- College of Business (CBA) core courses (https://catalog.uwlax.edu/undergraduate/businessadministrationcba/#CBACore)
- CBA upper division prerequisite requirement - Most professional, upper division courses (300/400 level) in the CBA require students to have the following to register into the course:
  - A grade of "C" or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160/MTH 175/MTH 207, and STAT 145/STAT 245;
  - 54 credits or higher earned (or in progress).

Curriculum

21 credits

Code	Title	Credits
Core		
FIN 370	Corporation Finance	3
FIN 380	Principles of Investment	3
FIN 390	Financial Markets and Institutions	3
FIN 475	Investment Analysis and Portfolio Management	3
or FIN 485	Problems and Cases in Finance	
Group I		
Select one of the following:		3
FIN 360	Principles of Insurance and Risk Management [1]	
or FIN 363	Insurance Planning	
FIN 361	Life Insurance	
FIN 400	Finance Forum	
FIN 407	Advanced Financial Planning	
FIN 408	Retirement Planning	
FIN 409	Estate Planning	
FIN 437	Financial Modeling	
FIN 440	Multinational Financial Management	
FIN 456	Real Estate Principles	
FIN 460	Case Studies in Financial Planning	
FIN 475	Investment Analysis and Portfolio Management [2]	
or FIN 485	Problems and Cases in Finance	
Group II		
Select two of the following:		6
FIN 450	College of Business Administration Internship [3]	
FIN 499	Independent Study	
ACC 303	Tax Planning	
ACC 311	Intermediate Accounting I	
ACC 325	Cost Accounting	
ACC 330	Individual Income Taxation	
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 380	International Financial Economics	
MGT 495	Management Science	
OR Any course listed in Group I		
Total Credits		**21**

1. Requires completion of ACC 221. Students may earn credit in either FIN 360 or FIN 363, but not both.
2. FIN 475 or FIN 485 may apply to Group I if not used in the core.
3. 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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 358)
- Baccalaureate degree requirements (p. 359)

College of Business Administration 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). MGT 449 must be taken in the semester of graduation.

Code	Title	Credits
ACC 221	Accounting Principles I [1]	3
ACC 222	Accounting Principles II [1]	3
BLAW 205	The Legal and Ethical Environment of Business [1]	3
ECO 110	Microeconomics and Public Policy [1]	3
ECO 120	Global Macroeconomics [1]	3
ECO 230	Data Analysis for Business Applications	3
ENG 110	College Writing II [1]	3
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 [1]	4
or MTH 175	Applied Calculus	
or MTH 207	Calculus I	
STAT 145	Elementary Statistics (or equivalent) [1]	4
or STAT 245	Probability and Statistics	
Capstone - taken in the semester of graduation		
MGT 449	CBA Capstone: Applied Business Strategy	3
Total Credits		**50**

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

Upper division prerequisite requirement

Most professional, upper division courses (300/400 level) in the CBA require students to have the following to register into the course:

1. A grade of "C" or better
in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160/MTH 175 /MTH 207, and STAT 145/STAT 245;

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

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)[1]	3	ECO 110 or 120[1]	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)[1]	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
MTH 160, 175, or 207 (Depending on math placement exam results)[1]	4	STAT 145 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)[1]	4
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
	16		**15**

Year 2

Fall	Credits	Spring	Credits
ACC 221[1]	3	ACC 222[1]	3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	BLAW 205[1]	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	MGT 301 or MKT 301	3
University Elective	3	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4

University Elective	3		
	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
CGER CL-SWT Communication & Literacy: Stories We Tell	3	University Elective	2
University Elective	4	University Elective	4
	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	Finance Elective (Group I or II)	3
University Elective	3	University Elective (300/400-level)	3
	15		**15**
Total Credits: 120			

[1] A grade of "C" or better is required for the CBA core requirements.

Finance Major: Personal Financial Planning Concentration - Bachelor of Science (BS)

This concentration fulfills the Certified Financial Planner® (CFP) Board Education Requirements, as UW-La Crosse is a CFP Board Registered Program. This allows students to sit for the CFP® exam after graduating with this degree (without the need for additional education or courses elsewhere). The program is a rigorous and highly specialized track that covers all aspects of comprehensive financial planning: insurance planning, investment planning, retirement planning, tax planning, and estate planning. Students also take a corporate finance course and a capstone case study course, which provide a well-rounded education that anyone graduating from a business school finance program should have. The case study course features real-world examples and covers behavioral finance issues that financial planners deal with regularly. Students in this program also gain knowledge about the profession and basic fiduciary responsibilities.

The program is geared towards those wanting to become financial advisors and planners, especially those who want to sit for the CFP® exam.

Major requirements

(College of Business Administration)

College of Business Administration (CBA) core requirements

All students enrolled in any program within the college are required to complete the following:

- College of Business (CBA) core courses (https://catalog.uwlax.edu/undergraduate/businessadministrationcba/#CBACore)
- CBA upper division prerequisite requirement - Most professional, upper division courses (300/400 level) in the CBA require students to have the following to register into the course:
  - A grade of "C"or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160/MTH 175/MTH 207, and STAT 145/STAT 245;
  - 54 credits or higher earned (or in progress).

Admission to program

As required by the Certified Financial Planner (CFP) board, students must apply to officially join the program and successfully graduate with the concentration. Acceptance into and completion of the program allows students to register for the CFP exam.

Students should apply to this program using the application on the Department of Finance (https://www.uwlax.edu/academics/department/finance/) website when they enroll in FIN 355. **The deadline to apply to the program and graduate within the next two semesters is the midterm date of the semester students take FIN 355 (or the prior semester if enrolled in FIN 355 in the winter or summer term).**

To be admitted to the program, the student must earn a "C" or better in FIN 355 and have a 2.0 GPA. Conditional admittance will be granted for those who have registered for FIN 355 but have yet to complete it.

Curriculum

24 credits

Code	Title	Credits
Complete the following courses:		
ACC 303	Tax Planning	3
FIN 363	Insurance Planning	3
FIN 370	Corporation Finance	3
FIN 380	Principles of Investment	3
FIN 390	Financial Markets and Institutions	3
FIN 408	Retirement Planning	3
FIN 409	Estate Planning	3
FIN 460	Case Studies in Financial Planning	3
Total Credits		**24**

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 360)
- Baccalaureate degree requirements (p. 361)

College of Business Administration 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). MGT 449 must be taken in the semester of graduation.

Code	Title	Credits
ACC 221	Accounting Principles I [1]	3
ACC 222	Accounting Principles II [1]	3
BLAW 205	The Legal and Ethical Environment of Business [1]	3
ECO 110	Microeconomics and Public Policy [1]	3
ECO 120	Global Macroeconomics [1]	3
ECO 230	Data Analysis for Business Applications	3
ENG 110	College Writing II [1]	3
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 [1]	4
or MTH 175	Applied Calculus	
or MTH 207	Calculus I	
STAT 145	Elementary Statistics (or equivalent) [1]	4
or STAT 245	Probability and Statistics	
Capstone - taken in the semester of graduation		
MGT 449	CBA Capstone: Applied Business Strategy	3
Total Credits		**50**

[1] A grade of "C" or better required.

Upper division prerequisite requirement

Most professional, upper division courses (300/400 level) in the CBA require students to have the following to register into the course:

1. A grade of "C" or better
in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110,
MTH 160/MTH 175 /MTH 207, and STAT 145/STAT 245;

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

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)[1]	3	ECO 110 or 120[1]	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)[1]	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
MTH 160, 175, or 207 (Depending on math placement exam results)[1]	4	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	STAT 145 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)[1]	4
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
	16		**15**

Year 2

Fall	Credits	Spring	Credits
ACC 221[1]	3	ACC 222[1]	3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	BLAW 205[1]	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	MGT 301 or MKT 301	3
University Elective	3	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
University Elective	3		
	15		**13**

Year 3

Fall	Credits	Spring	Credits
ECO 230	3	MGT 308	3
FIN 355 (C or better is required)	3	MGT 393	3
IS 220	3	MKT 309	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	University Elective	2
University Elective	4	University Elective	4
Apply for PFP program admission			
	16		**15**

Year 4

Fall	Credits	Spring	Credits
FIN 363	3	FIN 390	3
FIN 370	3	FIN 409	3
FIN 380	3	FIN 460	3
FIN 408	3	MGT 449	3
ACC 303	3	University Elective (300/400-level)	3
	15		**15**

Total Credits: 120

[1] A grade of "C" of better is required for the CBA core requirements.

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 Financial Risk Manager (FRM), Chartered Life Underwriter (CLU), Chartered Property and Casualty Underwriter (CPCU), or Certified Financial Planner (CFP).

Major requirements

(College of Business Administration)

College of Business Administration (CBA) core requirements

All students enrolled in any program within the college are required to complete the following:

- College of Business (CBA) core courses (https://catalog.uwlax.edu/undergraduate/businessadministrationcba/#CBACore)
- CBA upper division prerequisite requirement - Most professional, upper division courses (300/400 level) in the CBA require students to have the following to register into the course:
  - A grade of "C" or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160/MTH 175/MTH 207, and STAT 145/STAT 245;
  - 54 credits or higher earned (or in progress).

Curriculum

21 credits

Code	Title	Credits
Core courses		
FIN 360 or FIN 363	Principles of Insurance and Risk Management[1] Insurance Planning	3
FIN 370	Corporation Finance	3
FIN 380	Principles of Investment	3
FIN 390	Financial Markets and Institutions	3
Capstone course		
Select one of the following:		3
FIN 460	Case Studies in Financial Planning	
FIN 475	Investment Analysis and Portfolio Management	
FIN 485	Problems and Cases in Finance	
Group 1 Electives		
Select one of the following:		3
FIN 361	Life Insurance	
FIN 407	Advanced Financial Planning	

FIN 408	Retirement Planning	
FIN 409	Estate Planning	
Group 2 Electives		
Select three credits from the following (or an additional Group 1 or capstone course):		3
FIN 400	Finance Forum	
FIN 437	Financial Modeling	
FIN 440	Multinational Financial Management	
FIN 450	College of Business Administration Internship	
FIN 456	Real Estate Principles	
FIN 499	Independent Study	
ACC 303	Tax Planning	
ACC 311	Intermediate Accounting I	
ACC 330	Individual Income Taxation	
ECO 301	Money and Banking	
ECO 307	Introduction to Econometrics	
MKT 362	Consumer Behavior	
MKT 370	Professional Selling	
Total Credits		**21**

[1] FIN 360 requires completion of ACC 221. Students cannot take both FIN 360 and FIN 363 for credit.

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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 363)
- Baccalaureate degree requirements (p. 363)

College of Business Administration 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). MGT 449 must be taken in the semester of graduation.

Code	Title	Credits
ACC 221	Accounting Principles I [1]	3
ACC 222	Accounting Principles II [1]	3
BLAW 205	The Legal and Ethical Environment of Business [1]	3
ECO 110	Microeconomics and Public Policy [1]	3
ECO 120	Global Macroeconomics [1]	3
ECO 230	Data Analysis for Business Applications	3
ENG 110	College Writing II [1]	3
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 [1]	4
or MTH 175	Applied Calculus	
or MTH 207	Calculus I	
STAT 145	Elementary Statistics (or equivalent) [1]	4
or STAT 245	Probability and Statistics	
Capstone - taken in the semester of graduation		
MGT 449	CBA Capstone: Applied Business Strategy	3
Total Credits		**50**

[1] A grade of "C" or better required.

Upper division prerequisite requirement

Most professional, upper division courses (300/400 level) in the CBA require students to have the following to register into the course:

1. A grade of "C" or better
in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160/MTH 175 /MTH 207, and STAT 145/STAT 245;

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

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)[1]	3	ECO 110 or 120[1]	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)[1]	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
MTH 160, 175, or 207 (Depending on math placement exam results)[1]	4	STAT 145 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)[1]	4
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
	16		**15**

Year 2

Fall	Credits	Spring	Credits
ACC 221[1]	3	ACC 222[1]	3
IS 220	3	BLAW 205[1]	3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
CGER CP-CW Civics & Perspective: Cultures of Our World	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
University Elective	3	University Elective	2
	15		**15**

Year 3

Fall	Credits	Spring	Credits
ECO 230	3	MKT 309	3
FIN 355	3	FIN 360	3
MGT 308	3	University Elective	2
MGT 301 or MKT 301	3	University Elective	3
University Elective	3	University Elective	3
	15		**14**

Year 4

Fall	Credits	Spring	Credits
FIN 370	3	FIN 390	3
FIN 380	3	MGT 449	3
MGT 393	3	FIN 475, 485, or 460	3
Group 1 elective	3	Group 2 Elective	3
University Elective	3	University Elective (300/400 level)	3
	15		**15**

Total Credits: 120

[1] A grade of "C" or better is required for the CBA core requirements.

Information Systems Department (IS)

College of Business Administration
Information Systems Department *(*https://www.uwlax.edu/academics/department/information-systems/*)*
Department Chair: Peter Haried
241 Wing Technology Center; 608.785.8103
Email: pharied@uwlax.edu

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 and artificial intelligence (AI) 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 artificial

intelligence (AI), 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 artificial intelligence (AI), 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 i**s a great way for students to enhance and complement their major with technology skills, artificial intelligence (AI), business analytics, and technical 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, artificial intelligence (AI) 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 business analytics knowledge and skills development in technology, AI 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.

2026-27 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)

Associate Professor

Ye (Hannah) Han

Assistant Professor

DeAnn Almond

Xiaodi (Coco) Zhu

Associate Teaching Professor

David Annino

Eduardo Rodriquez

Administrative Support

Maureen Spencer

Majors

- Business analytics major - BS (p. 365)
- Information systems major - BS (p. 368)

Minors

- Business analytics minor (p. 370)
- Information systems minor (p. 371)

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, artificial intelligence (AI) 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, AI, 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

(College of Business Administration)

College of Business Administration (CBA) core requirements

All students enrolled in any program within the college are required to complete the following:

- College of Business (CBA) core courses (https://catalog.uwlax.edu/undergraduate/businessadministrationcba/#CBACore)
- CBA upper division prerequisite requirement - Most professional, upper division courses (300/400 level) in the CBA require students to have the following to register into the course:
  - A grade of "C" or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160/MTH 175/MTH 207, and STAT 145/STAT 245;
  - 54 credits or higher earned (or in progress).

Curriculum

24 credits

Code	Title	Credits
Core		
IS 300	Data Management for Business Problem Solving and Decision Making [1]	3
IS 320	Artificial Intelligence 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 305	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 411	Management Information Systems: Project Management and Implementation	
IS 451	CBA Management Information Systems Internship [2]	
IS 499	Independent Study	
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 449	Applied Multivariate Statistics	
or a course listed in Group I not used above		
Total Credits		**24**

[1] Requires completion of IS 220.
[2] A maximum of three credits of IS 451 may apply to the major.

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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 366)
- Baccalaureate degree requirements (p. 367)

College of Business Administration 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). MGT 449 must be taken in the semester of graduation.

Code	Title	Credits
ACC 221	Accounting Principles I [1]	3
ACC 222	Accounting Principles II [1]	3
BLAW 205	The Legal and Ethical Environment of Business [1]	3
ECO 110	Microeconomics and Public Policy [1]	3
ECO 120	Global Macroeconomics [1]	3
ECO 230	Data Analysis for Business Applications	3
ENG 110	College Writing II [1]	3
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 [1]	4
or MTH 175	Applied Calculus	
or MTH 207	Calculus I	
STAT 145	Elementary Statistics (or equivalent) [1]	4
or STAT 245	Probability and Statistics	
Capstone - taken in the semester of graduation		
MGT 449	CBA Capstone: Applied Business Strategy	3
Total Credits		**50**

[1] A grade of "C" or better required.

Upper division prerequisite requirement

Most professional, upper division courses (300/400 level) in the CBA require students to have the following to register into the course:

1. A grade of "C" or better
in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160/MTH 175 /MTH 207, and STAT 145/STAT 245;

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

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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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Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)[1]	3	ECO 110 or 120[1]	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)[1]	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
MTH 160, 175, or 207	4	STAT 145 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)[1]	4
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER CP-CU Civics & Perspective: Communities of the United States	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	University Elective	2
	15		**15**

Year 2

Fall	Credits	Spring	Credits
ACC 221[1]	3	ACC 222[1]	3
IS 220	3	BLAW 205[1]	3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	University Elective	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CGER CP-CW Civics & Perspective: Cultures of Our World	3
University Elective	3	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
	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 305 (Group 1 Course)	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	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)	2
	15		**14**
Total Credits: 120			

[1] A grade of "C" or better is required for the CBA core requirements.

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 and artificial intelligence (AI) in business environments in preparation for careers in information systems-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 artificial intelligence (AI) 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, AI, business core knowledge, software applications, project management, and a systems perspective.

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

(College of Business Administration)

College of Business Administration (CBA) core requirements

All students enrolled in any program within the college are required to complete the following:

- College of Business (CBA) core courses (https://catalog.uwlax.edu/undergraduate/businessadministrationcba/#CBACore)
- CBA upper division prerequisite requirement - Most professional, upper division courses (300/400 level) in the CBA require students to have the following to register into the course:
  - A grade of "C" or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160/MTH 175/MTH 207, and STAT 145/STAT 245;
  - 54 credits or higher earned (or in progress).

Curriculum

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 [1]	3
IS 310	Information Systems in Networked Environments: Technical Foundations and Applications [1]	3
IS 320	Artificial Intelligence 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 495	Management Science	
Total Credits		**29**

[1] Requires completion of IS 220. IS 310 also requires the student be an information systems major/minor.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 369)
- Baccalaureate degree requirements (p. 369)

College of Business Administration 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). MGT 449 must be taken in the semester of graduation.

Code	Title	Credits
ACC 221	Accounting Principles I [1]	3
ACC 222	Accounting Principles II [1]	3
BLAW 205	The Legal and Ethical Environment of Business [1]	3
ECO 110	Microeconomics and Public Policy [1]	3
ECO 120	Global Macroeconomics [1]	3
ECO 230	Data Analysis for Business Applications	3
ENG 110	College Writing II [1]	3
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 [1]	4
or MTH 175	Applied Calculus	
or MTH 207	Calculus I	
STAT 145	Elementary Statistics (or equivalent) [1]	4
or STAT 245	Probability and Statistics	
Capstone - taken in the semester of graduation		
MGT 449	CBA Capstone: Applied Business Strategy	3
Total Credits		**50**

[1] A grade of "C" or better required.

Upper division prerequisite requirement

Most professional, upper division courses (300/400 level) in the CBA require students to have the following to register into the course:

1. A grade of "C" or better
in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160/MTH 175 /MTH 207, and STAT 145/STAT 245;

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

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success

(UWL 100, 2 cr.) or 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 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)[1]	3	ECO 110 or 120[1]	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
MTH 160, 175, or 207 (Depending on math placement exam results)[1]	4	STAT 145 (CGER MQR-QR Quantitative Reasoning)	4
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER CP-CU Civics & Perspective: Communities of the United States	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	University Elective	2
	15		**15**

Year 2

Fall	Credits	Spring	Credits
ACC 221[1]	3	ACC 222[1]	3
IS 220	3	BLAW 205[1]	3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	University Elective	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
University Elective	3	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
	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
CGER CP-CW Civics & Perspective: Cultures of Our World	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 the CBA core requirements.

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	Artificial Intelligence 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 411	Management Information Systems: Project Management and Implementation	
IS 440	Business Data Visualization and Communication	
MKT 465	Digital Marketing and Analytics	
MKT 467	Marketing Analytics	
STAT 305	Statistical Methods	
STAT 443	Categorical Data Analysis	
STAT 445	Correlation and Regression Analysis	

STAT 446	Analysis of Variance and Design of Experiments	
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	Artificial Intelligence 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 495	Management Science	
Total Credits		**18**

International Business Program (IB)

College of Business Administration
International Business Program *(*https://www.uwlax.edu/academics/organizational-departments/international-business/*)*
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.

Major

- International business major - BS (p. 372)

Minor

- International business minor (p. 374)

International Business Major - Bachelor of Science (BS)

Major requirements

(College of Business Administration)

College of Business Administration (CBA) core requirements

All students enrolled in any program within the college are required to complete the following:

- College of Business (CBA) core courses (https://catalog.uwlax.edu/undergraduate/businessadministrationcba/#CBACore)
- CBA upper division prerequisite requirement - Most professional, upper division courses (300/400 level) in the CBA require students to have the following to register into the course:
  - A grade of "C"or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160/MTH 175/MTH 207, and STAT 145/STAT 245;
  - 54 credits or higher earned (or in progress).

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.

Curriculum

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.

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
Electives		
Select six credits of the following:		6
ECO 375	Economic Development	
ECO 380	International Financial Economics	
MGT 340	The Global Responsibility of Business	
MGT 413	Global Leadership Development	
MGT 423	International Business Research and Consulting	
MGT 425	Doing Business in...	
MGT 430	Cross-Cultural Management	
MGT 431	Business 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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 372)
- Baccalaureate degree requirements (p. 373)

College of Business Administration 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). MGT 449 must be taken in the semester of graduation.

Code	Title	Credits
ACC 221	Accounting Principles I [1]	3
ACC 222	Accounting Principles II [1]	3
BLAW 205	The Legal and Ethical Environment of Business [1]	3
ECO 110	Microeconomics and Public Policy [1]	3
ECO 120	Global Macroeconomics [1]	3
ECO 230	Data Analysis for Business Applications	3
ENG 110	College Writing II [1]	3
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 [1]	4
or MTH 175	Applied Calculus	
or MTH 207	Calculus I	
STAT 145	Elementary Statistics (or equivalent) [1]	4
or STAT 245	Probability and Statistics	
Capstone - taken in the semester of graduation		
MGT 449	CBA Capstone: Applied Business Strategy	3
Total Credits		**50**

[1] A grade of "C" or better required.

Upper division prerequisite requirement

Most professional, upper division courses (300/400 level) in the CBA require students to have the following to register into the course:

1. A grade of "C" or better
in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160/MTH 175 /MTH 207, and STAT 145/STAT 245;

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

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)[1]	3	ECO 110 or 120[1]	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)[1]	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
MTH 160, 175, or 207 (Depending on math placement exam results)[1]	4	STAT 145 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)[1]	4
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2

CGER CP-CW Civics & Perspective: Cultures of Our World (World Language)[2]	3	World Language[2]	4
University Elective	1		
	17		**16**

Year 2

Fall	Credits	Spring	Credits
ACC 221[1]	3	ACC 222[1]	3
BLAW 205[1]	3	ECO 230	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
University Elective	2		
	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	IB Elective	3
University Elective	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
	15		**15**

Total Credits: 120

1 A grade of "C" or better is required for the CBA core requirements.

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
BLAW 405	The Law of International Business Transactions	
ECO 375	Economic Development	
ECO 380	International Financial Economics	
MGT 340	The Global Responsibility of Business	
MGT 413	Global Leadership Development	
MGT 423	International Business Research and Consulting	
MGT 425	Doing Business in...	
MGT 430	Cross-Cultural Management	
MGT 431	Business 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
Management Department *(*https://www.uwlax.edu/academics/department/management/*)*

Department Chair: Anup Nandialath
2202 Wittich Hall; 608.785.6671
Email: anandialath@uwlax.edu

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 management minor (for both business and non-business students), and the minor in business administration (for non-business students).

2026-27 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

Christa Kiersch

William Ross

Associate Professor

Christine Ascencio

Uzay Damali

Anup Nandialath

Assistant Professor

Allison Mackey

Tyson Mackey

Christine Manno

Anh Phan

Teaching Professor

Kelly Nowicki-Vanrooyen

Associate Teaching Professor

Brad Dobbs

Scott Reber

Assistant Teaching Professor

Michaella Olson

Jackson Ver Steeg

Adjunct Instructional Academic Staff

Gary Massey

Christopher Nelson

Mark Shay

Administrative Support

Karen Brandt

Major

- Management major - BS (p. 375)

Minor

- Healthcare management minor (p. 378)

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.

At the completion of the management major, students will be able to...

1. Demonstrate critical management content knowledge related to managing and leading organizational processes, strategy and people.
2. Apply evidence-based decision-making to organizational issues.
3. Demonstrate an understanding of effective teamwork and leadership skills.

4. Demonstrate an understanding of, and strategies for managing organizations in, a global business environment.
5. Demonstrate cross-cultural awareness.
6. Apply social responsibility and ethical concepts to decision-making within organizations.
7. Demonstrate an understanding of diversity and inclusion in organizations.

Focus 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 following one or more of the below focus areas when special areas to assist in selecting electives in the major.

- Human Resources
- Operations Management
- Entrepreneurship
- General Management

Major requirements

(College of Business Administration)

College of Business Administration (CBA) core requirements

All students enrolled in any program within the college are required to complete the following:

- College of Business (CBA) core courses (https://catalog.uwlax.edu/undergraduate/businessadministrationcba/#CBACore)
- CBA upper division prerequisite requirement - Most professional, upper division courses (300/400-level) in the CBA require students to have the following to register into the course:
  - A grade of "C" or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160/MTH 175/MTH 207, and STAT 145/STAT 245;
  - 54 credits or higher earned (or in progress).

Curriculum

24 credits

Code	Title	Credits
Core		
MGT 340	The Global Responsibility of Business	3
MGT 360	International Management	3
Focus area core		
Select one of the following: [1]		3
MGT 320	Introduction to Entrepreneurship	
MGT 385	Human Resource Management	
MGT 398	Quality Management	
Leadership and teamwork core		
Select one of the following: [1]		3
MGT 412	Leadership and Team Development	
MGT 413	Global Leadership Development	
MGT 487	Managing Diversity and Inclusion in Organizations	
Electives		
Select 12 credits from any 300/400-level MGT course. Electives are grouped by optional focus area for students with specific management interests. [2, 3]		12
Human resources		
MGT 303	Principles of Labor-Management Relations	
MGT 412	Leadership and Team Development [4]	
MGT 482	Compensation and Benefits Administration	
MGT 483	Employee Training and Development	
MGT 484	International Human Resource Management	
MGT 485	Managerial Negotiation and Collective Bargaining	
MGT 486	Human Resources: Current Issues and Policies	
BLAW 305	Business Law [3]	
BLAW 405	The Law of International Business Transactions [3]	
BLAW 415	Current Topics in Law [3]	
IS 360	Management of Business Analytics [3]	
Operations management		
MGT 399	Project Management: Planning, Scheduling, Executing, and Controlling	
MGT 492	Global Supply Chain Management and Logistics	
MGT 493	Green Operations Management	
MGT 495	Management Science	
BLAW 305	Business Law [3]	
BLAW 405	The Law of International Business Transactions [3]	
BLAW 415	Current Topics in Law [3]	
IS 360	Management of Business Analytics [3]	
Entrepreneurship		
MGT 385	Human Resource Management [4]	
MGT 399	Project Management: Planning, Scheduling, Executing, and Controlling	
MGT 422	Social Entrepreneurship	
BLAW 305	Business Law	
BLAW 405	The Law of International Business Transactions [3]	
BLAW 415	Current Topics in Law [3]	
IS 360	Management of Business Analytics [3]	
General management [5]		
MGT 303	Principles of Labor-Management Relations	
MGT 310	Principles of Sustainable Business	
MGT 320	Introduction to Entrepreneurship [4]	
MGT 350	Healthcare Management	
MGT 385	Human Resource Management [4]	
MGT 398	Quality Management [4]	
MGT 399	Project Management: Planning, Scheduling, Executing, and Controlling	
MGT 400	Special Topics in Management	
MGT 402	Healthcare Analytics Management	
MGT 412	Leadership and Team Development [4]	
MGT 413	Global Leadership Development [4]	
MGT 422	Social Entrepreneurship	
MGT 423	International Business Research and Consulting	
MGT 425	Doing Business in...	
MGT 430	Cross-Cultural Management	
MGT 431	Business and Human Rights	
MGT 450	Advanced Management Internship [6]	
MGT 452	College of Business Administration International Internship [6]	

MGT 482	Compensation and Benefits Administration
MGT 483	Employee Training and Development
MGT 484	International Human Resource Management
MGT 485	Managerial Negotiation and Collective Bargaining
MGT 486	Human Resources: Current Issues and Policies
MGT 487	Managing Diversity and Inclusion in Organizations [4]
MGT 492	Global Supply Chain Management and Logistics
MGT 493	Green Operations Management
MGT 495	Management Science
MGT 499	Independent Study [7]
BLAW 305	Business Law [3]
BLAW 405	The Law of International Business Transactions [3]
BLAW 415	Current Topics in Law [3]
IS 360	Management of Business Analytics [3]
Total Credits	**24**

[1] If all three courses are taken, six credits may be applied toward the 12 credits from any 300/400-level MGT course.

[2] Electives can be from one or multiple focus areas. Focus areas are not required.

[3] A limit of three credits from BLAW 305, BLAW 405, BLAW 415, and IS 360 may apply towards the human resources, operations, and general management focus areas. A limit of three credits from BLAW 405, BLAW 415, and IS 360 may apply toward the entrepreneurship focus area.

[4] Elective credit only if not used in the management major core.

[5] Any student who cannot (e.g., scheduling difficulties, etc.) or does not wish to follow a focus area path will fulfill the management core and general management elective requirements, which can include any 300/400-level management electives including those from the focus areas. This excludes CBA core courses MGT 301, MGT 308, MGT 393, and MGT 449.

[6] A limit of three internship credits from MGT 450 or MGT 452 may be applied toward the management major.

[7] 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 advisor and department chair. Students with interests in a focus area (p. 375) (e.g., operations management, human resources, entrepreneurship, general 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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 377)
- Baccalaureate degree requirements (p. 377)

College of Business Administration 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). MGT 449 must be taken in the semester of graduation.

Code	Title	Credits
ACC 221	Accounting Principles I [1]	3
ACC 222	Accounting Principles II [1]	3
BLAW 205	The Legal and Ethical Environment of Business [1]	3
ECO 110	Microeconomics and Public Policy [1]	3
ECO 120	Global Macroeconomics [1]	3
ECO 230	Data Analysis for Business Applications	3
ENG 110	College Writing II [1]	3
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 [1]	4
or MTH 175	Applied Calculus	
or MTH 207	Calculus I	
STAT 145	Elementary Statistics (or equivalent) [1]	4
or STAT 245	Probability and Statistics	
Capstone - taken in the semester of graduation		
MGT 449	CBA Capstone: Applied Business Strategy	3
Total Credits		**50**

[1] A grade of "C" or better required.

Upper division prerequisite requirement

Most professional, upper division courses (300/400 level) in the CBA require students to have the following to register into the course:

1. A grade of "C" or better
in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160/MTH 175 /MTH 207, and STAT 145/STAT 245;

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

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)[1]	3	ECO 110 or 120[1]	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)[1]	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
MTH 160, 175, or 207 (Depending on math placement exam results)[1]	4	STAT 145 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)[1]	4
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	University Elective	2
	16		**14**

Year 2

Fall	Credits	Spring	Credits
ACC 221[1]	3	ACC 222[1]	3
BLAW 205[1]	3	MGT 301 or MKT 301	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
University Elective	3	University Elective	3
University Elective	3		
	15		**13**

Year 3

Fall	Credits	Spring	Credits
FIN 355	3	MGT 393	3
MGT 308	3	MGT 360	3
ECO 230	3	MGT Electives (300/400 Level)	3
IS 220	3	MKT 309	3
University Elective	4	CGER CP-CW Civics & Perspective: Cultures of Our World	3
	16		**15**

Year 4

Fall	Credits	Spring	Credits
MGT 340	3	MGT 412, 412, or 487[2]	3
MGT 385, 320, or 398[2]	3	MGT 449	3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	MGT Electives (300/400 Level)	3
MGT Electives (300/400 Level)	3	MGT Electives (300/400 Level)	3
University Elective	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
		University Elective	1
	15		**16**

Total Credits: 120

1 A grade of "C" or better is required for the CBA core requirements.

2 If all three courses are taken, 6 credits may be applied toward the 12 credits from any 300/400 level MGT course.

Healthcare Management Minor

The **minor in healthcare management** (HM) 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)

18 credits

Code	Title	Credits
Core		
CHE 320	The U.S. Health Care System	3
MGT 350	Healthcare Management	3
Communication		**3**
Select one of the following:		
CST 354	Health Communication	
ENG 307	Workplace Writing	
MGT/MKT 301	Business Communication	
Process and analytics management		**3**
Select one of the following:		
ECO 230	Data Analysis for Business Applications	
ECO 307	Introduction to Econometrics	
FIN 360	Principles of Insurance and Risk Management	
IS 300	Data Management for Business Problem Solving and Decision Making	
IS 360	Management of Business Analytics	
MGT 398	Quality Management	
MGT 402	Healthcare Analytics Management	
MGT 495	Management Science	
MKT 467	Marketing Analytics	
PSY 420	Advanced Research Methods	
STAT 305	Statistical Methods	
STAT 345	Statistical Computing	
People management		**3**
Select one of the following:		
MGT 308	Organizational Behavior	
MGT 385	Human Resource Management	
Healthcare		**3**
Select one of the following:		
ANT 370	Medical Anthropology	
ECO 350	Health Economics	
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		**18**

Students may double count up to six credits with their major.

Marketing Department (MKT)

College of Business Administration
Marketing Department (https://www.uwlax.edu/academics/department/marketing/)
Interim Department Chair: Ken Graham
3116 Wittich Hall; 608.785.8097
Email: kgraham@uwlax.edu

Marketing is a dynamic, fast-evolving field focused on understanding customers, creating value, and building meaningful connections between organizations and their audiences. Students develop skills in marketing strategy, research, consumer behavior and international marketing —preparing them to solve complex, real-world business challenges.

The program emphasizes high-impact, experiential learning. Students work directly with real clients on consulting projects, engage in community-based and applied learning experiences, and gain exposure to industry through guest speakers and professional partnerships. Many students also participate in global learning experiences, applying marketing concepts in international contexts and gaining cross-cultural perspective.

Career opportunities in marketing are diverse and growing, including roles in brand management, digital marketing, sales, market research, and customer experience. As organizations compete in increasingly global and digital marketplaces, marketing professionals play a critical role in differentiating offerings and responding to evolving consumer expectations.

UWL marketing graduates achieve strong career outcomes within six months of graduation. In the most recent reporting year, 98% of graduates were employed or continuing their education, with nearly all reporting employment and average starting salaries around $50,000. These outcomes reflect the program's emphasis on hands-on learning and industry engagement, preparing students to transition quickly into professional roles.

Marketing positions offer strong visibility across organizations and provide a pathway to leadership roles. Graduates are well-prepared for advancement across a wide range of industries

2026-27 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

Nese Nasif

Assistant Professor

Andreas Eklund

Xinge Li

Tu Tu

Teaching Professor

Stacy Trisler

Associate Teaching Professor

Pam Culver

Terrance Gabel

Assistant Teaching Professor

Aaron Koepke

Administrative Support

Maysa Osley

Major

- Marketing major - BS (p. 380)

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)

College of Business Administration (CBA) core requirements

All students enrolled in any program within the college are required to complete the following:

- College of Business (CBA) core courses (https://catalog.uwlax.edu/undergraduate/businessadministrationcba/#CBACore)
- **CBA upper division prerequisite requirement:** Most professional, upper division courses (300/400-level) in the CBA require students to have the following to register into the course:
  - A grade of "C"or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160/MTH 175/MTH 207, and STAT 145/STAT 245;
  - 54 credits or higher earned (or in progress).

Curriculum

24 credits

Code	Title	Credits
Core		**12**
MKT 341	International Marketing	
MKT 362	Consumer Behavior	
MKT 367	Market Research	
MKT 479	Marketing Management	
Electives		**12**
MKT 351	Sustainability in Marketing	
MKT 360	Social Media Marketing	
MKT 365	Integrated Marketing Communications	
MKT 370	Professional Selling	
MKT 380	Strategic Brand Management	
MKT 386	Business Marketing and Distribution	
MKT 390	Services Marketing	
MKT 400	Marketing Forum	
MKT 415	Marketing Application and Advanced Research [1]	
MKT 440	Comparative Marketing Systems	
MKT 444	Sports and Recreation Marketing	
MKT 445	International Marketing Strategies	
MKT 450	Advanced Marketing Internship [1]	
MKT 465	Digital Marketing and Analytics	
MKT 467	Marketing Analytics	
MKT 470	Sales Force Management	
MKT 499	Advanced Marketing Independent Study [1]	
ENG 310	Digital Content and User Experience Writing	
Total Credits		**24**

[1] A maximum of three credits may come from MKT 415, MKT 450, or MKT 499.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 380)
- Baccalaureate degree requirements (p. 381)

College of Business Administration 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). MGT 449 must be taken in the semester of graduation.

Code	Title	Credits
ACC 221	Accounting Principles I [1]	3
ACC 222	Accounting Principles II [1]	3
BLAW 205	The Legal and Ethical Environment of Business [1]	3
ECO 110	Microeconomics and Public Policy [1]	3
ECO 120	Global Macroeconomics [1]	3
ECO 230	Data Analysis for Business Applications	3
ENG 110	College Writing II [1]	3
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 [1]	4

or MTH 175	Applied Calculus	
or MTH 207	Calculus I	
STAT 145	Elementary Statistics (or equivalent) [1]	4
or STAT 245	Probability and Statistics	
Capstone - taken in the semester of graduation		
MGT 449	CBA Capstone: Applied Business Strategy	3
Total Credits		**50**

[1] A grade of "C" or better required.

Upper division prerequisite requirement

Most professional, upper division courses (300/400 level) in the CBA require students to have the following to register into the course:

1. A grade of "C" or better
in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160/MTH 175 /MTH 207, and STAT 145/STAT 245;

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

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
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[1] Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)[1]	3	ECO 110 or 120[1]	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)[1]	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
MTH 160, 175, or 207 (Depending on math placement exam results)[1]	4	STAT 145 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)[1]	4
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
	16		**15**

Year 2

Fall	Credits	Spring	Credits
ACC 221[1]	3	ACC 222[1]	3

CGER NSWL-MBP Natural Science & Wellness: Mind, Body, & Planet	3	BLAW 205[1]	3
CGER NSW-ES Natural Science & Wellness: Experiential Science	4	IS 220	3
University Elective	2	CGER CL-SWT Communication & Literacy: Stories We Tell	3
University Elective	3	University Elective	4
	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	CGER CP-CW Civics & Perspective: Cultures of Our World	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 the CBA core requirements.
2 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 340; usually offered each semester), and nine credits of approved electives (listed on a separate page). Students should carefully note the specific courses in the minor, when they are offered, and course prerequisites.

Minor

- Sustainable business minor (CBA) (p. 382)

Sustainable Business Minor

(College of Business Administration)

18 credits

Code	Title	Credits
Core		
MGT/MKT 310	Principles of Sustainable Business	3
MGT 340	The Global Responsibility of Business	3
Electives		
Select twelve credits of approved electives:		12
At least six of the elective credits must be from the College of Business Administration course work. Select from the following:		
ECO 346	Environmental and Ecological Economics	
ECO 375	Economic Development	
MGT 400	Special Topics in Management (Must be an approved sustainable topic)	
MGT 422	Social Entrepreneurship	
MGT 431	Business and Human Rights	
MKT 351	Sustainability in Marketing	
MGT 493	Green Operations Management	
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 310	Food, Culture, and the Environment	
ENV 311	The Mississippi River: Mighty and Managed	
ENV 312	Sustainability through Cinema	
ENV 313	Woodlands of the Driftless: History, Ecology, and Management	
ENV 314	Bicycling the Wisconsin Landscape	
ENV 315	Sustainability: Principles and Practices	
ENV 316	Occupying the Driftless: Culture, Place, and Environment	
ENV 354	Sustainability, Indigenous Knowledge, and the Environment	
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	
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

College of Science and Health (https://www.uwlax.edu/csh/)
Dean - Gubbi Sudhakaran
Associate Dean - Robert Allen
Assistant Dean - Whitney George
105 Graff Main Hall; 608.785.8218

College Academic Services Directors - Travis Hendrickson and Guy Herling
105 Graff Main Hall; 608.785.8218
Email: csh@uwlax.edu

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 Core General Education Requirements (CGER). 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 CGER, 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. 383) **Majors, minors, and other programs (p. 383)** **CSH core requirements (p. 384)**

CSH core exemptions (p. 385) **CSH progress toward degree policy (p. 385)**

Pre-professional tracks (p. 385) **Joint institution programs (p. 389)**

Department/units

Biology
- Food and Nutrition Sciences

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 Recreational Therapy

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, minors, certificates, and other programs

Dual degree programs, certificates, and pre-professional tracks are listed after the majors and minors.

B.S. = Bachelor of Science m = minor

Biochemistry with American Society for Biochemistry & Molecular Biology (ASBMB) Certification (p. 417) (B.S.)
Biology (p. 389) (B.S., m)
- Aquatic Science Concentration (B.S.)
- Biomedical Science Concentration (B.S.)
- Conservation Biology Concentration (B.S.)
- Molecular Genetics and Cell Biology Concentration (B.S.)
- Plant and Fungal Biology Concentration (B.S.)
- Science Education (B.S.)
- Zoology and Animal Physiology Concentration (B.S.)

Chemistry (p. 417) (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. 435) (B.S.)
Communication, Writing, and Critical Reasoning (p. 516) (m)
Computational Science (p. 442) (m)
Computer Engineering (p. 442) (B.S.)
Computer Science (p. 442) (B.S., m)
- Artificial Intelligence Emphasis (B.S., m)
- Cybersecurity Emphasis (B.S., m)
- Computer Engineering Technology Emphasis (B.S.)

Data Science (p. 516) (B.S.)
Earth Science (p. 491) (m)
Engineering Physics (p. 554) (B.S.)
Environmental Science (p. 491)
- Environmental Biology Track (B.S.)
- Environmental Chemistry Track (B.S.)
- Environmental Geospatial Techniques Track (B.S.)
- Environmental Microbiology Track (B.S.)

Exercise and Sport Science (p. 474)
- Coaching Competitive Athletics (m)
- Kinesiology (B.S.)
- Physical, Adapted, and School Health Education (B.S.)
- Sport Management Emphasis (B.S.)

Food and Nutrition Sciences (p. 488) (B.S.)
General Science for Teachers (p. 554) (m)
Geography (p. 491)
- Environmental Science Concentration (B.S.)
- Geographic Information Science Concentration (B.S., m)
- Humans and the Environment Emphasis (B.S., m)

Geoarchaeology (p. 491) (m)
Inclusive Recreation (p. 594) (m)
Mathematical Biology (p. 538) (m)

Mathematics (p. 516) (B.S., m)
- Mathematics Education (B.S.)

Mathematics for Teachers (p. 539) (m)
Microbiology (p. 540) (B.S., m)
- Environmental Science Concentration (B.S.)
- Medical Microbiology and Immunology Concentration (B.S.)

Nuclear Medicine Technology (p. 551) (B.S.)
Nutrition (p. 488) (m)
Outdoor, Recreation, Tourism and Event Management (p. 594) (m)
- Community-based Recreation Emphasis (B.S.)
- Generalist Emphasis (B.S.)
- Outdoor Recreation Emphasis (B.S.)
- Tourism & Event Management Emphasis (B.S., m)

Physics (p. 554) (B.S., m)
- Applied Physics Emphasis (B.S.)
- Astronomy Emphasis (B.S., m)
- Biomedical Concentration (B.S.)
- Business Concentration (B.S.)
- Optics Emphasis (B.S.)
- Science Education (B.S.)

Public Health and Community Health Education (p. 578) (B.S.)
- Public Health (m)

Radiologic Science (p. 582)
- (p. 582)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.)

Recreational Therapy (p. 594) (B.S.)
Statistics (p. 516) (B.S., m)
- Actuarial Science Concentration (B.S.)

Accelerated graduate programs

Biology/Physical Therapy (p. 389)
Clinical Laboratory Science/Clinical Microbiology (p. 435)
Computer Science/Software Engineering (p. 442)
- Artificial Intelligence
- Computer Science
- Cybersecurity

Data Science/Applied Statistics (p. 516)
ESS: Kinesiology/Athletic Training (p. 474)
Outdoor, Recreation, Tourism and Event Management/Recreation Management (p. 594)
- Community-Based Recreation
- Generalist
- Outdoor Recreation
- Tourism and Event Management

Statistics/Applied Statistics (p. 516)
Recreational Therapy (p. 594)

Dual degree programs

Chemistry/Engineering (p. 417)
Computer Science/Engineering (p. 442)
Mathematics/Engineering (p. 516)
Physics/Engineering (p. 554)

Certificate programs

Computer programming (p. 473)
Database modeling (p. 474)
Environmental microbiology (p. 550)
Food microbiology (p. 550)
Geography: geographic information science concentration (p. 515)
Health coaching (p. 582)
Medical microbiology and immunology (p. 550)
Web design (p. 474)
Web developer (p. 474)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	

PHY 103	Fundamental Physics I [1]
PHY 104	Fundamental Physics II
PHY 106	Physical Science for Educators [1]
PHY 155	Solar System Astronomy [1]
PHY 160	Stars, Galaxies and the Universe [1]
PHY 203	General Physics I [1]
PHY 204	General Physics II

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

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: Kinesiology Accelerated Graduate Program with Athletic Training
Exercise and Sport Science: Physical, Adapted, and School Health Education
Exercise and Sport Science: Sport Management Emphasis
Mathematics Education
Nuclear Medicine Technology
Outdoor, Recreation, Tourism and Event Management: Community Based Recreation Emphasis
Outdoor, Recreation, Tourism and Event Management: Generalist Emphasis
Outdoor, Recreation, Tourism and Event Management: Outdoor Recreation Emphasis
Outdoor, Recreation, Tourism and Event Management: Tourism and Event Management Emphasis
Outdoor, Recreation, Tourism and Event Management (with an emphasis) Accelerated Graduate Program with Recreational Management
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
Recreational Therapy
Recreational Therapy Accelerated Graduate Program with Recreational Therapy

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 major[1] 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 major[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 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

Pre-Professional Programs (https://www.uwlax.edu/csh/)

Students have the opportunity to complete requirements in a variety of pre-professional fields prior to applying 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.**

Advisors with knowledge of pre-professional tracks can be of assistance to students with their academic planning. Contact the Pre-Health Student Resource Center (https://www.uwlax.edu/pre-health/) in 1209 Centennial Hall, or inquire at the College of Science and Health Academic Services Office in 105 Graff Main Hall for more information. Some departments on campus have designated advisors or program experts who can also assist with academic planning. In addition, many of the pre-professional tracks have related student organizations, and these clubs can be found at UWL's student organization website MyOrgs (https://orgs.uwlax.edu/).

Pre-professional programs are **not majors** and are referred to as "tracks" in the WINGS Student Center (e.g., pre-medicine track). Although

coursework recommended by the pre-professional program may be needed for admission to a graduate school, it **may or may not** be required for graduation from UWL. It is the student's responsibility to understand the requirements for their undergraduate degree and admission requirements for graduate programs of interest. Students must select a major to complete a degree at UWL and cannot graduate with only a pre-professional track.

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/pre-health-tracks/)

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/pre-health-tracks/)

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/pre-health-tracks/)

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-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-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/pre-health-tracks/)

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.aota.org/about/what-is-ot/) 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/pre-health-tracks/)

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/pre-health-tracks/)

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/pre-health-tracks/)

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/) 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/pre-health-tracks/)

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-physician assistant 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/pre-health-tracks/)

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-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/pre-health-tracks/)

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 (https://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.
- Exercise and Sport Science: Students may transfer into UWL's program with partial credit already completed. Students can transfer into either the fitness or pre-professional tracks.

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.

Contact the UWL Admissions Office (https://www.uwlax.edu/admissions/) for more specific information on these joint programs. Students who have earned an Associate of Arts or Associate of Science degree from a regionally- or nationally-accredited institution with a program of study of comparable level and scope to UWL's will be considered to have satisfied the Core General Education Requirements (CGER) at UWL, although students must still meet all other UWL degree, college, and major requirements.

Biology Department (BIO)

College of Science and Health
Biology (https://www.uwlax.edu/academics/department/biology/)
Department Chair: Anton Sanderfoot
4033 Cowley Hall; 608.785.8240
Email: asanderfoot@uwlax.edu

Associate Chair: Bradley Seebach
3022 Cowley Hall; 608.785.6964
Email: bseebach@uwlax.edu

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 **Regents Teaching Excellence Award** for the best Universities of Wisconsin 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 food and nutritional science major and 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.

2026-27 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

Sumei Liu

Todd Osmundson

Gregory Sandland

Eric Strauss

Meredith Thomsen

Associate Professor

Sierra Colavito

Anita Davelos

Anne Galbraith

Anton (Tony) Sanderfoot

Adam Schneider

David Schumann

Christine Schwartz

Bradley Seebach

Ross Vander Vorste

Jaclyn Wisinski

Alder Yu

Assistant Professor

Cord Brundage

Douglas Brusich

Arthur Gruppe II

Jessica Judson

Jaspreet Kaur

Brian Kinney

Taylor Medwig-Kinney

Markus Mika

Francis Tillman

Mary Zimmerman

Teaching Professor

Faye Ellis

Associate Teaching Professor

Lee Baines

Kristin Greany

Assistant Teaching Professor

Cheyenne Banasik

Jason Freund

Melanie Hutchings

Nicholas Larusso

Rebecca Werren

Intro Biology Coordinator

Teresa Mika

Laboratory Supervisor

Franklin Greene

Elisabeth Paluch

Administrative Support

Steve Cleveland

Majors

- Biology major - BS (p. 391)
- Biology major: aquatic science concentration - BS (p. 394)
- Biology major: biomedical science concentration - BS (p. 397)
- Biology major: conservation biology concentration - BS (p. 400)
- Biology major: molecular genetics and cell biology concentration - BS (p. 403)
- Biology major: plant and fungal biology concentration - BS (p. 405)

- Biology major: zoology and animal physiology concentration - BS (p. 408)

Teacher education program

- Biology major: science education (grades 4-12) concentration - BS (p. 411)

Accelerated graduate program

- Accelerated graduate program in biology BS and physical therapy DPT (p. 414)

Minors

- Biology minor (p. 417)

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.

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

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 Systematics and Evolution	
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 241	Introduction to Water Pollution	
BIO 302	Introductory Plant Identification	
BIO 303	Vertebrate Form and Function [1]	
BIO 308	Conservation Biology	
BIO 312	Human Anatomy and Physiology I [1]	
BIO 313	Human Anatomy and Physiology II [1]	
BIO 320	Forest Pathology	
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 Systematics and Evolution	
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 420	Applied Mycology	
BIO 421	Comparative Vertebrate Endocrinology	
BIO 422	Ichthyology	
BIO 423	21st Century Mycology	
BIO 424	Human Endocrinology	
BIO 428	Advanced Nutrition for the Health Professions	
BIO 429	Evolution	
BIO 432	Biology of Cancer	
BIO 435	Molecular Biology	
BIO 436	Molecular Biology Laboratory	

BIO 437	Plant Growth and Development	
BIO 439	Plant Anatomy	
BIO 440	Bioinformatics	
BIO 441	Aquatic 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 461	River Navigation and Sampling Techniques	
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 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		**4**
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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 392)
- Baccalaureate degree requirements (p. 393)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	

ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I
GEO 101	Earth Environments [1]
GEO 221	Weather and Climate
GEO 222	Earth Surface Processes and Landforms
MIC 100	Microbes and Society [1]
PHY 103	Fundamental Physics I [1]
PHY 104	Fundamental Physics II
PHY 106	Physical Science for Educators [1]
PHY 155	Solar System Astronomy [1]
PHY 160	Stars, Galaxies and the Universe [1]
PHY 203	General Physics I [1]
PHY 204	General Physics II

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	BIO 203	4
MTH 150 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	CHM 103 (CSH Core - not BIO)	5
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3		
	16		**15**

Year 2

Fall	Credits	Spring	Credits
CHM 104	5	BIO 306	4
STAT 145 (CSH Core)	4	CHM 300	4
BIO 307	3	CHM 302	1
University Elective	2	CGER CP-CU Civics & Perspective: Communities of the United States	3
		University Elective	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
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CSH Core (300/400 not BIO) or Minor	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
		University Elective	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
CGER CP-CW Civics & Perspective: Cultures of Our World	3	University Elective	3
		University Elective	3
	15		**16**

Total Credits: 120

[1] See CSH BS Core Requirements (p. 384) 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 (62-65 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 291	Advancing Biological Science	2
BIO 306	Genetics	4
BIO 307	Ecology	3
BIO 315	Cell Biology	4
or MIC 230	Fundamentals of Microbiology	
BIO 341	Limnology	3
BIO 447	Standard Methods/Quality Assurance Water Analyses	3
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 441	Aquatic Toxicology	
BIO 461	River Navigation and Sampling Techniques	
BIO 464	Stream and Watershed Ecology	
CHM 412	Aquatic and Soil Chemistry	
GEO 430	River Systems	
MIC 434	Aquatic Microbial Ecology	
List II electives:		
BIO 241	Introduction to Water Pollution	
BIO 302	Introductory Plant Identification	
BIO 308	Conservation Biology	
BIO 321	Ornithology	
BIO 404	Plant Systematics and Evolution	
BIO 406	Parasitology	
BIO 412	Mycology	
BIO 419	Quantitative Methods in Ecology	
BIO 420	Applied Mycology	
BIO 421	Comparative Vertebrate Endocrinology	
BIO 429	Evolution	
BIO 444	Entomology	
BIO 446	Animal Behavior	
BIO 458	Comparative Animal Physiology	
BIO 473	Marine Biology	
BIO 476	Ecosystem Ecology	

BIO 499	Independent Research (up to two credits)	
Chemistry requirement		
Select a minimum of 15 chemistry credits, including:		15
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		
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	
Total Credits		**62**

[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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 395)
- Baccalaureate degree requirements (p. 396)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or

b. 300/400 level courses inside major not being used to fulfill major requirements.

iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	BIO 203	4
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
MTH 207 or 175 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	CHM 103 (CSH Core - not BIO)	5
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
	13		**15**

Year 2

Fall	Credits	Spring	Credits
BIO 307	3	BIO 291	2
CHM 104	5	CHM 300	4
STAT 145 or MTH 265 (CSH Core)	4	CHM 302	1
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
		CGER CP-CW Civics & Perspective: Cultures of Our World	3
		University Elective	3
	15		**16**

Year 3

Fall	Credits	Spring	Credits
BIO 341	3	BIO 315 or MIC 230	4
CHM 301	5	BIO 447	3

BIO 306	4	BIO Elective (List I)	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CSH Core (300/400 not BIO) or Minor	3
		University Elective	2
	15		**15**

Year 4

Fall	Credits	Spring	Credits
BIO Elective (List I)	3	BIO Elective (List I or II)	4
BIO Elective (List I)	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	CSH Core or Minor[1]	3
CSH Core or Minor[1]	3	CSH Core (300/400 not BIO) or Minor	3
University Elective	3	University Elective	3
	15		**16**

Total Credits: 120

[1] See CSH BS Core Requirements (p. 384) 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 241	Introduction to Water Pollution	
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 420	Applied Mycology	
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	Aquatic 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	
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 & 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	
Math requirement		**4**
STAT 145	Elementary Statistics	
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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 398)
- Baccalaureate degree requirements (p. 398)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	BIO 203	4
MTH 150 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	CHM 103 (CSH Core - not BIO)	5
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
	14		**14**

Year 2

Fall	Credits	Spring	Credits
STAT 145 (CSH Core)	4	BIO 306	4
BIO 307	3	CHM 300	4
CHM 104	5	CHM 302	1
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
		University Elective	3
	15		**15**

Year 3

Fall	Credits	Spring	Credits
BIO 312	4	BIO 313	4
Biology Elective	3	CHM 301	5
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
University Elective	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
University Elective	3		
	16		**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 or Minor[1]	3	CSH Core or Minor[1]	3
University Elective	2	CGER CP-CW Civics & Perspective: Cultures of Our World	3

	University Elective	2
16		**15**

Total Credits: 120

[1] See CSH BS Core Requirements (p. 384) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

Biology Major: Conservation Biology Concentration - Bachelor of Science (BS)

Major requirements

(All colleges, excluding teacher certification programs)

39 credits (67-70 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.

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

Code	Title	Credits
Core		
BIO 105	General Biology	4
BIO 203	Organismal Biology	4
BIO 291	Advancing Biological Science	2
BIO 306	Genetics	4
BIO 307	Ecology	3
BIO 315	Cell Biology	4
or MIC 230	Fundamentals of Microbiology	
BIO 419	Quantitative Methods in Ecology	3
Electives		
Select 15 credits of elective from the following:		15
BIO 241	Introduction to Water Pollution	
BIO 302	Introductory Plant Identification	
BIO 304	Plant Biology	
BIO 308	Conservation Biology	
BIO 320	Forest Pathology	
BIO 321	Ornithology	
BIO 337	Plant Physiology	
BIO 341	Limnology	
BIO 401	Comparative Vertebrate Anatomy	
BIO 404	Plant Systematics and Evolution	
BIO 405	Aquatic and Wetland Vascular Plants	
BIO 406	Parasitology	
BIO 412	Mycology	
BIO 414	Freshwater Invertebrate Zoology	
BIO 420	Applied Mycology	
BIO 422	Ichthyology	
BIO 429	Evolution	
BIO 441	Aquatic 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 461	River Navigation and Sampling Techniques	
BIO 464	Stream and Watershed Ecology	
BIO 473	Marine Biology	
BIO 476	Ecosystem Ecology	
BIO 488	Mammalogy	
BIO 499	Independent Research (up to two credits may apply)	
MIC 230	Fundamentals of Microbiology	
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	
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	
Conservation biology requirement		
Select a minimum of five credits of conservation biology support courses, including one of the following options:		5
Option A: Select two of the following:		
CHM 301	Analytical Chemistry	
CHM 312	Atmospheric Chemistry	
CHM 412	Aquatic and Soil Chemistry	
CHM 413	Environmental Chemistry Laboratory	
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 305	Statistical Methods	
STAT 445	Correlation and Regression Analysis	

STAT 446	Analysis of Variance and Design of Experiments	
STAT 447	Nonparametric Statistics	
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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 401)
- Baccalaureate degree requirements (p. 401)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.

5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	BIO 203	4
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
MTH 207 or 175 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	CHM 103 (CSH Core - not BIO)	5
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
	13		**15**

Year 2

Fall	Credits	Spring	Credits
BIO 291	2	CHM 300	4
BIO 307	3	CHM 302	1
CHM 104	5	BIO 306	4
STAT 145 or MTH 265 (CSH Core)	4	CCGER CP-CU Civics & Perspective: Communities of the United States	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	University Elective	3
	17		**15**

Year 3

Fall	Credits	Spring	Credits
BIO Elective from list	3	BIO 315 or MIC 230	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
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
University Elective	2	University Elective	2
	14		**16**

Year 4

Fall	Credits	Spring	Credits
BIO 419	3	BIO Elective (400 level from list)	3
BIO Elective from list	3	BIO Elective from list	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
CSH Core (300/400 not BIO) or Minor	3	CSH Core (300/400 not BIO) or Minor	3
CSH Core or Minor[1]	3	CSH Core or Minor[1]	3
	15		**15**

Total Credits: 120

[1] See CSH BS Core Requirements (p. 384) 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.

Course listed in more than one category may be counted only once unless otherwise stated.

Code	Title	Credits
Core		
BIO 105	General Biology	4
BIO 203	Organismal Biology	4
BIO 291	Advancing Biological Science	2
BIO 306	Genetics	4
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
Electives		
Select 15 credits of electives from the following: [1]		15
BIO 202	Introduction to Biological Data Analysis and Interpretation	
BIO 303	Vertebrate Form and Function [2]	
BIO 307	Ecology	
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 420	Applied 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 & 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	
And one of the following:		
CHM 325	Fundamental Biochemistry	
CHM 417 & CHM 418	Biochemistry I: Macromolecules and Biochemistry II: Metabolism	
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	
or MTH 151	Precalculus	
Total Credits		**71**

[1] Up to two credits from BIO 450, BIO 479, BIO 489, BIO 495, BIO 499 and MIC 499 may count toward the major.

[2] A maximum of eight credits of BIO 303, BIO 312, and 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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 404)
- Baccalaureate degree requirements (p. 404)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student's actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	BIO 203	4
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	CHM 103 (CSH Core - not BIO)	5
MTH 207 or 175 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2		
	16		**15**
Year 2			
Fall	**Credits**	**Spring**	**Credits**
BIO 291	2	BIO 306	4
STAT 145 (CSH Core)	4	CHM 300	4
CHM 104	5	CHM 302	1
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CGER CP-CW Civics & Perspective: Cultures of Our World	3
University Elective	2	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
	16		**15**
Year 3			
Fall	**Credits**	**Spring**	**Credits**
BIO Elective	3	BIO 315	4
BIO Elective	3	CHM 325	4
CHM 301	5	CGER CP-CU Civics & Perspective: Communities of the United States	3
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	CSH Core (300/400 level)	3
University Elective	3		
	17		**14**
Year 4			
Fall	**Credits**	**Spring**	**Credits**
BIO 435	3	BIO 440	2
BIO 436 or 468	1	BIO Elective (400 level)	4
BIO Elective	3	BIO Elective	3
CSH Core or Minor[1]	3	CSH Core or Minor[1]	3
University Elective	3	University Elective	2
	13		**14**

Total Credits: 120

[1] See CSH BS Core Requirements (p. 384) 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).

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

Code	Title	Credits
Core		
BIO 105	General Biology	4
BIO 203	Organismal Biology	4
BIO 291	Advancing Biological Science	2
BIO 306	Genetics	4
BIO 307	Ecology	3
BIO 315	Cell Biology	4
or MIC 230	Fundamentals of Microbiology	
BIO 442	Plant Microbe Interactions	3
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 Systematics and Evolution	
BIO 405	Aquatic and Wetland Vascular Plants	
BIO 412	Mycology	
BIO 413	Medical Mycology	
BIO 419	Quantitative Methods in Ecology	
BIO 456	Plant Ecology	
Electives		
Select from the following to reach 39 credits in the major.		9
BIO 302	Introductory Plant Identification	
BIO 304	Plant Biology	
BIO 308	Conservation Biology	
BIO 320	Forest Pathology	
BIO 330	Economic Botany	
BIO 337	Plant Physiology	
BIO 404	Plant Systematics and Evolution	
BIO 405	Aquatic and Wetland Vascular Plants	
BIO 412	Mycology	
BIO 413	Medical Mycology	
BIO 419	Quantitative Methods in Ecology	
BIO 420	Applied Mycology	
BIO 423	21st Century Mycology	
BIO 429	Evolution	
BIO 437	Plant Growth and Development	
BIO 440	Bioinformatics	
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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 406)
- Baccalaureate degree requirements (p. 407)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	

MTH 265	Mathematical Models in Biology [1]
STAT 145	Elementary Statistics [1]

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
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PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
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the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	BIO 203	4
MTH 150 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)[1]	4	CHM 103 (CSH Core - not BIO)	5
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2		
	16		**15**
Year 2			
Fall	**Credits**	**Spring**	**Credits**
BIO 291	2	BIO 306	4
BIO 307	3	CHM 300	4
STAT 145 or MTH 265 (CSH Core)	4	CHM 302	1
CHM 104	5	CGER CP-CW Civics & Perspective: Cultures of Our World	3
University Elective	2	CGER CP-CU Civics & Perspective: Communities of the United States	3
	16		**15**
Year 3			
Fall	**Credits**	**Spring**	**Credits**
BIO Elective (300/400 lab)	3	BIO 315 or MIC 230	4
BIO Elective	3	CSH Core (300/400 not BIO) or Minor	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	University Elective	3
CSH Core (300/400 not BIO) or Minor	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
		CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
	12		**16**
Year 4			
Fall	**Credits**	**Spring**	**Credits**
BIO 442	3	BIO Elective (300/400 lab)	3
BIO Elective (400 level)	3	BIO Elective (300/400 level)	3
BIO Elective	3	CSH Core or Minor[2]	3
CSH Core (300/400 not BIO) or Minor	3	University Elective	3
CSH Core or Minor[2]	3	University Elective (300/400 level)	3
	15		**15**

Total Credits: 120

1 Or placement into MTH 151 or higher, prerequisite for CHM 103.
2 See CSH B.S. Core Requirements (p. 384) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

Biology Major: Zoology and Animal Physiology Concentration - Bachelor of Science (BS)

Major requirements

(All colleges, excluding teacher certification programs)

39 credits (62-65 total credits including CHM and MTH requirements)

Each student must have a minimum of three biology credits at the 400-level (excluding BIO 479 and BIO 499).

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

Code	Title	Credits
Core		
BIO 105	General Biology	4
BIO 203	Organismal Biology	4
BIO 291	Advancing Biological Science	2
BIO 306	Genetics	4
BIO 307	Ecology	3
BIO 315	Cell Biology	4
or MIC 230	Fundamentals of Microbiology	
Upper level zoology		
Select three credits from the following:		3-4
BIO 321	Ornithology	
BIO 406	Parasitology	
BIO 414	Freshwater Invertebrate Zoology	
BIO 422	Ichthyology	
BIO 444	Entomology	
BIO 488	Mammalogy	
Upper level animal physiology		
Select four credits from the following:		4
BIO 401	Comparative Vertebrate Anatomy	
BIO 458	Comparative Animal Physiology	
Electives		

Select an additional 11 credits from the following: [1]		11
ARC 345	Zooarchaeology	
BIO 241	Introduction to Water Pollution	
BIO 303	Vertebrate Form and Function	
BIO 315	Cell Biology	
BIO 321	Ornithology	
BIO 401	Comparative Vertebrate Anatomy	
BIO 406	Parasitology	
BIO 414	Freshwater Invertebrate Zoology	
BIO 415	Neuroethology	
BIO 421	Comparative Vertebrate Endocrinology	
BIO 422	Ichthyology	
BIO 444	Entomology	
BIO 429	Evolution	
BIO 458	Comparative Animal Physiology	
BIO 446	Animal Behavior	
BIO 450	Internship in Biology	
BIO 488	Mammalogy	
BIO 491	Capstone Seminar in Biology	
BIO 499	Independent Research [1]	
or MIC 499	Independent Research in Microbiology	
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) [2]		
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 304 & CHM 303 & CHM 305	Organic Chemistry Theory II and Organic Chemistry Theory I and Organic Chemistry Laboratory	
Math requirement		
STAT 145	Elementary Statistics	4
or MTH 265	Mathematical Models in Biology	
MTH 150	College Algebra (or placement into MTH 151 or higher, prerequisite for CHM 103)	4
Total Credits		**62-65**

[1] Up to two credits of BIO 499 may be used as electives.

[2] 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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 409)
- Baccalaureate degree requirements (p. 410)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	

PHY 155	Solar System Astronomy [1]
PHY 160	Stars, Galaxies and the Universe [1]
PHY 203	General Physics I [1]
PHY 204	General Physics II

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	BIO 203	4
MTH 150 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	CHM 103 (CSH Core - not BIO)	5

CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
	13		**15**

Year 2

Fall	Credits	Spring	Credits
BIO 291	2	BIO 306	4
BIO 307	3	CHM 300	4
CHM 104	5	CHM 302	1
STAT 145	4	CGER CP-CU Civics & Perspective: Communities of the United States	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	University Elective	3
	17		**15**

Year 3

Fall	Credits	Spring	Credits
BIO 315 or MIC 230	4	BIO 401 or 458	4
Zoology Course (see list)	3	BIO Elective (see list)	3
BIO Elective (see list)	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	CSH Core (300/400 not BIO) or Minor	3
CSH Core (300/400 not BIO) or Minor	3	University Elective	3
	16		**16**

Year 4

Fall	Credits	Spring	Credits
BIO Elective (see list)	3	BIO Elective (see list)	2
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	CGER CP-CW Civics & Perspective: Cultures of Our World	3
CSH Core (300/400 not BIO) or Minor	3	CSH Core or Minor[1]	3
CSH Core or Minor[1]	3	University Elective	3
University Elective	2	University Elective	3
	14		**14**

Total Credits: 120

[1] See CSH BS Core Requirements (p. 384) 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. 629).

Students in all teacher education programs must be admitted to the School of Education (https://www.uwlax.edu/soe/undergrad/admission-to-soe/) 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. 625).

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 Wisconsin Teacher Standards (WTS) and the National Science Teaching Association (NSTA) Standards.

Program requirement courses that may also fulfill Core General Education Requirements (CGER) (20 credits)

Code	Title	Credits
EDS 203	Foundations of Education [1, 2]	3
EDS 206	Society and Schools [1, 3]	3
EDS 309	Global Perspectives in Education [4]	3
Select one of the following: [5]		4
MTH 150	College Algebra	
MTH 151	Precalculus	
MTH 175	Applied Calculus	
MTH 207	Calculus I	
GEO 200	Conservation of Global Environments [6]	3
BIO 105	General Biology [7, 8]	4
Total Credits		**20**

[1] Satisfies an SOE core requirement.
[2] May also satisfy CGER - Social & Behavioral Science: Social & Behavioral Studies (CGER SBS-BS).
[3] May also satisfy CGER - Civics & Perspectives: Communities of the United States (CGER CP-CU).
[4] May also satisfy CGER - Civics & Perspectives: The Cultures of Our World (CGER CP-CW).
[5] May also satisfy CGER - Mathematics & Quantitative Reasoning: Quantitative Reasoning (CGER MQR-QR).
[6] May also satisfy CGER - Natural Science & Wellness: Mind, Body, & Planet (CGER NSW-MBP).
[7] May also satisfy CGER - Natural Science & Wellness: Experiential Science (CGER NSWL-ES).
[8] Satisfies a biology major content requirement.

Science education core requirements (52 credits)

Code	Title	Credits
Allied courses not requiring admission to the School of Education		
PSY 212	Lifespan Development [1]	3
SPE 200	Foundations of Special Education [1]	3
Content courses not requiring admission to the School of Education		
BIO 203	Organismal Biology [8]	4
CHM 103	General Chemistry I [8]	5
CHM 104	General Chemistry II [8]	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 [1]		
BIO 451	Curriculum and Content in Science and Mathematics	2
BIO 452	The Learner and Learning in Science	2
BIO 454	Field Experience I in Science Education	2
BIO 455	Field Experience II in Science Education	2
Student teaching semester		
Demonstrate content knowledge through benchmark assessment prior to student teaching [9]		
EDS 492	Student Teaching Seminar [1]	1
Select one of the following: [1]		11
EDS 496	Student Teaching: Middle/High School Education (4-12)	
EDS 495	Teaching Internship	
Total Credits		**52**

Biology major content requirements (23-26 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
Additional math requirement		
STAT 145	Elementary Statistics	4
Select one of the following organic chemistry options:		**5-8**
Option A (5 credits) [10]		
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		**23-26**

[9] Must complete all course requirements and other benchmarks prior to student teaching. See SOE's benchmark assessments (https://www.uwlax.edu/soe/undergrad/benchmark-assessments/) website for information about these assessments. For more information on student teaching, please see the Student Teaching and Internship Policy (http://catalog.uwlax.edu/undergraduate/education/#student-teaching).

[10] 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 (p. 622) catalog page.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- School of Education requirements (p. 622)
- Baccalaureate degree requirements (p. 412)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	BIO 203	4
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CHM 103	5
MTH 150 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	EDS 206 (CGER CP-CU Civics & Perspective: Communities of the United States)	3
BIO 105 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3		
	16		**15**

Year 2

Fall	Credits	Spring	Credits
CHM 104	5	GEO 200 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3
BIO 306	4	PHY 103 or 203	4
GEO 101	4	BIO 307	3
EDS 309 (CGER CP-CW Civics & Perspective: Cultures of Our World)	3	STAT 145	4
		CGER HA-AA Humanities & Arts: Arts & Aesthetics	3
	16		**17**

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	CGER HA-PDU Humanities & Arts: Pasts that Define Us	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
CGER CL-SWT Communication & Literacy: Stories We Tell	3	EDS 496	11
University Elective	2		
University Elective	3		
	12		**12**

Total Credits: 120

Sample Plan 2

Year 1

Fall	Credits	Spring	Credits
EDS 203 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	EDS 206 (CGER CP-CU Civics & Perspective: Communities of the United States)	3

UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	BIO 203	4
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CHM 104	5
CHM 103	5	MTH 151 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4
BIO 105 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4		
	17		**16**

Year 2

Fall	Credits	Spring	Credits
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	GEO 200 (CGER NSWL-MBP Natural Science & Wellness: Mind, Body, & Planet)	3
EDS 309 (CGER CP-CW Civics & Perspective: Cultures of Our World)	3	PHY 103 or 203	4
GEO 101	4	BIO 307	3
BIO 306	4	STAT 145	4
University Elective	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	3
	17		**17**

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	CGER HA-PDU Humanities & Arts: Pasts that Define Us	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
CGER CL-SWT Communication & Literacy: Stories We Tell	3	EDS 496	11
University Elective	2		
University Elective	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. 628) 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. 632).
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. 632).

Accelerated Graduate Program in Biology (BS) and Physical Therapy (DPT)

This is a special accelerated graduate 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 Core General Education Requirements, 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 accelerated graduate 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 Systematics and Evolution	
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 Systematics and Evolution	
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	Aquatic 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 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 & 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**
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 (https://catalog.uwlax.edu/graduate/programrequirements/physicaltherapy/dpt/#programrequirementstext).

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core for B.S. (no minor required) (p. 416)
- Baccalaureate degree requirements (p. 416)
- Doctor of Physical Therapy requirements (https://catalog.uwlax.edu/graduate/programrequirements/physicaltherapy/dpt/)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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
Chemistry and Biochemistry Department *(*https://www.uwlax.edu/academics/department/chemistry-and-biochemistry/*)*
Department Chair: Todd Weaver
4020 Cowley Hall; 608.785.8269
Email: tweaver@uwlax.edu

Associate Chair: Aric Opdahl
442 Cowley Hall; 608.785.8274
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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.

2026-27 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.

Curtis Czerwinski, Ph.D.

Kelly Gorres, 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

Daniel Grilley, Ph.D.

Robin Grote, Ph.D.

Janet Kirsch, Ph.D.

John May, Ph.D.

Sujat Sen, Ph.D.

Assistant Professor

Joe Hurley, Ph.D.

Andrew Paulson, Ph.D.

Md Kausar Raza, Ph.D.

Juan Villabona-Monsalve, Ph.D.

Teaching Professor

Basudeb Bhattacharyya, Ph.D.

Ressano Desouza-Machado, Ph.D.

Katherine Friesen, Ph.D.

Roghaieh 'Pari' Ghodsian, M.S.

Eugenia Turov, Ph.D.

Associate Teaching Professor

Tanya Cordes, M.S.

Benjamin Haenni, Ph.D.

Joshua Neukom, Ph.D.

Lecturer

Matt Grote, M.S.

Laboratory Supervisor

Hailey Thompson

Administrative Support

Jennifer Scott

Majors

- Biochemistry major (with ASBMB certification) - BS (p. 418)
- Chemistry major - BS (p. 421)
- Chemistry major (with ACS certification) - BS (p. 423)
- Chemistry major with business concentration - BS (p. 426)
- Chemistry major with environmental science concentration - BS (p. 428)

Teacher education program

- Chemistry major: science education (grades 4-12) concentration - BS (p. 430)

Dual degree program

- Dual degree program in chemistry BS and engineering BS (p. 433)

Minor

- Chemistry minor (p. 434)

Biochemistry Major (with ASBMB certification) - Bachelor of Science (BS)

Major requirements

(All colleges, excluding teacher certification programs)

49 credits (24 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	3
CHM 419	Advanced Biochemistry Lab	3
BIO 435	Molecular Biology	3
BIO 436	Molecular Biology Laboratory	1
Electives		
Chemistry electives		**3**
A minimum of three credits must be taken from the following:		
CHM 312	Atmospheric Chemistry	
CHM 322	Chemistry of Materials	
CHM 331	Fundamentals of Inorganic Chemistry	
CHM 403	Advanced Organic Chemistry	
CHM 405	Advanced Organic Synthesis	
CHM 412	Aquatic and Soil Chemistry	
CHM 413	Environmental Chemistry Laboratory	
CHM 424	Spectroscopy	
CHM 431	Inorganic Synthesis and Methods	
CHM 441	Instrumental Analysis	
CHM 445	Biochemistry of Antimicrobials	
CHM 479	Field Research Station Experience	
CHM 499	Research [2]	
Additional electives		**5**
The remaining five credits can be taken from remaining chemistry electives or the courses listed below		
MIC 310	Immunology	
MIC 407	Pathogenic Bacteriology	
MIC 410	Immunology Laboratory	
MIC 420	Introductory Virology	
MIC 421	Virology Laboratory	
MIC 425	Bacterial Physiology	
MIC 427	Industrial and Fermentation Microbiology	
BIO 315	Cell Biology	
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		**49**

Required prerequisite courses (24 credits minimum):

Code	Title	Credits
Select an additional 24 credits to meet prerequisites for required courses including the following:		
BIO 105	General Biology	4
MTH 208	Calculus II [3]	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 one introductory biology or microbiology course		**4**
BIO 203	Organismal Biology	
BIO 312	Human Anatomy and Physiology I	
MIC 230	Fundamentals of Microbiology [4]	
Select one genetics course		**4**
BIO 306	Genetics	
MIC 416	Prokaryotic Molecular Genetics	
Total Credits		**24**

[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 MTH 208. This choice is necessary if students wish to earn a double major in chemistry and biochemistry.

[2] Only two credits from CHM 499 may count toward the major.

[3] Depending on student placement and class chosen, an additional 4-18 credits of math courses may be required. Students with AP or college credit may not require any additional math credits.

[4] Students wishing to take MIC 416 as their genetics course are required to take MIC 230 as a prerequisite. Students wishing to take BIO 306 may select from any of the listed introductory biology or microbiology courses.

Survey requirement

Each student must complete a programmatic assessment survey. Each student will be contacted prior to graduation by the Department of Chemistry and Biochemistry with information on how to complete the requirement.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 419)
- Baccalaureate degree requirements (p. 420)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in

addition to the minimum credits required in the Core General Education Requirements); or

b. 300/400 level courses inside major not being used to fulfill major requirements.

iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 **biochemistry sample plan** below follow the **biology track prerequisites**. See catalog for **microbiology track prerequisites** and adjust the CSH Core and/or minor credits as needed.

Year 1

Fall	Credits	Spring	Credits
CHM 103 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	5	CHM 104	5
BIO 105 (CSH Core - not CHM)	4	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	MTH 175 or 207 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning - Depending on math placement exam results)	4
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
	14		**15**

Year 2

Fall	Credits	Spring	Credits
CHM 271	1	CHM 301	5
CHM 303	3	CHM 304	3
BIO 203 or MIC 230	4	CGER CL-SWT Communication & Literacy: Stories We Tell	3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3

CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3		
	14		**14**

Year 3

Fall	Credits	Spring	Credits
CHM 305	2	CHM 418	3
BIO 306	4	CHM 419	3
CHM 417	4	PHY 103	4
CGER HA-AA Humanities & Arts: Arts & Aesthetics	2	MTH 265 or 208 (CSH Core)	4
University Elective	3	University Elective	3
	15		**17**

Year 4

Fall	Credits	Spring	Credits
BIO 315	4	CHM 407	3
PHY 104	4	BIO 435	3
Biochem elective - see list	2-3	BIO 436	1
CSH Core or Minor (BIO minor may be met)[1]	3	CSH Core or Minor (BIO minor may be met)[1]	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	Biochem elective - see list	3
		University Elective	2
		Survey requirement[2]	
	16		**15**

Total Credits: 120

1 See CSH BS Core Requirements (p. 384) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

2 **Survey requirement** - Each student must complete a Programmatic Assessment Survey. Each student will be contacted prior to graduation by the Department of Chemistry and Biochemistry with information on how to complete the requirement.

Chemistry Major - Bachelor of Science (BS)

Major requirements

(All colleges, excluding teacher certification programs)

38 credits (16 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	
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 (16 credits)

Code	Title	Credits
Select an additional 16 credits to meet prerequisites for required courses including the following:		
MTH 207	Calculus I	4
MTH 208	Calculus II	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	

Survey requirement

Each student must complete a programmatic assessment survey. Each student will be contacted prior to graduation by the Department of Chemistry and Biochemistry with information on how to complete the requirement.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 421)
- Baccalaureate degree requirements (p. 422)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	5	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CHM 104	5
MTH 151 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	MTH 207 (CSH Core)	4
	15		**14**

Year 2

Fall	Credits	Spring	Credits
CHM 271	1	CHM 304	3
CHM 303	3	CHM 305	2
MTH 208	4	PHY 104 or 204	4
PHY 103 or 203 (CSH Core - not CHM)	4	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	University Elective	4
	15		**16**

Year 3

Fall	Credits	Spring	Credits
CHM 309	3	CHM 310	3
CHM 301	5	CHM 313	2
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CSH Core (300/400 not from major) or Minor	3
CSH Core (300/400 not from major) or Minor	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
University Elective	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
	17		**14**

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
CGER CP-CW Civics & Perspective: Cultures of Our World	3	CSH Core or Minor[1]	3
University Elective	2	University Elective	3
University Elective	3	University Elective	3
		Survey Requirement[2]	
	14		**15**

Total Credits: 120

1. See CSH BS Core Requirements (p. 384) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.
2. **Survey Requirements** - Each student must complete a Programmatic Assessment Survey. Each student will be contacted prior to graduation by the Department of Chemistry and Biochemistry with information on how to complete the requirement.

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 (16 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 [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 elective

[2] 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 (16 credits)

Code	Title	Credits
Select an additional 16 credits to meet prerequisites for required courses including the following:		
MTH 207	Calculus I	4
MTH 208	Calculus II	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	

Survey requirement

Each student must complete a programmatic assessment survey. Each student will be contacted prior to graduation by the Department of Chemistry and Biochemistry with information on how to complete the requirement.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 424)
- Baccalaureate degree requirements (p. 425)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	

MTH 151	Precalculus [1]
MTH 160	Mathematics for Business [1]
MTH 175	Applied Calculus [1]
MTH 207	Calculus I [1]
MTH 208	Calculus II [1]
MTH 215	Mathematics for Middle School Teachers I [1]
MTH 216	Mathematics for Middle School Teachers II [1]
MTH 265	Mathematical Models in Biology [1]
STAT 145	Elementary Statistics [1]

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	5	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	MTH 207 (CSH Core)	4
MTH 151 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	CHM 104	5
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
	15		**14**

Year 2

Fall	Credits	Spring	Credits
CHM 271	1	CHM 304	3
CHM 331	3	CHM 305	2
MTH 208	4	PHY 104 or 204	4
CHM 303	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
PHY 103 or 203 (CSH Core - not CHM)	4	University Elective	3
	15		**15**

Year 3

Fall	Credits	Spring	Credits
CHM 309	3	CHM 310	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
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
		CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
	14		**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	CGER CP-CW Civics & Perspective: Cultures of Our World	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	University Elective	2
University Elective	3	University Elective	3
		Survey Requirement[3]	
	17		**16**

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 (p. 384) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.
3. **Survey Requirement** - Each student must complete a Programmatic Assessment Survey. Each student will be contacted prior to the Department of Chemistry and Biochemistry with the information on how to complete the requirement.

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 (72 total credits including MTH and PHY requirements)[1]

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 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 340	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 300, CHM 302, CHM 320, and CHM 487.

Required prerequisite courses (16 credits)

Code	Title	Credits
Select an additional 16 credits required to meet prerequisites for required courses including the following:		
MTH 207	Calculus I	4
MTH 208	Calculus II	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		**16**

Survey requirement

Each student must complete a programmatic assessment survey. Each student will be contacted prior to graduation by the Department of Chemistry and Biochemistry with information on how to complete the requirement.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- 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 Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

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Sample degree plan

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

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Core General Education Program

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planning. Refer to the Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	5	CHM 104	5
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
MTH 151 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	MTH 207	4
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	ECO 120 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3
	14		**15**
Year 2			
Fall	**Credits**	**Spring**	**Credits**
CHM 271	1	CHM 304	3
CHM 303	3	CHM 305	2
MTH 208	4	PHY 104 or 204	4
PHY 103 or 203	4	ACC 221	3
ECO 110	3	University Elective	3
	15		**15**
Year 3			
Fall	**Credits**	**Spring**	**Credits**
CHM 309	3	CHM 313	2
CHM 301	5	FIN 355	3
ACC 222	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
University Elective	3	University Elective	2
		University Elective	2
	17		**15**
Year 4			
Fall	**Credits**	**Spring**	**Credits**
MKT 309	3	MGT 340	3
MGT 308	3	300/400 Elective	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	300/400 Elective	2
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CGER CP-CW Civics & Perspective: Cultures of Our World	3
CHM Elective (see List)	3	University Elective	3
		Survey Requirement[1]	
	15		**14**

Total Credits: 120

[1] **Survey Requirement** - Each student must complete a Programmatic Assessment Survey. Each student will be contacted prior to graduation by the Department of Chemistry and Biochemistry with information on how to complete the requirement.

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 (69 total credits including MTH and PHY requirements)[1]

Code	Title	Credits
Core		
BIO 105	General Biology	4
or STAT 145	Elementary Statistics	
or STAT 245	Probability and Statistics	
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 the following:		10
BIO 341	Limnology	
BIO 419	Quantitative Methods in Ecology	
BIO 441	Aquatic Toxicology	
BIO 447	Standard Methods/Quality Assurance Water Analyses	
CHM 322	Chemistry of Materials	

CHM 479	Field Research Station Experience [2]	
CHM 499	Research [2]	
GEO 305	Geographic Information Systems and Science I	
GEO 405	Geographic Information System and Science II	
GEO 410	Geospatial Field Methods	
GEO 485	Geographic Information System and Science III	
MIC 434	Aquatic Microbial Ecology	
MTH 265	Mathematical Models in Biology	
MTH 308	Linear Algebra with Differential Equations	
MTH 353	Differential Equations and Dynamical Systems	
STAT 444	Environmental Statistics	
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 (16 credits)

Code	Title	Credits
Select an additional 16 credits to meet prerequisites for required courses including the following:		
MTH 207	Calculus I	4
MTH 208	Calculus II	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		**16**

Survey requirement

Each student must complete a programmatic assessment survey. Each student will be contacted prior to graduation by the Department of Chemistry and Biochemistry with information on how to complete the requirement.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- Baccalaureate degree requirements (p. 429)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success

(UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	5	CHM 104	5
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
MTH 151 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	MTH 207	4
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
	15		**14**
Year 2			
Fall	**Credits**	**Spring**	**Credits**
CHM 303	3	CHM 304	3
CHM 271	1	CHM 305	2
MTH 208	4	PHY 104 or 204	4
PHY 103 or 203	4	CGER CP-CU Civics & Perspective: Communities of the United States	3
BIO 105, STAT 145, or STAT 245	4	University Elective	3
	16		**15**
Year 3			
Fall	**Credits**	**Spring**	**Credits**
CHM 309	3	CHMENV Elective - see list	3-4
CHM 301	5	CHM 412	3
CHM 312	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
		University Elective	3
	14		**15**
Year 4			
Fall	**Credits**	**Spring**	**Credits**
CHM 413	2	CHMENV Elective - see list	3-4
CHM 441	4	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
CHMENV Elective - see list	3-4	University Elective	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	University Elective	2
University Elective	2	University Elective	3
University Elective	2	Survey Requirement[1]	
	16		**15**

Total Credits: 120

[1] **Survey Requirement** - Each student must complete a Programmatic Assessment Survey. Each student will be contacted prior to graduation by the Department of Chemistry and Biochemistry with information on how to complete the requirement.

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 (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. 629).

Students in all teacher education programs must be admitted to the School of Education (https://www.uwlax.edu/soe/undergrad/admission-to-soe/) 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. 625).

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 Wisconsin Teacher Standards (WTS) and the National Science Teaching Association (NSTA) Standards.

Program requirement courses that may also fulfill Core General Education Requirements (CGER) (21 credits)

Code	Title	Credits
EDS 203	Foundations of Education [1, 2]	3
EDS 206	Society and Schools [1, 3]	3

EDS 309	Global Perspectives in Education [4]	3
MTH 207	Calculus I [5]	4
GEO 200	Conservation of Global Environments [6]	3
CHM 103	General Chemistry I [7, 8]	5
Total Credits		**21**

1 Satisfies an SOE core requirement.
2 May also satisfy CGER - Social & Behavioral Science: Social & Behavioral Studies (CGER SBS-BS).
3 May also satisfy CGER - Civics & Perspectives: Communities of the United States (CGER CP-CU).
4 May also satisfy CGER - Civics & Perspectives: The Cultures of Our World (CGER CP-CW).
5 May also satisfy CGER - Mathematics & Quantitative Reasoning: Quantitative Reasoning (CGER MPR-QR).
6 May also satisfy CGER - Natural Science & Wellness: Mind, Body, & Planet (CGER-NSW-MBP).
7 May also satisfy CGER - Natural Science & Wellness: Experiential Science (CGER NSWL-ES).
8 Satisfies a science education core requirement.

Science education core requirements (51 credits)

Code	Title	Credits
Allied courses not requiring admission to the School of Education		
PSY 212	Lifespan Development [1]	3
SPE 200	Foundations of Special Education [1]	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 [9]	5
GEO 101	Earth Environments	4
Select one of the following: [9]		4
PHY 103	Fundamental Physics I	
PHY 203	General Physics I	
Select one of the following: [9]		4
PHY 104	Fundamental Physics II	
PHY 204	General Physics II	
Courses requiring admission to the School of Education [1]		
CHM 451	Curriculum and Content in Science and Mathematics	2
CHM 452	The Learner and Learning in Science	2
CHM 454	Field Experience I in Science Education	2
CHM 455	Field Experience II in Science Education	2
Student teaching semester		
Demonstrate content knowledge through benchmark assessment prior to student teaching [10]		
EDS 492	Student Teaching Seminar [1]	1
One of the following: [1]		11
EDS 496	Student Teaching: Middle/High School Education (4-12)	
EDS 495	Teaching Internship	
Total Credits		**51**

Chemistry major content requirements (22-25 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		
MTH 208	Calculus II	4
MTH 310	Calculus III: Multivariable Calculus	4
Total Credits		**22-25**

9 Satisfies a chemistry major content requirement.
10 Must complete all course requirements and other benchmarks prior to student teaching. See SOE's benchmark assessments (https://www.uwlax.edu/soe/undergrad/benchmark-assessments/) website for information about these assessments. For more information on student teaching, please see the Student Teaching and Internship Policy (http://catalog.uwlax.edu/undergraduate/education/#student-teaching).

Survey requirement

Each student must complete a programmatic assessment survey. Each student will be contacted prior to graduation by the Department of Chemistry and Biochemistry with information on how to complete the requirement.

Additional teacher education requirements are listed on the School of Education (p. 622) catalog page.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- School of Education requirements (p. 622)
- Baccalaureate degree requirements (p. 432)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	CHM 104	5
CHM 103 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	5	EDS 206 (CGER CP-CU Civics & Perspective: Communities of the United States)	3
MTH 207 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	MTH 208	4
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3		
	17		**15**

Year 2

Fall	Credits	Spring	Credits
CHM 302	1	PSY 212	3
CHM 300	4	PHY 104 or 204	4
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	CHM 301	5
GEO 200 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3	BIO 105	4
PHY 103 or 203	4		
University Elective	1		
	16		**16**

Year 3

Fall	Credits	Spring	Credits
SPE 200	3	CHM 454	2
BIO 203	4	CHM 451	2
GEO 101	4	EDS 309 (CGER CP-CW Civics & Perspective: Cultures of Our World)	3
MTH 310	4	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
CHM 271	1	University Elective	2
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]	
	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
CGER CL-SWT Communication & Literacy: Stories We Tell	3	Exam and Survey Requirement[5]	
University Elective	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. 628) 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. 632).

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. 632).

5 **Survey Requirement** - Each student must complete a Programmatic Assessment Survey. Each student will be contacted prior to graduation by the Department of Chemistry and Biochemistry with information on how to complete the requirement.

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	4
MTH 208	Calculus II	4
MTH 308	Linear Algebra with Differential Equations	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

Survey requirement:

Each student must complete a programmatic assessment survey. Each student will be contacted prior to graduation by the Department of Chemistry and Biochemistry with information on how to complete the requirement.

Additional information:

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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 433)
- Baccalaureate degree requirements (p. 434)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	

CS 120	Software Design I [1]
CT 100	Introduction to Computational Thinking [1]
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]
MTH 123	Mathematics for Decision Making [1]
MTH 150	College Algebra [1]
MTH 151	Precalculus [1]
MTH 160	Mathematics for Business [1]
MTH 175	Applied Calculus [1]
MTH 207	Calculus I [1]
MTH 208	Calculus II [1]
MTH 215	Mathematics for Middle School Teachers I [1]
MTH 216	Mathematics for Middle School Teachers II [1]
MTH 265	Mathematical Models in Biology [1]
STAT 145	Elementary Statistics [1]

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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. CHM 489 and CHM 499 may not count toward this requirement.		3
Total Credits		**23-26**

Clinical Laboratory Science Program (CLI)

College of Science and Health
Department of Microbiology
Clinical Laboratory Science Program *(*https://www.uwlax.edu/academics/department/microbiology/clinical-laboratory-science/what-is-a-clinical-laboratory-scientist/*)*
Program Director: Michael Lazzari
412B Wimberly Hall, 608.785.6479
Email: mlazzari@uwlax.edu

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.

Majors

- Clinical laboratory science - BS (p. 435)

Accelerated graduate program

- Accelerated graduate program in clinical laboratory science BS and clinical microbiology MS (p. 438)

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 is similar to the process required for acceptance to the clinical laboratory science major. Acceptance into a practicum is not guaranteed by the university. The affiliated practicum sites with UWL are accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

During the clinical component, in an accredited program, students will register for (or be allowed to transfer in from Mayo Clinic or Hennepin Healthcare's MLS 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 affiliates of UWL:

- Mayo Clinic, Rochester, Minnesota[1]
- Hennepin Healthcare, Minneapolis, Minnesota[1]
- Ascension St. Elizabeth Hospital, Appleton, Wisconsin
- Aspirus Wausau Hospital, Wausau, Wisconsin
- Marshfield Laboratories, Marshfield, Wisconsin

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 clinical at Mayo Clinic or Hennepin Healthcare enroll at the practicum site rather than at UW-La Crosse. The courses taken during the clinical meet UW-La Crosse CLI program requirements. The student must request an official transcript be sent to UW-La Crosse from the clinical site. Upon successful completion of the clinical and all other graduation requirements, the students are awarded a Bachelor of Science degree from UW-La Crosse. Mayo Clinic and Hennepin Healthcare grant a Certificate of Completion for their program.

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	
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
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, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- Baccalaureate degree requirements (p. 436)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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.

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; CGER NSWL-ES Natural Science & Wellness: Experiential Science)	5	CHM 104	5
STAT 145 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	BIO 105	4
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	CLI 120	1
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
		CGER HA-AA Humanities & Arts: Arts & Aesthetics	3
	14		**16**

Year 2			
Fall	**Credits**	**Spring**	**Credits**
BIO 312	4	Apply for admission to Clinical Lab Science Program	
MIC 230	4	MIC 310	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	BIO 313	4
CGER CP-CW Civics & Perspective: Cultures of Our World	3	CHM 300	4
		CHM 302	1
		CGER CP-CU Civics & Perspective: Communities of the United States	3
	14		**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	
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CLI 440	1	
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	
	15		**14**	**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: 123

Sample Plan 2 - students taking MTH 150 in first semester

Year 1

Fall	Credits	Spring	Credits
BIO 105 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	CHM 103	5
MTH 150 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	STAT 145	4
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	CLI 120	1
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3		
	16		**13**

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
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	CHM 300	4
		CHM 302	1
		CGER CP-CU Civics & Perspective: Communities of the United States	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		
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CLI 440	1		
CGER NSWL-MBP Natural Science & Wellness: Mind, Body, & Planet	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3		
CGER CP-CW Civics & Perspective: Cultures of Our World	3				
	18		**14**		**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: 127

Accelerated Graduate Program Clinical Laboratory Science (BS) and Clinical Microbiology (MS)

Major requirements

The Accelerated Graduate 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 accelerated graduate 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 (https://www.uwlax.edu/academics/department/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 accelerated graduate 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.

Required courses for the Bachelor of Science [1]

Students in this accelerated graduate 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	
Math core:		
MTH 150	College Algebra	4
STAT 145	Elementary Statistics	4
Total Credits		**56-62**

Junior & senior year courses

Code	Title	Credits
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 Core General Education Requirements, and all other college and university degree requirements, students in the accelerated graduate 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, accelerated graduate 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, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- Baccalaureate degree requirements (p. 440)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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; CGER NSWL-ES Experiential Science)	5	CHM 104	5
STAT 145 (CGER MQR-QR Quantitative Reasoning)	4	BIO 105 (CSH Core)	4
CST 110 (CGER CL-SL Spoken Literacy)	3	CLI 120	1
UWL 100 or FYS 100 (CGER SBS-FS Social Foundations for Success)	2	ENG 110 (CGER CL-WL Written Literacy)	3
		CGER HA-AA Arts and Aesthetics	3
	14		**16**

Year 2

Fall	Credits	Spring	Credits
BIO 312	4	Apply for admission to Clinical Lab Science Program	
MIC 230	4	MIC 310	3
MTH 151 (CSH Core)	4	BIO 313	4
CGER HA-PDU Pasts That Define Us	3	CHM 300	4
		CHM 302	1
		CGER CP-CU Communities of the United States	3
	15		**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		
CGER CL-SWT Stories We Tell	3	CLI 440	1		
CGER NSW-MBP Mind, Body, & Planet	3	CGER SBS-BS Social and Behavioral Studies	3		
		CGER CP-CW Cultures of Our World	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: 149

[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 (CGER NSWL-ES Experiential Science)	4	CHM 103 (CSH Core)	5
MTH 150 (CGER MQR-QR Quantitative Reasoning)	4	STAT 145 (CSH Core)	4
CST 110 (CGER CL-SL Spoken Literacy)	3	CLI 120	1
UWL 100 or FYS 100 (CGER SBS-FS Social Foundations for Success)	2	ENG 110 (CGER CL-WL Written Literacy)	3
		CGER HA-AA Arts and Aesthetics	3
	13		**16**

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
CGER HA-PDU Pasts That Define Us	3	CHM 300	4
		CHM 302	1
		CGER CP-CU Communities of the United States	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		
CGER CL-SWT Stories We Tell	3	CLI 440	1		
CGER NSW-MBP Mind, Body, & Planet	3	CGER SBS-BS Social and Behavioral Studies	3		

		CGER CP-CW Cultures of Our World	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: 149

[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. 442)

Computational Science Minor

Minor requirements

(All colleges)

33-38 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	4
MTH 208	Calculus II	4
or STAT 305	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		**33-38**

Computer Science & Computer Engineering Department (CS/CPE/CT)

College of Science and Health
Department of Computer Science and Computer Engineering (https://www.uwlax.edu/academics/department/computer-science-and-computer-engineering/)
Department Chair: Kenny Hunt
221 Wing Technology Center; 608.785.6805
Email: khunt@uwlax.edu
Department Email: compsci@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.

Computer science & computer engineering credit by examination policy

The Department of Computer Science & Computer Engineering awards credit by examination in CS 120. Each examination consists of a written test and a programming assignment. Information about the examination is available through the department chair's office.

2026-27 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

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Majors

- Computer engineering major - BS (p. 443)
- Computer science major - BS (p. 446)
- Computer science major: artificial intelligence emphasis - BS (p. 449)
- Computer science major: computer engineering technology emphasis - BS (p. 453)
- Computer science major: cybersecurity emphasis - BS (p. 455)

Dual degree program

- Dual degree program in computer science BS and engineering BS (p. 458)

Accelerated graduate programs

- Accelerated graduate program in computer science BS and software engineering MSE (p. 461)
- Accelerated graduate program in computer science: artificial intelligence BS and software engineering MSE (p. 465)
- Accelerated graduate program in computer science: cybersecurity BS and software engineering MS (p. 468)

Minors

- Artificial intelligence minor (p. 472)
- Computer science minor (p. 473)
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Certificates

- Computer programming certificate (p. 473)
- Database modeling certificate (p. 474)
- Web design certificate (p. 474)
- Web developer certificate (p. 474)

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)

64 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	4
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	Scientific Computing and 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 227	Introduction to Prototyping	
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 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 440	Software Design IV: Software Engineering	
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 457	Machine Learning	
CS 464	Advanced Database Management Systems	
CS 475	Computer Graphics and Modeling	
CS 476	Data Visualization	
CS 499	Research in Computer Science	
Total Credits		**64**

In addition to the 64 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	4
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		**32**

[1] 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, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- Baccalaureate degree requirements (p. 445)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	MTH 208	4
PHY 203 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)[1]	4	CS 120	4
CPE 105	1	PHY 204	4
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3		
	14		**15**

Year 2

Fall	Credits	Spring	Credits
CS 220	4	CPE 212	3
CS 225[3]	4	CS 270	3
STAT 245	4	CS 340	4
MTH 308	4	PHY 334	3
		CGER CP-CU Civics & Perspective: Communities of the United States	3
	16		**16**

Year 3

Fall	Credits	Spring	Credits
CPE 301	3	CPE 321	3
CPE 309	3	CPE 483	1
CS 370	3	CS 351	3
PHY 335	4	CS 372	3
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	CS 441	3
		CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
	16		**16**

Year 4

Fall	Credits	Spring	Credits
CPE Elective (Group A)	3	CPE 478	3
CPE Elective (Group A)	3	CPE 498[4]	2
CPE 481	1	CPE Elective (Group A or B)	3
CPE 498[4]	2	CPE Elective (Group A or B)	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
	15		**17**

Total Credits: 125

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)

Curriculum

54 credits

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

Computer science major core

Code	Title	Credits
CPE 105	Introduction to the Computing Environment	1
CS 120	Software Design I	4
CS 220	Software Design II	4
CS 225	Discrete Computational Structures [1]	4
CS 270	Introduction to Assembler Programming, C Programming and Computer Organization	3
CS 340	Software Design III: Abstract Data Types	4
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	4
Total Credits		**39**

1 May substitute MTH 225 for CS 225.

Additional requirements (15 credits)

Code	Title	Credits
CS 440	Software Design IV: Software Engineering	3
Select twelve credits of electives (see below). No more than six elective credits may be at the 100/200-level.		12
Total Credits		**15**

Computer science major electives

Code	Title	Credits
CS 202	Introduction to Web Design	3
CS 224	Introduction to Programming Language	1-3
CS 227	Competitive Programming	1
CS 342	Software Testing Techniques	3
CS 351	Simulation	3
CS 353	Analysis of Algorithm Complexity	3
CS 356	Software Exploitation	3
CS 372	Hardware/Software Integration	3
CS 395	Independent Study	1-3
CS 402	Web Application Development	3
CS 410	Free and Open Source Software Development	3
CS 418	Mobile Application Development	3
CS 419	Topics in Computer Science	1-3
CS 431	Introduction to Robotics	3
CS 443	Topics in Operating Systems	3
CS 449	Advances in Software Engineering	3
CS 451	User Interface Design	3
CS 452	Artificial Intelligence	3
CS 453	Introduction to Theory of Computation	3
CS 454	Digital Image Processing	3
CS 455	Fundamentals of Information Security	3

CS 456	Secure Software Development	3
CS 457	Machine Learning	3
CS 461	Introduction to Data Science	3
CS 464	Advanced Database Management Systems	3
CS 470	Parallel and Distributed Computing	3
CS 471	Computer Networks	3
CS 472	Internet of Things	3
CS 475	Computer Graphics and Modeling	3
CS 476	Data Visualization	3
CS 499	Research in Computer Science	1-3
CPE 212	Digital Logic	3
CPE 227	Introduction to Prototyping	1
CPE 301	Introduction to Transient Analysis	3
CPE 302	Introduction to Control Systems	3
CPE 309	Systems Development	3
CPE 321	Introduction to Digital Signal Processing	3
CPE 395	Independent Study	1-3
CPE 406	Architecture of Parallel Systems	3
CPE 419	Topics in Computer Engineering	1-3
CPE 420	Digital Design	3
CPE 446	ASIC Design	3
CPE 463	Advanced Computer Architecture	3
CPE 466	Code Generation and Optimization	3
CPE 478	Virtual Machines	3
CPE 483	Engineering Project Management	1
CPE 499	Research in Computer Engineering	1-3
MTH 317	Graph Theory	3
MTH 371	Scientific Computing and Numerical Methods	4

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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 447)
- Baccalaureate degree requirements (p. 448)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from

a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
b. 300/400 level courses inside major not being used to fulfill major requirements.

iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	CS 220	4
CPE 105	1	CS 225	4
MTH 151 (CSH Core)	4	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	MTH 207	4
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2		
	14		**15**

Year 2

Fall	Credits	Spring	Credits
CS 270	3	CS 364	3
CS 340	4	CS 370	3

CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
University Elective	1	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
	14		**16**

Year 3

Fall	Credits	Spring	Credits
CS 441	3	CS 440	3
CS Elective	3	CS Elective	3
CSH Core (300/400 not CS) or Minor[1]	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
CSH Core (Lab Science)	4	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	CSH Core (300/400 not CS) or Minor[1]	3
	16		**15**

Year 4

Fall	Credits	Spring	Credits
CS 421	3	CS 442	3
CS 300/400 Elective	3	CS 300/400 Elective	3
CSH Core (300/400 not CS) or Minor[1]	3	CSH Core (300/400 not CS) or Minor[1]	3
CSH Core or Minor[1]	3	University Elective	2
University Elective	2	University Elective (300/400 Level)	3
University Elective	2	Complete CS major field test[2]	
	16		**14**

Total Credits: 120

1. See CSH BS Core Requirements (p. 384) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.
2. Every student must complete the computer science major field test during their senior year. This test is used for program assessment, not individual assessment.

Sample Plan 2 - students taking MTH 207 first semester

Year 1

Fall	Credits	Spring	Credits
CS 120 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	CS 220	4
CPE 105	1	CS 225	4
MTH 207 (CSH Core)	4	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	University Elective	1
	14		**15**

Year 2

Fall	Credits	Spring	Credits
CS 270	3	CS 364	3
CS 340	4	CS 370	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	University Elective	3
	17		**15**

Year 3

Fall	Credits	Spring	Credits
CS 441	3	CS 440	3
CSH Core (Lab Science)	4	CS 300/400 Elective	3
CSH Core (300/400 not CS) or Minor[1]	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	CSH Core (300/400 not CS) or Minor[1]	3
University Elective	3	University Elective	3
	16		**15**

Year 4

Fall	Credits	Spring	Credits
CS 421	3	CS 442	3
CS Elective	3	CSH Core (300/400 not CS) or Minor[1]	3
CS Elective	3	University Elective	2
CSH Core (300/400 not CS) or Minor[1]	3	University Elective	3
University Elective	2	University Elective (300/400 Level)	3
		Complete CS major field test[2]	
	14		**14**

Total Credits: 120

1. See CSH BS Core Requirements (p. 384) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.
2. Every student must complete the computer science major field test during their senior year. This test is used for program assessment, not individual assessment.

Computer Science Major: Artificial Intelligence Emphasis - Bachelor of Science (BS)

Major requirements

(All colleges)

Curriculum

54 credits

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

Computer science major core

Code	Title	Credits
CPE 105	Introduction to the Computing Environment	1
CS 120	Software Design I	4
CS 220	Software Design II	4
CS 225	Discrete Computational Structures [1]	4
CS 270	Introduction to Assembler Programming, C Programming and Computer Organization	3
CS 340	Software Design III: Abstract Data Types	4
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	4
Total Credits		**39**

[1] May substitute MTH 225 for CS 225.

Artificial intelligence emphasis requirements (15 credits)

Code	Title	Credits
CS 351	Simulation	3
or CS 353	Analysis of Algorithm Complexity	
or CS 453	Introduction to Theory of Computation	
or CS 461	Introduction to Data Science	
CS 440	Software Design IV: Software Engineering	3
CS 452	Artificial Intelligence	3
CS 457	Machine Learning	3
Select three credits of electives (see below)		3
Total Credits		**15**

Computer science major electives

Code	Title	Credits
CS 202	Introduction to Web Design	3
CS 224	Introduction to Programming Language	1-3
CS 227	Competitive Programming	1
CS 342	Software Testing Techniques	3
CS 351	Simulation	3
CS 353	Analysis of Algorithm Complexity	3
CS 356	Software Exploitation	3
CS 372	Hardware/Software Integration	3
CS 395	Independent Study	1-3
CS 402	Web Application Development	3
CS 410	Free and Open Source Software Development	3
CS 418	Mobile Application Development	3
CS 419	Topics in Computer Science	1-3
CS 431	Introduction to Robotics	3
CS 443	Topics in Operating Systems	3
CS 449	Advances in Software Engineering	3
CS 451	User Interface Design	3
CS 452	Artificial Intelligence	3
CS 453	Introduction to Theory of Computation	3
CS 454	Digital Image Processing	3
CS 455	Fundamentals of Information Security	3
CS 456	Secure Software Development	3
CS 457	Machine Learning	3
CS 461	Introduction to Data Science	3
CS 464	Advanced Database Management Systems	3
CS 470	Parallel and Distributed Computing	3
CS 471	Computer Networks	3
CS 472	Internet of Things	3
CS 475	Computer Graphics and Modeling	3
CS 476	Data Visualization	3
CS 499	Research in Computer Science	1-3
CPE 212	Digital Logic	3
CPE 227	Introduction to Prototyping	1
CPE 301	Introduction to Transient Analysis	3
CPE 302	Introduction to Control Systems	3
CPE 309	Systems Development	3
CPE 321	Introduction to Digital Signal Processing	3
CPE 395	Independent Study	1-3
CPE 406	Architecture of Parallel Systems	3
CPE 419	Topics in Computer Engineering	1-3
CPE 420	Digital Design	3
CPE 446	ASIC Design	3
CPE 463	Advanced Computer Architecture	3
CPE 466	Code Generation and Optimization	3
CPE 478	Virtual Machines	3
CPE 483	Engineering Project Management	1
CPE 499	Research in Computer Engineering	1-3
MTH 317	Graph Theory	3
MTH 371	Scientific Computing and Numerical Methods	4

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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 450)
- Baccalaureate degree requirements (p. 451)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	

MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]
MTH 123	Mathematics for Decision Making [1]
MTH 150	College Algebra [1]
MTH 151	Precalculus [1]
MTH 160	Mathematics for Business [1]
MTH 175	Applied Calculus [1]
MTH 207	Calculus I [1]
MTH 208	Calculus II [1]
MTH 215	Mathematics for Middle School Teachers I [1]
MTH 216	Mathematics for Middle School Teachers II [1]
MTH 265	Mathematical Models in Biology [1]
STAT 145	Elementary Statistics [1]

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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
CPE 105	1	CS 220	4
CS 120 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	CS 225	4
MTH 151 (CSH Core)	4	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	MTH 207	4
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2		
	14		**15**

Year 2

Fall	Credits	Spring	Credits
CS 270	3	CS 364	3
CS 340	4	CS 370	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
University Elective	1	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
	14		**16**

Year 3

Fall	Credits	Spring	Credits
CS 441	3	CS 440	3
CS 457	3	CS 351, 353, 453, or 461	3
CSH Core (300/400 not CS) or Minor[1]	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
CSH Core (Lab Science)	4	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	CSH Core (300/400 not CS) or Minor[1]	3
	16		**15**

Year 4

Fall	Credits	Spring	Credits
CS 421	3	CS 442	3
CS 452	3	CSH Core (300/400 not CS) or Minor[1]	3
CS Elective	3	University Elective	3
CSH Core (300/400 not CS) or Minor[1]	3	University Elective	3
CSH Core or Minor[1]	3	University Elective (300/400 Level)	3
		Complete CS major field test[2]	
	15		**15**

Total Credits: 120

1. See CSH BS Core Requirements (p. 384) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.
2. Every student must complete the computer science major field test during their senior year. This test is used for program assessment, not individual assessment.

Sample Plan 2 - students taking MTH 207 first semester

Year 1

Fall	Credits	Spring	Credits
CPE 105	1	CS 220	4
CS 120 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	CS 225	4
MTH 207 (CSH Core)	4	ENG 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3

ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	University Elective	1
	14		**15**

Year 2

Fall	Credits	Spring	Credits
CS 270	3	CS 364	3
CS 340	4	CS 370	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	University Elective	3
	17		**15**

Year 3

Fall	Credits	Spring	Credits
CS 441	3	CS 440	3
CS 457	3	CS 351, 353, 453, or 461	3
CSH Core (300/400 not CS) or Minor[1]	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
CSH Core (Lab Science)	4	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
University Elective	3	CSH Core (300/400 not CS) or Minor[1]	3
	16		**15**

Year 4

Fall	Credits	Spring	Credits
CS 421	3	CS 442	3
CS 452	3	CSH Core (300/400 not CS) or Minor[1]	3
CS Elective	3	CSH Core or Minor[1]	3
CSH Core (300/400 not CS) or Minor[1]	3	University Elective	2
University Elective	2	University Elective (300/400 Level)	3
		Complete CS major field test[2]	
	14		**14**

Total Credits: 120

1. See CSH BS Core Requirements (p. 384) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.
2. Every student must complete the computer science major field test during their senior year. This test is used for program assessment, not individual assessment.

Computer Science Major - Computer Engineering Technology Emphasis - Bachelor of Science (BS)

Major requirements

(All colleges)

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.

43 credits

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]	4
CS 270	Introduction to Assembler Programming, C Programming and Computer Organization	3
CS 340	Software Design III: Abstract Data Types	4
CS 370	Computer Architecture	3
CS 440	Software Design IV: Software Engineering	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		**43**

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 43 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 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 to qualify for a degree. All

enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- Baccalaureate degree requirements (p. 454)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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&amp) and work closely with their faculty advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

General Education Program

The general education curriculum (Gen Ed) is the common educational experience for all undergraduates at UWL. Sample degree plans include Gen Ed placeholders to ensure completion of the general education requirements. Courses may be rearranged to fit the needs or recommendations of the student's program of study. Gen Ed courses may be taken during winter term (January between the semesters) and summer to reduce the course load during regular terms (fall and spring). Students should consult with their advisor and/or the assistant to the dean of their college for assistance with course and schedule planning. Refer to the general education requirements (p. 72) 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**	**Winter**	**Credits**	**Spring**	**Credits**
CS 220	4	CGER CP-CW Civics & Perspective: Cultures of Our World	3	CS 340	4
CS 225	4			CS 370	3
CS 270	3			CS 300/400 Elective	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3			ECO 336 (CGER CP-CU Civics & Perspective: Communities of the United States)	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3			300/400 Elective	3
	17		**3**		**16**
Year 4					
Fall	**Credits**	**Winter**	**Credits**	**Spring**	**Credits**
CS 441	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	CS 300/400 Elective	3
CS 421, 442, 455, or 471	3			CS 421, 442, 455, or 471	3
CS 440	3			CS 300/400 Elective	3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planett	3			300/400 Elective	3

300/400 Elective	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	3
		Complete CS major field test[1]	
	15	**3**	**15**

Total Credits: 129

[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)

Curriculum

54 credits

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

Computer science major core

Code	Title	Credits
CPE 105	Introduction to the Computing Environment	1
CS 120	Software Design I	4
CS 220	Software Design II	4
CS 225	Discrete Computational Structures [1]	4
CS 270	Introduction to Assembler Programming, C Programming and Computer Organization	3
CS 340	Software Design III: Abstract Data Types	4
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	4
Total Credits		**39**

[1] May substitute MTH 225 for CS 225.

Cybersecurity emphasis requirements (15 credits)

Code	Title	Credits
CS 356	Software Exploitation	3
CS 440	Software Design IV: Software Engineering	3
CS 455	Fundamentals of Information Security	3
CS 456	Secure Software Development	3
Select three credits of electives (see below)		3
Total Credits		**15**

Computer science major electives

Code	Title	Credits
CS 202	Introduction to Web Design	3
CS 224	Introduction to Programming Language	1-3
CS 227	Competitive Programming	1
CS 342	Software Testing Techniques	3
CS 351	Simulation	3
CS 353	Analysis of Algorithm Complexity	3
CS 356	Software Exploitation	3
CS 372	Hardware/Software Integration	3
CS 395	Independent Study	1-3
CS 402	Web Application Development	3
CS 410	Free and Open Source Software Development	3
CS 418	Mobile Application Development	3
CS 419	Topics in Computer Science	1-3
CS 431	Introduction to Robotics	3
CS 443	Topics in Operating Systems	3
CS 449	Advances in Software Engineering	3
CS 451	User Interface Design	3
CS 452	Artificial Intelligence	3
CS 453	Introduction to Theory of Computation	3
CS 454	Digital Image Processing	3
CS 455	Fundamentals of Information Security	3
CS 456	Secure Software Development	3
CS 457	Machine Learning	3
CS 461	Introduction to Data Science	3
CS 464	Advanced Database Management Systems	3
CS 470	Parallel and Distributed Computing	3
CS 471	Computer Networks	3
CS 472	Internet of Things	3
CS 475	Computer Graphics and Modeling	3
CS 476	Data Visualization	3
CS 499	Research in Computer Science	1-3
CPE 212	Digital Logic	3
CPE 227	Introduction to Prototyping	1
CPE 301	Introduction to Transient Analysis	3
CPE 302	Introduction to Control Systems	3
CPE 309	Systems Development	3
CPE 321	Introduction to Digital Signal Processing	3
CPE 395	Independent Study	1-3
CPE 406	Architecture of Parallel Systems	3
CPE 419	Topics in Computer Engineering	1-3
CPE 420	Digital Design	3

CPE 446	ASIC Design	3
CPE 463	Advanced Computer Architecture	3
CPE 466	Code Generation and Optimization	3
CPE 478	Virtual Machines	3
CPE 483	Engineering Project Management	1
CPE 499	Research in Computer Engineering	1-3
MTH 317	Graph Theory	3
MTH 371	Scientific Computing and Numerical Methods	4

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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 456)
- Baccalaureate degree requirements (p. 456)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.

3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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
CPE 105	1	CS 220	4
CS 120 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	CS 225 (may substitute MTH 225)	4
MTH 151 (CSH Core)	4	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	MTH 207	4
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2		
	14		**15**

Year 2

Fall	Credits	Spring	Credits
CS 270	3	CS 364	3
CS 340	4	CS 370	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CGER HA-AA Humanities & Arts: Arts & Aesthetics	3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
University Elective	2	CSH Core (Lab Science)	4
	16		**16**

Year 3

Fall	Credits	Spring	Credits
CS 356	3	CS 441	3
CS 440	3	CS 455	3
CSH Core (300/400 not CS) or Minor[1]	3	CS Elective	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
University Elective	3	CSH Core (300/400 not CS) or Minor[1]	3
	15		**15**

Year 4

Fall	Credits	Spring	Credits
CS 421	3	CS 442	3
CSH Core (300/400 not CS) or Minor[1]	3	CS 456	3

CGER CP-CU Civics & Perspective: Communities of the United States	3	University Elective	2
University Elective	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
University Elective	3	CSH Core (300/400 not CS) or Minor[1]	3
		Complete CS major field test[2]	
	15		**14**

Total Credits: 120

1 See CSH BS Core Requirements (p.) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

2 Every student must complete the computer science major field test during their senior year. This test is used for program assessment, not individual assessment.

Sample Plan 2 - students taking MTH 207 first semester

Year 1

Fall	Credits	Spring	Credits
CPE 105	1	CS 220	4
CS 120 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	CS 225 (may substitute MTH 225)	4
MTH 207 (CSH Core)	4	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3		
	14		**14**

Year 2

Fall	Credits	Spring	Credits
CS 270	3	CS 364	3
CS 340	4	CS 370	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	3
University Elective	2	CSH Core (Lab Science)	4
	16		**16**

Year 3

Fall	Credits	Spring	Credits
CS 356	3	CS 441	3
CS 440	3	CS 455	3
CSH Core (300/400 not CS) or Minor[1]	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
University Elective	3	CSH Core (300/400 not CS) or Minor[1]	3
University Elective	4	University Elective	3
	16		**15**

Year 4

Fall	Credits	Spring	Credits
CS 421	3	CS 442	3
CS Elective	3	CS 456	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	CSH Core (300/400 not CS) or Minor[1]	3
CSH Core (300/400 not CS) or Minor[1]	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
University Elective	3	University Elective	2
		Complete CS major field test[2]	
	15		**14**

Total Credits: 120

1 See CSH BS Core Requirements (p.) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

2 Every student must complete the computer science major field test during their senior year. This test is used for program assessment, not individual assessment.

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 82 credits, including the Core 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]	4
CS 270	Introduction to Assembler Programming, C Programming and Computer Organization	3
CS 340	Software Design III: Abstract Data Types	4
CS 370	Computer Architecture	3
CS 421	Programming Language Concepts	3
CS 440	Software Design IV: Software Engineering	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	4
MTH 208	Calculus II	4
MTH 308	Linear Algebra with Differential Equations	4
MTH 371	Scientific Computing and Numerical Methods	4
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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 459)
- Baccalaureate degree requirements (p. 460)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.

iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	CS 220	4
MTH 207 (CSH Core)	4	CS 225[1]	4
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	MTH 208	4
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	ECO 110 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3
	16		**18**

Year 2

Fall	Credits	Spring	Credits
CS 270	3	CS 370	3
CS 340	4	PHY 204	4
MTH 308	4	CS 224	3
PHY 203 (CSH Core - Lab Science)	4	STAT 245	4
HPR 105 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3	CGER CP-CW Civics & Perspective: Cultures of Our World	3
	18		**17**

Year 3

Fall	Credits	Spring	Credits
CS 440	3	CS 442	3
CS 441	3	CS 421	3

ECO 336 (CGER CP-CU Civics & Perspective: Communities of the United States)	3	MTH 371 (or CS elective)	4
CHM 103 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	5	ECO 120	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	PHY 306	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	1	CGER HA-AA Humanities & Arts: Arts & Aesthetics	2
		Complete CS major field test[2]	
	18		**18**

Year 4

Fall	**Credits**
Transfer to Engineering Program to complete requirements.	
	0

Total Credits: 105

1 May substitute MTH 225 for CS 225.

2 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.

Accelerated Graduate Program in Computer Science (BS) and Software Engineering (MSE)

The Accelerated Graduate Program in Computer Science and 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 accelerated graduate program anytime before they have completed seventy-five undergraduate credits hours. Applicants for undergraduate admission to UWL may request admission into the accelerated graduate 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. 464)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 Accelerated Graduate Program in Computer Science and 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.

Admission to the program

1. Students may declare the accelerated graduate program at any time. Declaring the accelerated graduate program does not guarantee admission into the graduate program.

2. Graduate courses cannot be taken until the student has completed 75 undergraduate credits.

3. Students must have and maintain a minimum UWL resident cumulative undergraduate GPA of 2.85/4.00; and maintain a cumulative graduate GPA of 3.00/4.00.

Curriculum

45 undergraduate credits, 30 graduate credits

Computer science major core

Code	Title	Credits
CPE 105	Introduction to the Computing Environment	1
CS 120	Software Design I	4
CS 220	Software Design II	4
CS 225	Discrete Computational Structures [1]	4
CS 270	Introduction to Assembler Programming, C Programming and Computer Organization	3
CS 340	Software Design III: Abstract Data Types	4
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	4
Total Credits		**39**

1 May substitute MTH 225 for CS 225.

Master of Software Engineering core

Code	Title	Credits
CS 540	Software Design IV: Software Engineering	3
CS 555	Fundamentals of Information Security	3
CS 744	Software Project Management	3
CS 745	Software Modeling, Analysis, and Verification	3
CS 798	Software Development Project (taken twice)	12
Total Credits		**24**

Additional requirements (12 credits)

Code	Title	Credits
Computer science major		
Select six credits of undergraduate CS electives (see below).		6
Computer science major & MSE		
Select three credits of graduate CS electives.		3
Master of software engineering		
Select three additional credits of graduate CS elecitves.		3
Total Credits		**12**

Computer science major electives

Code	Title	Credits
CS 202	Introduction to Web Design	3
CS 224	Introduction to Programming Language	1-3
CS 227	Competitive Programming	1
CS 342	Software Testing Techniques	3
CS 351	Simulation	3
CS 353	Analysis of Algorithm Complexity	3
CS 356	Software Exploitation	3
CS 372	Hardware/Software Integration	3
CS 395	Independent Study	1-3
CS 402	Web Application Development	3
CS 410	Free and Open Source Software Development	3
CS 418	Mobile Application Development	3
CS 419	Topics in Computer Science	1-3
CS 431	Introduction to Robotics	3
CS 443	Topics in Operating Systems	3
CS 449	Advances in Software Engineering	3
CS 451	User Interface Design	3
CS 452	Artificial Intelligence	3
CS 453	Introduction to Theory of Computation	3
CS 454	Digital Image Processing	3
CS 455	Fundamentals of Information Security	3
CS 456	Secure Software Development	3
CS 457	Machine Learning	3
CS 461	Introduction to Data Science	3
CS 464	Advanced Database Management Systems	3
CS 470	Parallel and Distributed Computing	3
CS 471	Computer Networks	3
CS 472	Internet of Things	3
CS 475	Computer Graphics and Modeling	3
CS 476	Data Visualization	3
CS 499	Research in Computer Science	1-3
CPE 212	Digital Logic	3
CPE 227	Introduction to Prototyping	1
CPE 301	Introduction to Transient Analysis	3
CPE 302	Introduction to Control Systems	3
CPE 309	Systems Development	3
CPE 321	Introduction to Digital Signal Processing	3
CPE 395	Independent Study	1-3
CPE 406	Architecture of Parallel Systems	3
CPE 419	Topics in Computer Engineering	1-3
CPE 420	Digital Design	3
CPE 446	ASIC Design	3
CPE 463	Advanced Computer Architecture	3
CPE 466	Code Generation and Optimization	3
CPE 478	Virtual Machines	3
CPE 483	Engineering Project Management	1
CPE 499	Research in Computer Engineering	1-3
MTH 317	Graph Theory	3
MTH 371	Scientific Computing and Numerical Methods	4

Master of Software Engineering electives

Code	Title	Credits
CS 502	Web Application Development	3
CS 510	Free and Open Source Software Development	3
CS 518	Mobile Application Development	3
CS 519	Topics in Computer Science	1-3
CS 521	Programming Language Concepts	3
CS 531	Introduction to Robotics	3
CS 541	Operating System Concepts	3
CS 542	Structures of Compilers	3
CS 543	Topics in Operating Systems	3
CS 549	Advances in Software Engineering	3
CS 551	User Interface Design	3
CS 552	Artificial Intelligence	3
CS 553	Introduction to Theory of Computation	3
CS 554	Digital Image Processing	3
CS 555	Fundamentals of Information Security	3
CS 556	Secure Software Development	3
CS 557	Machine Learning	3
CS 561	Introduction to Data Science	3
CS 564	Advanced Database Management Systems	3
CS 570	Parallel and Distributed Computing	3
CS 571	Computer Networks	3
CS 572	Internet of Things	3
CS 575	Computer Graphics and Modeling	3
CS 576	Data Visualization	3
CS 750	Topics in Software Engineering	1-3
CS 751	Seminar in Software Engineering	1-3
CS 752	Independent Study	1-3

CS 540, CS 555, and three graduate credit electives count toward both the undergraduate B.S. degree and the Master of Software Engineering degree.

Students may be accepted into the accelerated graduate program anytime before they have completed 75 undergraduate credit hours. Applicants for undergraduate admission to UWL may request admission into the accelerated graduate program. Award of the B.S. degree will occur upon completion of 120 credits, 40 credits of 300/400 level coursework, 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 (https://catalog.uwlax.edu/graduate/programrequirements/softwareengineering/).

Slash courses (400/500 level) offered at both the undergraduate (400) and graduate (500) 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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 463)
- Baccalaureate degree requirements (p. 463)
- Master of Software Engineering requirements (https://catalog.uwlax.edu/graduate/programrequirements/softwareengineering/mse/)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)

7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 Accelerated Graduate Program sample plan:

Year 1			
Fall	**Credits**	**Spring**	**Credits**
CPE 105	1	CS 220	4
CS 120 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	CS 225	4
MTH 207 (CSH Core)	4	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER HA-AA Humanities & Arts: Arts & Aesthetics	3
University Elective	1		
	15		**17**

Year 2			
Fall	**Credits**	**Spring**	**Credits**
CS 270	3	CS 364	3
CS 340	4	CS 370	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CS Elective	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
CSH Core or Minor	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
		CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
	17		**18**

Year 3			
Fall	**Credits**	**Spring**	**Credits**
CS 370	3	CS 441	3
CS 421	3	CS 442	3
CS 300/400 Level Elective[1]	3	CS 555	3
CSH Core (Lab Science)	4	University Elective	3
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	
	16		**15**

Year 4			
Fall	**Credits**	**Spring**	**Credits**
CS 540	3	CS 745	3
CS 300/400 Elective[1]	3	MSE Elective	3
CSH Core (300/400 not CS) or Minor[2]	3	CGER CP-CW Civics & Perspective: Cultures of Our World	3
University Elective	4	CSH Core (300/400 not CS) Or Minor[2]	3
Apply for "full graduate status" for Spring semester		Complete CS major field test[3]	
	13		**12**

Additional year			
Fall	**Credits**	**Spring**	**Credits**
CS 798	6	CS 798	6
MSE Elective	3	CS 744	3
	9		**9**
Total Credits: 141			

1 CS 364 should be one of your "CS Elective" courses taken prior to taking CS 540. It is offered in both Fall and Spring semesters.
2 See CSH BS Core Requirements (p. 384) 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.

Students also have the option of taking CGER 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.

Accelerated Graduate Program in CS: Artificial Intelligence (BS) and Software Engineering (MSE)

Major requirements

The Accelerated Graduate Program in Computer Science: Artificial Intelligence Emphasis and 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.

Admission to the program

1. Students may declare the accelerated graduate program at any time; however, students must be accepted into the accelerated graduate program before they have completed 75 undergraduate credit hours. Declaring the accelerated graduate program does not guarantee admission into the graduate program.
2. Graduate courses cannot be taken until the student has completed 75 undergraduate credits.
3. Students must have and maintain a minimum UWL resident cumulative undergraduate GPA of 2.85/4.00; and maintain a cumulative graduate GPA of 3.00/4.00.

Curriculum

45 undergraduate credits, 30 graduate credits

Computer science major core

Code	Title	Credits
CPE 105	Introduction to the Computing Environment	1
CS 120	Software Design I	4
CS 220	Software Design II	4
CS 225	Discrete Computational Structures [1]	4
CS 270	Introduction to Assembler Programming, C Programming and Computer Organization	3
CS 340	Software Design III: Abstract Data Types	4
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	4
Total Credits		**39**

1 May substitute MTH 225 for CS 225.

Master of Software Engineering core

Code	Title	Credits
CS 540	Software Design IV: Software Engineering	3
CS 555	Fundamentals of Information Security	3
CS 744	Software Project Management	3
CS 745	Software Modeling, Analysis, and Verification	3
CS 798	Software Development Project (taken twice)	12
Total Credits		**24**

Additional Requirements (12 credits)

Code	Title	Credits
CS 351	Simulation	3
or CS 353	Analysis of Algorithm Complexity	
or CS 453	Introduction to Theory of Computation	
or CS 461	Introduction to Data Science	
CS 457/557	Machine Learning [1]	3
CS 552/452	Artificial Intelligence [1]	3
Select three credits of graduate electives (see below)		3
Total Credits		**12**

1 Students should consult with their advisor to determine if the course should be taken at the undergraduate or graduate level. One course must be completed at the 500 level.

Master of Software Engineering electives

Code	Title	Credits
CS 502	Web Application Development	3
CS 510	Free and Open Source Software Development	3
CS 518	Mobile Application Development	3
CS 519	Topics in Computer Science	1-3
CS 521	Programming Language Concepts	3
CS 531	Introduction to Robotics	3
CS 541	Operating System Concepts	3
CS 542	Structures of Compilers	3
CS 543	Topics in Operating Systems	3
CS 549	Advances in Software Engineering	3
CS 551	User Interface Design	3
CS 552	Artificial Intelligence	3
CS 553	Introduction to Theory of Computation	3
CS 554	Digital Image Processing	3
CS 555	Fundamentals of Information Security	3
CS 556	Secure Software Development	3
CS 557	Machine Learning	3
CS 561	Introduction to Data Science	3

CS 564	Advanced Database Management Systems	3
CS 570	Parallel and Distributed Computing	3
CS 571	Computer Networks	3
CS 572	Internet of Things	3
CS 575	Computer Graphics and Modeling	3
CS 576	Data Visualization	3
CS 750	Topics in Software Engineering	1-3
CS 751	Seminar in Software Engineering	1-3
CS 752	Independent Study	1-3

CS 540, CS 552 or CS 557, and CS 555 will count toward both the undergraduate B.S degree and the Master of Software Engineering degree.

Applicants for undergraduate admission to UWL may request admission into the accelerated graduate program. 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 (https://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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 466)
- Baccalaureate degree requirements (p. 471)
- Master of Software Engineering requirements (https://catalog.uwlax.edu/graduate/programrequirements/softwareengineering/mse/)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits

i. At least 12 credits must be earned at the 300/400 level outside the major department.
ii. The remaining six credits should come from
   a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
   b. 300/400 level courses inside major not being used to fulfill major requirements.
iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning (Depending on math placement exam results))	4	CS 220	4
CPE 105	1	CS 225 or MTH 225	4
MTH 207 (CSH Core)	4	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER CP-CW Civics & Perspective: Cultures of Our World	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3		
	17		**17**

Year 2

Fall	Credits	Spring	Credits
CS 270	3	CS 364	3
CS 340	4	CS 370	3

CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CS Elective	3
CSH Core (300/400 not CS) or Minor[1]	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
		CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
	14		**15**

Year 3

Fall	Credits	Spring	Credits
CS 351, 353, 453, or 461	3	CS 442	3
CS 421	3	CSH Core (300/400 not CS) or Minor[1]	3
CS 441	3	CSH Core (300/400 not CS) or Minor[1]	3
CSH Core (Lab Science)	4	University Elective	2
University Elective	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
		University Elective	3
	16		**17**

Year 4

Fall	Credits	Spring	Credits
CS 457	3	CS 555	3
CS 540	3	CS 744	3
CS 745	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
University Elective	3	MSE Elective	3
CSH Core (300/400 not CS) or Minor[1]	3	University Elective	3
Apply for "full graduate status" for Spring semester		Complete CS major field test[2]	
	15		**15**

Additional year

Fall	Credits	Spring	Credits
CS 798	6	CS 798	6
CS 552	3		
	9		**6**

Total Credits: 141

1 See CSH BS Core Requirements (p. 384) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

2 Every student must complete the computer science major field test during their senior year. This test is used for program assessment, not individual assessment.

Accelerated Graduate Program in CS: Cybersecurity (BS) and Software Engineering (MSE)

The Accelerated Graduate Program in Computer Science: Cybersecurity Emphasis and 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 accelerated graduate program anytime before they have completed seventy-five undergraduate credits hours. Applicants for undergraduate admission to UWL may request admission into the accelerated graduate 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. 471)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 Accelerated Graduate Program in Computer Science: Cybersecurity Emphasis and 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.

Admission to the program

1. Students may declare the accelerated graduate program at any time. Declaring the accelerated graduate program does not guarantee admission into the graduate program.

2. Graduate courses cannot be taken until the student has completed 75 undergraduate credits.

3. Students must have and maintain a minimum UWL resident cumulative undergraduate GPA of 2.85/4.00; and maintain a cumulative graduate GPA of 3.00/4.00.

Curriculum

45 undergraduate credits; 30 graduate credits

Computer science major core

Code	Title	Credits
CPE 105	Introduction to the Computing Environment	1
CS 120	Software Design I	4
CS 220	Software Design II	4
CS 225	Discrete Computational Structures [1]	4
CS 270	Introduction to Assembler Programming, C Programming and Computer Organization	3
CS 340	Software Design III: Abstract Data Types	4
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	4
Total Credits		**39**

1 May substitute MTH 225 for CS 225.

Master of Software Engineering core

Code	Title	Credits
CS 540	Software Design IV: Software Engineering	3
CS 555	Fundamentals of Information Security	3
CS 744	Software Project Management	3
CS 745	Software Modeling, Analysis, and Verification	3
CS 798	Software Development Project (taken twice)	12
Total Credits		**24**

Additional requirements (12 credits)

Code	Title	Credits
Cybersecurity emphasis		
CS 356	Software Exploitation	3
Select three credits of undergraduate electives.		3
Cybersecurity emphasis & Master of Software Engineering		
CS 556	Secure Software Development	3
Master of Software Engineering		
Select three additional credits of graduate CS electives.		3
Total Credits		**12**

Computer science major electives

Code	Title	Credits
CS 202	Introduction to Web Design	3
CS 224	Introduction to Programming Language	1-3
CS 227	Competitive Programming	1
CS 342	Software Testing Techniques	3
CS 351	Simulation	3
CS 353	Analysis of Algorithm Complexity	3
CS 356	Software Exploitation	3
CS 372	Hardware/Software Integration	3
CS 395	Independent Study	1-3
CS 402	Web Application Development	3
CS 410	Free and Open Source Software Development	3
CS 418	Mobile Application Development	3
CS 419	Topics in Computer Science	1-3
CS 431	Introduction to Robotics	3
CS 443	Topics in Operating Systems	3
CS 449	Advances in Software Engineering	3
CS 451	User Interface Design	3
CS 452	Artificial Intelligence	3
CS 453	Introduction to Theory of Computation	3
CS 454	Digital Image Processing	3
CS 455	Fundamentals of Information Security	3
CS 456	Secure Software Development	3
CS 457	Machine Learning	3
CS 461	Introduction to Data Science	3
CS 464	Advanced Database Management Systems	3
CS 470	Parallel and Distributed Computing	3
CS 471	Computer Networks	3
CS 472	Internet of Things	3
CS 475	Computer Graphics and Modeling	3
CS 476	Data Visualization	3
CS 499	Research in Computer Science	1-3
CPE 212	Digital Logic	3
CPE 227	Introduction to Prototyping	1
CPE 301	Introduction to Transient Analysis	3
CPE 302	Introduction to Control Systems	3
CPE 309	Systems Development	3
CPE 321	Introduction to Digital Signal Processing	3
CPE 395	Independent Study	1-3
CPE 406	Architecture of Parallel Systems	3
CPE 419	Topics in Computer Engineering	1-3
CPE 420	Digital Design	3
CPE 446	ASIC Design	3
CPE 463	Advanced Computer Architecture	3
CPE 466	Code Generation and Optimization	3
CPE 478	Virtual Machines	3
CPE 483	Engineering Project Management	1
CPE 499	Research in Computer Engineering	1-3
MTH 317	Graph Theory	3
MTH 371	Scientific Computing and Numerical Methods	4

Master of Software Engineering electives

Code	Title	Credits
CS 502	Web Application Development	3
CS 510	Free and Open Source Software Development	3
CS 518	Mobile Application Development	3
CS 519	Topics in Computer Science	1-3
CS 521	Programming Language Concepts	3
CS 531	Introduction to Robotics	3
CS 541	Operating System Concepts	3
CS 542	Structures of Compilers	3
CS 543	Topics in Operating Systems	3
CS 549	Advances in Software Engineering	3
CS 551	User Interface Design	3
CS 552	Artificial Intelligence	3
CS 553	Introduction to Theory of Computation	3
CS 554	Digital Image Processing	3
CS 555	Fundamentals of Information Security	3
CS 556	Secure Software Development	3
CS 557	Machine Learning	3
CS 561	Introduction to Data Science	3
CS 564	Advanced Database Management Systems	3
CS 570	Parallel and Distributed Computing	3
CS 571	Computer Networks	3
CS 572	Internet of Things	3
CS 575	Computer Graphics and Modeling	3
CS 576	Data Visualization	3
CS 750	Topics in Software Engineering	1-3
CS 751	Seminar in Software Engineering	1-3
CS 752	Independent Study	1-3

CS 540, CS 555, and CS 556 count toward both the undergraduate B.S. degree and the Master of Software Engineering degree.

Students may be accepted into the accelerated graduate program anytime before they have completed 75 undergraduate credit hours. Applicants for undergraduate admission to UWL may request admission into the accelerated graduate 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, 40 credits of 300/400 level coursework, 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 (https://catalog.uwlax.edu/graduate/programrequirements/softwareengineering/).

Slash courses (400/500 level) offered at both the undergraduate(400) and graduate (500) 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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 470)
- Baccalaureate degree requirements (p. 471)
- Master of Software Engineering requirements (https://catalog.uwlax.edu/graduate/programrequirements/softwareengineering/mse/)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning (Depending on math placement exam results))	4	CS 220	4
CPE 105	1	CS 225 or MTH 225	4
MTH 207 (CSH Core)	4	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER CP-CW Civics & Perspective: Cultures of Our World	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3		
	17		**17**

Year 2

Fall	Credits	Spring	Credits
CS 270	3	CS 364	3
CS 340	4	CS 370	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CS Elective	3
CSH Core (300/400 not CS) or Minor[1]	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
		CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
	14		**15**

Year 3

Fall	Credits	Spring	Credits
CS 356	3	CS 442	3
CS 421	3	CSH Core (300/400 not CS) or Minor[1]	3
CS 441	3	CSH Core (300/400 not CS) or Minor[1]	3
CSH Core (Lab Science)	4	University Elective	2

University Elective	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
		University Elective	3
		Apply for "graduate special status" for Fall semester	
	16		**17**

Year 4

Fall	Credits	Spring	Credits
CS 540	3	CS 555	3
CS 744	3	CS 556	3
CS 745	3	University Elective	3
University Elective	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
CSH Core (300/400 not CS) or Minor[1]	3	University Elective	3
Apply for "full graduate status" for Spring semester		Complete CS major field test[2]	
	15		**15**

Additional year

Fall	Credits	Spring	Credits
CS 798	6	CS 798	6
MSE Elective	3		
	9		**6**

Total Credits: 141

1 See CSH BS Core Requirements (p. 384) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

2 Every student must complete the computer science major field test during their senior year. This test is used for program assessment, not individual assessment.

Students also have the option of taking CGER 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.

Artificial Intelligence Minor

(All colleges, not open to computer science majors)

24 credits

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

Core

Code	Title	Credits
CS 120	Software Design I	4
CS 220	Software Design II	4
CS 225	Discrete Computational Structures [1]	4
CS 340	Software Design III: Abstract Data Types	4
CS 452	Artificial Intelligence	3
CS 457	Machine Learning	3
Select two credits of electives (see below)		2
Total Credits		**24**

1 May substitute MTH 225 for CS 225.

Computer science major electives

Code	Title	Credits
CS 202	Introduction to Web Design	3
CS 224	Introduction to Programming Language	1-3
CS 227	Competitive Programming	1
CS 342	Software Testing Techniques	3
CS 351	Simulation	3
CS 353	Analysis of Algorithm Complexity	3
CS 356	Software Exploitation	3
CS 372	Hardware/Software Integration	3
CS 395	Independent Study	1-3
CS 402	Web Application Development	3
CS 410	Free and Open Source Software Development	3
CS 418	Mobile Application Development	3
CS 419	Topics in Computer Science	1-3
CS 431	Introduction to Robotics	3
CS 443	Topics in Operating Systems	3
CS 449	Advances in Software Engineering	3
CS 451	User Interface Design	3
CS 452	Artificial Intelligence	3
CS 453	Introduction to Theory of Computation	3
CS 454	Digital Image Processing	3
CS 455	Fundamentals of Information Security	3
CS 456	Secure Software Development	3
CS 457	Machine Learning	3
CS 461	Introduction to Data Science	3
CS 464	Advanced Database Management Systems	3
CS 470	Parallel and Distributed Computing	3
CS 471	Computer Networks	3
CS 472	Internet of Things	3
CS 475	Computer Graphics and Modeling	3
CS 476	Data Visualization	3
CS 499	Research in Computer Science	1-3
CPE 212	Digital Logic	3
CPE 227	Introduction to Prototyping	1
CPE 301	Introduction to Transient Analysis	3
CPE 302	Introduction to Control Systems	3
CPE 309	Systems Development	3
CPE 321	Introduction to Digital Signal Processing	3
CPE 395	Independent Study	1-3
CPE 406	Architecture of Parallel Systems	3
CPE 419	Topics in Computer Engineering	1-3
CPE 420	Digital Design	3
CPE 446	ASIC Design	3
CPE 463	Advanced Computer Architecture	3
CPE 466	Code Generation and Optimization	3
CPE 478	Virtual Machines	3
CPE 483	Engineering Project Management	1
CPE 499	Research in Computer Engineering	1-3

MTH 317	Graph Theory	3
MTH 371	Scientific Computing and Numerical Methods	4

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]	4
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]		8
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.

Cybersecurity Minor

(All colleges, not open to computer science majors)

24 credits

Core

Code	Title	Credits
CS 120	Software Design I	4
CS 220	Software Design II	4
CS 225	Discrete Computational Structures [1]	4
CS 270	Introduction to Assembler Programming, C Programming and Computer Organization	3
CS 340	Software Design III: Abstract Data Types	4
CS 356	Software Exploitation	3
Select two credits of electives (see below)		2
Total Credits		**24**

[1] May substitute MTH 225 for CS 225.

Computer science major electives

Code	Title	Credits
CS 202	Introduction to Web Design	3
CS 224	Introduction to Programming Language	1-3
CS 227	Competitive Programming	1
CS 342	Software Testing Techniques	3
CS 351	Simulation	3
CS 353	Analysis of Algorithm Complexity	3
CS 356	Software Exploitation	3
CS 372	Hardware/Software Integration	3
CS 395	Independent Study	1-3
CS 402	Web Application Development	3
CS 410	Free and Open Source Software Development	3
CS 418	Mobile Application Development	3
CS 419	Topics in Computer Science	1-3
CS 431	Introduction to Robotics	3
CS 443	Topics in Operating Systems	3
CS 449	Advances in Software Engineering	3
CS 451	User Interface Design	3
CS 452	Artificial Intelligence	3
CS 453	Introduction to Theory of Computation	3
CS 454	Digital Image Processing	3
CS 455	Fundamentals of Information Security	3
CS 456	Secure Software Development	3
CS 457	Machine Learning	3
CS 461	Introduction to Data Science	3
CS 464	Advanced Database Management Systems	3
CS 470	Parallel and Distributed Computing	3
CS 471	Computer Networks	3
CS 472	Internet of Things	3
CS 475	Computer Graphics and Modeling	3
CS 476	Data Visualization	3
CS 499	Research in Computer Science	1-3
CPE 212	Digital Logic	3
CPE 227	Introduction to Prototyping	1
CPE 301	Introduction to Transient Analysis	3
CPE 302	Introduction to Control Systems	3
CPE 309	Systems Development	3
CPE 321	Introduction to Digital Signal Processing	3
CPE 395	Independent Study	1-3
CPE 406	Architecture of Parallel Systems	3
CPE 419	Topics in Computer Engineering	1-3
CPE 420	Digital Design	3
CPE 446	ASIC Design	3
CPE 463	Advanced Computer Architecture	3
CPE 466	Code Generation and Optimization	3
CPE 478	Virtual Machines	3
CPE 483	Engineering Project Management	1
CPE 499	Research in Computer Engineering	1-3
MTH 317	Graph Theory	3
MTH 371	Scientific Computing and Numerical Methods	4

Computer Programming Certificate

Certificate requirements

(All colleges, open only to degree-seeking UWL students. Not open to computer science majors and minors. Cannot earn certificates in both computer programming and database modeling.)

9 credits

Code	Title	Credits
CPE 105	Introduction to the Computing Environment	1
CS 120	Software Design I	4

CS 220	Software Design II	4
Total Credits		**9**

Students must earn a minimum 2.0 cumulative GPA in the certificate's coursework.

Database Modeling Certificate

Certificate requirements

(All colleges, open only to degree-seeking UWL students. Not open to computer science majors and minors. Cannot earn certificates in both computer programming and database modeling.)

11 credits

Code	Title	Credits
CS 120	Software Design I	4
CS 220	Software Design II	4
CS 364	Introduction to Database Management Systems	3
Total Credits		**11**

Students must earn a minimum 2.0 cumulative GPA in the certificate's coursework.

Web Design Certificate

Certificate requirements

(All colleges, open only to degree-seeking UWL students. Not open to computer science majors and minors.)

10 credits

Code	Title	Credits
CS 115	Introduction to Python Programming	3
CS 120	Software Design I	4
CS 202	Introduction to Web Design	3
Total Credits		**10**

Students must earn a minimum 2.0 cumulative GPA in the certificate's coursework.

Web Developer Certificate

Certificate requirements

(All colleges, open only to degree-seeking UWL students. Not open to computer science majors and minor.)

14 credits

Code	Title	Credits
CS 120	Software Design I	4
CS 202	Introduction to Web Design	3
CS 220	Software Design II	4
CS 364	Introduction to Database Management Systems	3
Total Credits		**14**

Students must earn a minimum 2.0 cumulative GPA in the certificate's coursework.

Exercise and Sport Science Department (ESS)

College of Science and Health
Exercise and Sport Science Department (https://www.uwlax.edu/academics/department/exercise-and-sport-science/)
Department Chair: Naoko Giblin
124 Mitchell Hall; 608.785.8171
Email: ngiblin@uwlax.edu

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 Department credit for prior learning policy

The Department of Exercise and Sport Science awards credit for prior learning in ESS 116 Water Safety Instruction (2 cr.), ESS 201 Safety, First Aid and CPR (1 cr.), and ESS 324 Independent Study in Exercise and Sport Science (2 cr.) to any current UWL student who presents a valid and current certification for the course in which credit is desired - see certifications listed below. In each instance, credit is awarded with a grade of Satisfactory ("S"), which is not included in a student's grade point average.

To begin the review process, students submit electronic copies of their valid, **current** certifications to the College of Science and Health Academic Services Director (csh@uwlax.edu). There is no fee for this evaluation.

Qualifications:

For ESS 116 Water Safety Instruction (2 cr.), student must have a valid, **current** certification in one of the following:

- American Red Cross (ARC) Water Safety Instructor
- YMCA Swim Lesson Instructor Certification

For ESS 201 Safety, First Aid and CPR (1 cr.), 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) with First Aid or ARC CPR for the Professional Rescuer with First Aid
- AHA Basic Life Support (BLS) with First Aid
- ARC Lifeguard
- Emergency Medical Technician (EMT)

For ESS 324 Independent Study in Exercise and Sport Science (2 cr.), student must have a valid, **current** certification in one of the following:

- American Council on Exercise (ACE)
  - Certified Group Fitness Instructor (GFI)
  - Certified Personal Trainer (CPT)
- American College of Sports Medicine (ACSM)
  - Certified Group Exercise Instructor (ACSM-GEI)
  - Certified Personal Trainer (ACSM-CPT)
- National Academy of Sports Medicine (NASM)
  - Certified Group Fitness Instructor (GFI)
  - Certified Personal Trainer (CPT)
- National Strength and Conditioning Association (NSCA)
  - Certified Personal Trainer (CPT)
  - Certified Special Population Specialist (CSPS)
  - Certified Strength and Conditioning Specialist (CSCS)
- Other
  - Other certifications may also be considered on a case-by-case basis but must first be reviewed and approved by the student's Program Director.

2026-27 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

Brian Udermann

Chia-Chen Yu

Associate Professor

Naoko Giblin

Cordial Gillette

Brock McMullen

Eileen Narcotta-Welp

Samuel Schmidt

Assistant Professor

Jacob Caldwell

Kari Emineth

Hsu-Hang Huang

Gicheol Kim

Haneol Kim

Terrie McNamara

Gabrielle Strittmatter

Nicolette Suchon

Guorun (Dante) Xing

Teaching Professor

Scott Doberstein

Associate Teaching Professor

Susan Bramwell

Melanie Healy

Andrew McGlenn

Sarah Mosley

Abigail Wagner

Sheldon Wagner

Assistant Teaching Professor

Mary Burns

Nathali Jones

Nicole Ross

Sarah Tackett

Laboratory Supervisor

Chris Jones

Administrative Support

Wyatt Molling

Majors

- Exercise and sport science major: kinesiology emphasis - BS (p. 476)
- Exercise and sport science major: sport management emphasis - BS (p. 479)

Teacher education program

- Exercise and sport science major: physical, adapted, and school health education (grades K-12) - BS (p. 482)

Accelerated graduate program

- Accelerated graduate program in exercise and sport science: kinesiology BS and athletic training MS (p. 484)

Minor

- Coaching competitive athletics minor (p. 487)

Exercise and Sport Science Major: Kinesiology Emphasis - Bachelor of Science (BS)

Major requirements

(College of Science and Health)

Program admission, retention, and advancement

Students must have a cumulative UWL GPA of 2.50 or higher to declare the exercise and sport science - kinesiology major and achieve a minimum 2.75 UWL resident cumulative and major GPA to graduate. A grade of "C" or better must be earned in all required and elective major courses.

Curriculum

40 credits

Code	Title	Credits
Core		
HPR 105	Creating A Healthy, Active Lifestyle [1]	3
ESS 201	Safety, First Aid and CPR [2]	1
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I [3, 4]	3
or BIO 312	Human Anatomy and Physiology I	
ESS 206	Human Anatomy and Physiology for Exercise and Sport Science II [3, 4]	3
or BIO 313	Human Anatomy and Physiology II	
ESS 207	Human Motor Behavior	3
ESS 302	Physiology of Exercise	3
ESS 303	Biomechanics	3
ESS 328	Field Experience in Kinesiology	3
ESS 446	Current Research and Trends in Kinesiology	3
Physical activities		**4**
To satisfy this requirement take four ESS 100 courses or ESS 116 and two ESS 100 courses.		
ESS 100	Physical Activities	
ESS 116	Water Safety Instruction [2]	
Electives		
Select 11 credits from the following:		11
ESS 231	Introduction to Teaching Adapted Physical Education	
ESS 281	Prevention and Care of Athletic Injuries	
ESS 317	Medical Terminology and Documentation	
ESS 323	Nutrition and Sport	
ESS 324	Independent Study in Exercise and Sport Science [2, 5]	
ESS 328	Field Experience in Kinesiology	
ESS 344	Foundations of Fitness and Clinical Assessment	
ESS 348	Theory of Coaching	
ESS 349	Psychology of Coaching Competitive Athletics	
ESS 355	Methods of Exercise Leadership	
ESS 368	Foundational Exercise Program Design	
ESS 383	Clinical Pathology for Kinesiology	
ESS 410	Legal Implications of Sport	
ESS 431	Fitness Programming for Persons with Disabilities	
ESS 443	Fitness Across the Lifespan	
ESS 447	Administration in Fitness and Sport	
ESS 448	Promotion and Development of Fitness and Sport Programs	
ESS 458	Internship in Kinesiology	
Total Credits		**40**

When choosing anatomy and physiology classes, students should consult with advisors, the Pre-Health Student Resource Center, and graduate programs of interest to them.

Code	Title	Credits
Required prerequisite course that may also fulfill general education		
BIO 105	General Biology	4
or BIO 100	Biology for the Informed Citizen	
or MIC 100	Microbes and Society	

1 This course may also satisfy a Core General Education Requirement.
2 The ESS Department awards credit for prior learning to current UWL students who present a valid and current certification for ESS 116, ESS 201, and ESS 324. See the ESS credit for prior learning policy (https://catalog.uwlax.edu/undergraduate/exerciseandsportscience/) for details and list of approved certifications.
3 Students pursuing careers in health professions should complete BIO 312 and BIO 313. BIO 105 and CHM 103 are prerequisites for BIO 312.
4 ESS 205 is not open for credit to students who have credit in BIO 312. ESS 206 is not open for credit to students who have credit in BIO 313.
5 A maximum of three credits may come from ESS 324.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- General education (p. 72)
- Baccalaureate degree requirements (p. 477)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 interested in physical therapy career

Year 1

Fall	Credits	Spring	Credits
BIO 105 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
HPR 105 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3	CHM 103 (CSH Core - Lab Science)	5

ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	STAT 145 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3		
	15		**15**

Year 2

Fall	Credits	Spring	Credits
ESS 207	3	BIO 312	4
ESS 201	1	ESS 100	1
ESS 100	1	Kinesiology Elective	3
CHM 104	5	PHY 103	4
PSY 100 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
CSH Core (CS/MTH/STAT see list)	3		
	16		**15**

Year 3

Fall	Credits	Spring	Credits
BIO 313	4	ESS 302	3
ESS 303	3	Kinesiology Elective	3
ESS 100	1	Kinesiology Elective	2
PHY 104	4	ESS 100	1
CGER CP-CU Civics & Perspective: Communities of the United States	3	CSH Core or Minor[1]	3
		CSH Core (300/400 not ESS) or Minor	3
	15		**15**

Year 4

Fall	Credits	Spring	Credits
ESS 328	3	ESS 100	1
ESS 446	3	CGER CP-CW Civics & Perspective: Cultures of Our World	3
PSY 204 or 212	3	Kinesiology Elective	3
CSH Core (300/400 not ESS) or Minor	3	CSH Core (300/400 not ESS) or Minor	3
CSH Core (300/400 not ESS) or Minor[1]	3	CSH Core or Minor[1]	3
		University Elective	1
	15		**14**

Total Credits: 120

[1] See CSH BS Core Requirements (p. 384) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

Sample Plan 2 - students interested in fitness career path

Year 1

Fall	Credits	Spring	Credits
BIO 100 or MIC 100 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
HPR 105 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3	ESS 205 (CSH Core)	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	ESS 201	1
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	STAT 145 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
	15		**14**

Year 2

Fall	Credits	Spring	Credits
ESS 206	3	ESS 302	3
ESS 207	3	ESS 303	3
ESS 100	1	ESS 100	1
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	Kinesiology Elective	3
CSH Core (CS/MTH/STAT see list)	4	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
		University Elective	2
	14		**15**

Year 3

Fall	Credits	Spring	Credits
ESS 328	3	ESS 446	3
Kinesiology Elective	3	ESS 100	1
CGER CP-CW Civics & Perspective: Cultures of Our World	3	Kinesiology Elective	3
CSH Core (300/400 not ESS) or Minor	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
CSH Core or Minor[1]	3	CSH Core or Minor[1]	3
		University Elective	3
	15		**16**

Year 4

Fall	Credits	Spring	Credits
Kinesiology Elective	2	CSH Core (300/400 not ESS) or Minor	3
ESS 100	1	University Elective	3
CSH Core (300/400 not ESS) or Minor	3	University Elective	3
CSH Core (300/400 not ESS) or Minor	3	University Elective	3
University Elective	3	University Elective	4
University Elective	3		
	15		**16**

Total Credits: 120

[1] See CSH BS Core Requirements (p. 384) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

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:
   a. Cumulative UWL GPA;
   b. Professional involvement;
   c. Professional site visitations/observations/work experiences;
   d. Writing skills; and
   e. Interview.

Retention and advancement

1. Once admitted, a 2.75 GPA (cumulative and major) must be maintained and a "C" grade or better must be earned in all required and elective major courses for retention in the program. Students whose GPA falls below 2.75 will be placed on program probation for one semester. Failure to achieve a 2.75 GPA (cumulative and major) by the end of the probation semester will result in ineligibility to continue in the program.
2. To be admitted to ESS 450 Exercise and Sport Science Internship, students must achieve a 2.75 cumulative and major GPA and have successfully completed all program course work.

For complete details regarding application procedures, contact the Sport Management Program Director in the Department of Exercise and Sport Science.

Curriculum

67 credits

Code	Title	Credits
Core		
ESS 110	Introduction to Sport Management	2
ESS 144	Ethics and Leadership in Sport	2
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	3
ESS 206	Human Anatomy and Physiology for Exercise and Sport 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	2
ESS 421	Sport Operations and Event Management	3
ESS 432	Financial Aspects of Sport	3
ESS 444	Revenue Generation in Sport	3
or ESS 445	Planning Facilities for Physical Activity and Sport	
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
Writing and communication		
Select one course from the following:		3
CST 260	Professional Communication	
ENG 307	Workplace Writing	
ENG 308	Technical Writing	
ENG 309	Writing in the Sciences	
ENG 310	Digital Content and User Experience Writing	
ENG 314	Grant Writing	
ENG 325	Multimedia News Writing and Editing	
ENG 327	Publishing in a Digital Age	
ENG 335	Introduction to Professional and Technical Writing	
Electives		
Select six credits of the following:		6
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	Foundational Exercise Program Design	
ESS 444	Revenue Generation in Sport [1]	
or ESS 445	Planning Facilities for Physical Activity and Sport	
CST 260	Professional Communication [2]	
or ENG 307	Workplace Writing	
or ENG 308	Technical Writing	
or ENG 309	Writing in the Sciences	
or ENG 310	Digital Content and User Experience Writing	
or ENG 314	Grant Writing	
or ENG 325	Multimedia News Writing and Editing	
or ENG 327	Publishing in a Digital Age	
or ENG 335	Introduction to Professional and Technical Writing	

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
ECO 320	Economics of Sports
MGT 385	Human Resource Management
MKT 365	Integrated Marketing Communications
MKT 370	Professional Selling
MKT 444	Sports and Recreation Marketing
REC 310	Youth Development in the Recreation Profession
REC 390	Principles of Management in Recreation
REC 402	Risk Management in Leisure Service Organizations
Total Credits	**67**

[1] ESS 444 or ESS 445 may apply to the electives if not used in the core.
[2] CST 260 or ENG 300-level professional writing may apply to the elective courses if not used in the "Writing and Communication" requirement.

Required prerequisites

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 may also fulfill Core General Education Requirements.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- Baccalaureate degree requirements (p. 480)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3
BIO 100, 105, or MIC 100 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)[1]	4	ESS 144	2
HPR 105 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
Meet with faculty advisor to discuss admission requirements for the ESS-Sport Management program.		CGER HA-AA Humanities & Arts: Arts & Aesthetics	3
	14		**17**

Year 2

Fall	Credits	Spring	Credits
ESS 205	3	ESS 206	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	ACC 221	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	Writing or Communication Course (see list)	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	University Elective	3
University Elective	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 373	3	ESS 432	3
ESS 320	3	ESS 421	3
ESS 407	3	MGT 308	3
ESS 410	2	Sport Management Elective	3
MKT 309	3	Sport Management Elective	3
University Elective	3		
	17		**15**

Year 4

Fall	Credits	Spring	Credits
ESS 444 or 445	3	ESS 450	12
ESS 447	3		
ESS 448	3		
ESS 449	1		
University Elective	2		
University Elective	3		
	15		**12**

Total Credits: 120

Year 1

Fall	Credits	Spring	Credits
ESS 110	2	ECO 110 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3
BIO 100, 105, or MIC 100 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)[1]	4	ESS 144	2
HPR 105 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
Meet with faculty advisor to discuss admission requirements for the ESS-Sport Management program.		CGER HA-AA Humanities & Arts: Arts & Aesthetics	3
	14		**17**

Year 2

Fall	Credits	Spring	Credits
ESS 205	3	ESS 206	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	ACC 221	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	Writing or Communication Course (see list)	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	University Elective	3
University Elective	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 373	3	ESS 432	3
ESS 320	3	ESS 421	3
ESS 407	3	MGT 308	3
ESS 410	2	Sport Management Elective	3
MKT 309	3	Sport Management Elective	3
University Elective	3		
	17		**15**

Year 4

Fall	Credits	Spring	Credits
ESS 444 or 445	3	ESS 450	12
ESS 447	3		
ESS 448	3		
ESS 449	1		
University Elective	2		
University Elective	3		
	15		**12**

Total Credits: 120

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. 629).

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. 627).

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/).

Must earn a "C" or better in all required ESS courses except for ESS 302.

First aid and cardiopulmonary resuscitation (CPR) certification

Physical, adapted, and school health education majors must possess a valid American Red Cross First Aid and CPR certification or equivalent agency certification prior to and throughout student teaching.

Curriculum

The Exercise and Sports Science: Physical, Adapted, and School Health Education (grades K-12) is aligned with the Wisconsin Teacher Standards (WTS) and Society of Health and Physical Educators Standards.

Program requirement course that may also fulfill Core General Education Requirements (CGER) (13 credits)

Code	Title	Credits
EDS 203	Foundations of Education [1, 2, 3]	3
EDS 206	Society and Schools [1, 2, 4]	3
PH 207	Youth Health Issues [5]	3
Select one of the following: [6]		4
BIO 100	Biology for the Informed Citizen	
BIO 105	General Biology	
MIC 100	Microbes and Society	
Total Credits		**13**

1. Satisfies an SOE core requirement.
2. 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. May also satisfy CGER - Social & Behavioral Science: Social & Behavioral Studies (CGER SBS-BS).
4. May also satisfy CGER - Civics & Perspectives: Communities of the United States (CGER CP-CU).
5. May also satisfy CGER - Natural Science & Wellness: Mind, Body, & Planet (CGER NSW-MBP).
6. May also satisfy CGER - Natural Science & Wellness: Experiential Science (CGER NSWL-ES).

Major requirements (89 credits)

Code	Title	Credits
Courses not requiring admission to PASHE		
ESS 118	Foundations of Physical and School Health Education [2]	2
ESS 121	Teaching Adventure Education in Physical Education	2
ESS 200	Introduction to Teaching Methods in Physical and School Health Education [2]	2
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	3
ESS 206	Human Anatomy and Physiology for Exercise and Sport Science II	3
ESS 207	Human Motor Behavior [1]	3
ESS 212	Teaching Fundamental Movement Skills in Physical Education [2]	3
ESS 230	Functional Health Knowledge for School Health Education	3
ESS 231	Introduction to Teaching Adapted Physical Education [1, 2]	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	Foundational Exercise Program Design	3
ESS 418	Teaching Methods in School Health Education	4
ESS 419	Elementary Methods and Field Experience I in Physical Education [1]	4
ESS 420	Secondary Methods and Field Experience II in Physical Education [1]	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		
Demonstrate content knowledge through benchmark assessment prior to student teaching [7]		
EDS 492	Student Teaching Seminar [1]	1
One of the following: [1]		11
EDS 497	Student Teaching: Kindergarten through Grade 12 (K-12)	
EDS 495	Teaching Internship	
Total Credits		**89**

[7] Must complete all course requirements and other benchmarks prior to student teaching, including possessing a valid American Red Cross First Aid and CPR Certification or equivalent agency certification. See SOE's benchmark assessments (https://www.uwlax.edu/soe/undergrad/benchmark-assessments/) website for information about benchmark assessments. For more information on student teaching, 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. 622) catalog page.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- School of Education requirements (p. 622)
- Baccalaureate degree requirements (p. 483)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	EDS 206 (CGER CP-CU Civics & Perspective: Communities of the United States)	3
BIO 100, 105, or MIC 100 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
Meet with faculty advisor to discuss requirements for admission to Physical, Adapted, and School Health Education program.[1]			
	13		**15**

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 (CGER CL-WL Communication & Literacy: Written Literacy)	3	ESS 304	2
PH 207 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3	CGER CP-CW Civics & Perspective: Cultures of Our World	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3		
Apply for admission to SOE[2]			
	16		**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
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	Apply for Field Experience I[3]	
	15		**12**

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
CGER CL-SWT Communication & Literacy: Stories We Tell	3	Satisfy First Aid/CPR certification requirement	
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: 125

1. See the PASHE admission policy (p. 627) 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. 627). Students will be required to complete a criminal background check (p. 628) 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. 632).
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. 632).

Accelerated Graduate Program in ESS: Kinesiology Emphasis (BS) and Athletic Training (MS)

The Accelerated Graduate Program in ESS: Kinesiology and Athletic Training enables a student to receive both a Bachelor of Science degree in the exercise and sport science major: kinesiology emphasis and a Master of Science degree in athletic training. Students apply for admission to the Athletic Training Graduate Program after completing at least 60 undergraduate credits. 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

The Exercise and Sport Science: Kinesiology Program (B.S.) does not have an admission process, but application to the Athletic Training (AT) Graduate Program (M.S) is required.

Declaring the undergraduate program

Students may declare the accelerated graduate kinesiology and AT major with a minimum resident cumulative GPA of 3.0. The student must maintain a minimum resident cumulative GPA and major GPA of 3.0

to be retained in the program and to graduate with the undergraduate Bachelor of Science degree.

Applying to the graduate program

Students are selected into the Athletic Training Graduate Program through a competitive application process. Declaring the accelerated graduate kinesiology and AT major or an ESS-kinesiology major does not guarantee admission to the Athletic Training Graduate Program.

To be considered for admission to the graduate program, the student must:

1. Be a current student with a declared accelerated graduate kinesiology and AT major who has completed at least 60 undergraduate credits.
2. Have a minimum cumulative UWL GPA of 3.0.

Specific information about application requirements, due dates, and procedures can be found on the Athletic Training Graduate Program website (https://www.uwlax.edu/academics/grad/athletic-training/admission-requirements/). Accelerated graduate kinesiology and AT majors must also submit a form through the Athletic Training Central Application System (ATCAS). (https://atcas.liaisoncas.com/applicant-ux/#/login)

Continuing in program

Students admitted into the Athletic Training Graduate Program must maintain a minimum 3.0 cumulative GPA in all course work (4.0 scale) and demonstrate clinical progression. 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 an admitted accelerated graduate student does not successfully complete the graduate program's Year 1 Summer and/or Fall courses, a maximum of nine graduate credits can be utilized to complete an undergraduate degree. Accelerated graduate students who leave - or are dismissed from - the graduate program during the graduate Year 1 Summer or Fall terms must complete additional courses to finish the undergraduate ESS-Kinesiology Program.

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: kinesiology portion of the Accelerated Graduate Kinesiology and AT Program must be passed with a minimum grade of "C" or better with a minimum cumulative GPA of 3.0 or better (4.0 scale).
- All undergraduate program and university requirements (https://catalog.uwlax.edu/undergraduate/degreerequirements/#baccalaureate-degree) must be met.
- The 25 credits from the Athletic Training Graduate Program's Year 1 Summer and Fall terms apply to both the bachelor's and master's degree credit totals, which includes the following graduate courses: ATS 700, ATS 701, ATS 702, ATS 710, ATS 712, ATS 731, and ATS 740. Qualifying students will be awarded the Bachelor of Science degree after satisfactory completion of the graduate program's Year 1 Summer and Fall terms.
- It is recommended that students submit their intent to graduate after enrolling for graduate Year 1 Fall classes.

Master of Science

- All graduate-level courses must be completed with a "C" or better in each course.
- 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)

77-79 credits, excluding general education credits

Required courses that may also fulfill core general education requirements

Code	Title	Credits
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**

Kinesiology major requirements

Code	Title	Credits
ESS 100	Physical Activities (4 credits, may include ESS 116)	4
ESS 201	Safety, First Aid and CPR	1
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I [1]	3
or BIO 312	Human Anatomy and Physiology I	
ESS 206	Human Anatomy and Physiology for Exercise and Sport Science II [1]	3
or BIO 313	Human Anatomy and Physiology II	
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 328	Field Experience in Kinesiology	3
ESS 446	Current Research and Trends in Kinesiology	3
Select one of the following:		1-3
ESS 317	Medical Terminology and Documentation	
CHE 220	Medical Terminology for Health Education	
RTH 355	Medical Language and Digital Competencies for Allied Health Professionals	
Total Credits		**29-31**

Courses taken after admission to the graduate program:

Code	Title	Credits
ATS 700	Professional Practice and Athletic Training Healthcare [2]	3
ATS 701	Athletic Training Clinical Evaluation Techniques [2]	3

ATS 702	Functional Anatomy and Medical Physiology [2]	3
ATS 704	Applied Neuroscience in Athletic Training	3
ATS 710	Emergency Care Principles in Healthcare [2]	4
ATS 712	Diagnosis and Therapeutic Interventions I [2]	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 740	Introduction to Research Methods and Statistics in Athletic Training [2]	3
ATS 750	Athletic Training Readings	2
ATS 750	Athletic Training Readings	2
Clinical requirements (22 credits)		
ATS 731	Athletic Training Clinical I [2]	4
ATS 732	Athletic Training Clinical II	4
ATS 733	Athletic Training Clinical III	4-10
ATS 734	Athletic Training Clinical IV	4-10
Total Credits		**68**

[1] Students pursing entry into the Athletic Training Graduate Program should complete ESS 205 and ESS 206; the sequence of BIO 312 and BIO 313 is acceptable as well. Students pursuing careers in other health profession fields should complete BIO 312 and BIO 313. BIO 105 and CHM 103 are prerequisites for BIO 312. Students with prior credit in BIO 312 and BIO 313 may not earn credit in ESS 205 and ESS 206.

[2] 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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- General education (p. 72)
- Baccalaureate degree requirements (p. 486)
- Master of Science in athletic training requirements (https://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 Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success

(UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	ESS 201	1
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CHM 103	5
HPR 105 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3	STAT 145 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	CGER CP-CW Civics & Perspective: Cultures of Our World	3
Meet with faculty advisor to discuss requirements for admission to the ESS-Exercise Science program.			
	15		**16**

Year 2			
Fall	**Credits**	**Spring**	**Credits**
ESS 205 or BIO 312	3	ESS 206 or BIO 313	3
PHY 103	4	ESS 100	1
CGER CP-CU Civics & Perspective: Communities of the United States	3	ESS 281	2
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	ESS 303	3
ESS 100	1	University Elective	3
University Elective	3	University Elective	4
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**
ESS 100	1	PSY 100 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	ATS 700	3
ESS 207	3	ESS 100	1	ATS 701	3
ESS 302	3	ESS 317, CHE 220, or RTH 355	1-3	ATS 710	4
ESS 328	3	ESS 323	3	ATS 740	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	ESS 446	3		
University Elective	3	University Elective	4		
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		**15**		**13**

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
	12		**12**		**10**

Additional year			
Fall	**Credits**	**Spring**	**Credits**
ATS 718	3	ATS 734	4-10
ATS 733	4-10	ATS 750	2
ATS 750	2		
	12		**9**

Total Credits: 163

Coaching Competitive Athletics Minor

Minor requirements

(All colleges)

18 credits - Not eligible for Wisconsin Department of Public Instruction certification

Code	Title	Credits
Core courses (14-16 credits)		
ESS 144	Ethics and Leadership in Sport	2

ESS 201	Safety, First Aid and CPR	1
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	3-4
or BIO 312	Human Anatomy and Physiology I	
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 2-4 credits from the following:		2-4
ESS 100	Physical Activities (strength conditioning)	
ESS 130	Officiating Athletics	
ESS 206	Human Anatomy and Physiology for Exercise and Sport Science II	
or BIO 313	Human Anatomy and Physiology II	
ESS 207	Human Motor Behavior	
ESS 302	Physiology of Exercise	
ESS 303	Biomechanics	
ESS 323	Nutrition and Sport	
ESS 348	Theory of Coaching	
ESS 368	Foundational Exercise Program Design	
ESS 410	Legal Implications of Sport	
ESS 447	Administration in Fitness and Sport	
ESS 451	Practicum in Athletic Coaching	
Total Credits		**18**

Food and Nutrition Sciences Program (FNS/NUT)

College of Science and Health
Food & Nutrition Sciences (https://www.uwlax.edu/academics/food-and-nutrition-sciences/)
Nutrition (https://www.uwlax.edu/academics/nutrition/)
Department of Biology
Contact: Anton Sanderfoot
4033 Cowley Hall, 608.785.8240
Email: asanderfoot@uwlax.edu (lkobs@uwlax.edu)

Major

The interdisciplinary **food and nutrition sciences major** will prepare students for a variety of career and graduate school opportunities. Students will complete 17 credits of core food and nutrition coursework taught in multiple departments from the College of Science and Health (CSH). Students will also complete 22 foundational science and math requirements that will prepare them for the core food and nutrition coursework. The elective options students can choose from are focused coursework that will position students for future careers or graduate work. A minimum of eight elective credits are required from CSH and a minimum of three elective credits are required from the other colleges on campus with 24 total elective credits required.

Minor

The **nutrition minor** serves a variety of 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 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 Anton Sanderfoot (asanderfoot@uwlax.edu) or Kris Greany (kgreany@uwlax.edu).

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/).

Major

- Food and nutrition sciences - BS (p. 488)

Minor

- Nutrition minor (p. 491)

Food and Nutrition Sciences Major - Bachelor of Science (BS)

Major requirements

(All colleges)

41 credits (63 total credits including BIO, CHM, MIC and MTH requirements)

Code	Title	Credits
Core requirements (17 credits)		
FNS 100	Careers in Nutrition, Food Science, and Food Systems	1
FNS/NUT 200	Human Nutrition	3
FNS/NUT 300	Lifecycle Nutrition	3
FNS 310	Food Systems and Security	3
FNS 410	Food Safety	3
FNS 420	Food Science	3
FNS 491	Food and Nutrition Sciences Capstone	1
Electives (24 credits)		
College of Science and Health (CSH)		
Select at least eight credits from the following:		8
BIO 212	Biology of Health and Disease	
BIO 304	Plant Biology	
BIO 306	Genetics	
BIO 312	Human Anatomy and Physiology I	
BIO 313	Human Anatomy and Physiology II	
BIO 330	Economic Botany	
BIO 412	Mycology	
BIO 420	Applied Mycology	
BIO 428	Advanced Nutrition for the Health Professions	
BIO 437	Plant Growth and Development	
BIO 440	Bioinformatics	
BIO 442	Plant Microbe Interactions	
BIO 447	Standard Methods/Quality Assurance Water Analyses	
CHE 320	The U.S. Health Care System	
CHE 370	Motivational Interviewing for Health Educators	

CHE 450	Implementation, Administration, and Evaluation of Health Education Programs	
CHE 474	Nutrition Education	
CHM 300	Fundamental Organic Chemistry	
or CHM 303	Organic Chemistry Theory I	
CHM 301	Analytical Chemistry	
CHM 302	Fundamental Organic Chemistry Laboratory	
or CHM 305	Organic Chemistry Laboratory	
CHM 304	Organic Chemistry Theory II [1]	
CHM 325	Fundamental Biochemistry	
or CHM 417	Biochemistry I: Macromolecules	
CHM 418	Biochemistry II: Metabolism [2]	
ESS 323	Nutrition and Sport	
ESS 440	Advanced Sport Nutrition	
FNS/NUT 350	Functional Foods, Herbs, and Supplements	
FNS 450	Field Experience in Food and Nutrition Sciences	
FNS 479	Food and Nutrition Teaching Assistant	
FNS 499	Food and Nutrition Research	
GEO 427	Sustainable Water Resource Management	
MIC 380	Food Microbiology	
MIC 427	Industrial and Fermentation Microbiology	
PH 340	Epidemiology and Human Disease Prevention	
PHY 103	Fundamental Physics I	
PHY 104	Fundamental Physics II	
College of Arts, Social Sciences, and Humanities (CASSH)/College of Business Administration (CBA)		
Select at least three credits from the following:		3
ANT 366	Anthropology of Food	
ECO 350	Health Economics	
ENV 310	Food, Culture, and the Environment	
ENV 351	Feeding the Planet: Environmental Justice of our Food Systems	
ENG 309	Writing in the Sciences	
ENG 315	Rhetoric, Health, and Medicine	
MKT 309	Principles of Marketing	
PHL 330	Philosophy of Food: The Dining Experience	
PSY 315	Behavior Modification	
PSY 334	Health Psychology	
PSY 426	Addictive Behaviors	
SOC 380	Fat Studies and Body Politics	
Select an additional 13 credits of electives from the CSH, CASSH, and CBA lists above.		13
Math requirement		
STAT 145	Elementary Statistics	4
Science requirements		
BIO 105	General Biology	4
CHM 103	General Chemistry I	5
CHM 104	General Chemistry II	5
MIC 230	Fundamentals of Microbiology	4
Total Credits		**63**

[1] Prerequisite: CHM 303.
[2] Prerequisite: CHM 417.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College Core (p. 489)
- Baccalaureate degree requirements (p. 490)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	

GEO 221	Weather and Climate
GEO 222	Earth Surface Processes and Landforms
MIC 100	Microbes and Society [1]
PHY 103	Fundamental Physics I [1]
PHY 104	Fundamental Physics II
PHY 106	Physical Science for Educators [1]
PHY 155	Solar System Astronomy [1]
PHY 160	Stars, Galaxies and the Universe [1]
PHY 203	General Physics I [1]
PHY 204	General Physics II

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	FNS 100	1
MTH 150 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	FNS 200	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	CHM 103 (CSH Core - Lab Science)	5
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
	16		**15**

Year 2

Fall	Credits	Spring	Credits
FNS 300	3	FNS 310	3
CHM 104	5	FNS Elective	4
STAT 145 (CSH Core)	4	MIC 230	4
University Elective	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
	15		**14**

Year 3

Fall	Credits	Spring	Credits
FNS 410	3	FNS Elective	4
FNS 420	3	FNS Elective	3
FNS Elective	4	CGER CL-SWT Communication & Literacy: Stories We Tell	3
CSH Core or Minor[1]	3	CSH Core or Minor[1]	3
CSH Core or Minor[1]	3	University Elective	2
	16		**15**

Year 4

Fall	Credits	Spring	Credits
FNS Elective	3	FNS 491	1
FNS Elective	3	FNS Elective	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	FNS Elective	3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	CGER CP-CW Civics & Perspective: Cultures of Our World	3
University Elective	3	University Elective	4
	15		**14**

Total Credits: 120

[1] See CSH BS Core Requirements (p. 384) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

Nutrition Minor

Minor requirements

(All colleges; not open to food and nutrition sciences majors)

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	
CHE 474	Nutrition Education	
CHM 325	Fundamental Biochemistry	
or CHM 418	Biochemistry II: Metabolism	
ESS 323	Nutrition and Sport	
ESS 440	Advanced Sport Nutrition	
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.

Geography and Environmental Science Department (GEO)

College of Science and Health
Geography and Environmental Science Department *(*https://www.uwlax.edu/academics/department/geography-and-environmental-science/*)*
Department Chair: Colin Belby
2021 Cowley Hall; 608.785.8339
Email: cbelby@uwlax.edu

Students in the Department of Geography and Environmental Science develop the analytical and communication skills needed to address pressing environmental and societal issues including land use change, natural resource management, climate change, natural hazards and disaster management, population growth and migration, and globalization. **Geography majors** cultivate an understanding of spatial connectivity in the natural and built environment and recognize how past and present conditions guide decisions that will influence future generations of people and their interaction with natural systems. **Environmental science majors** acquire a holistic comprehension of environmental issues and solutions through an interdisciplinary degree that draws from the natural and social sciences.

Faculty teach courses and conduct research in physical geography, environmental science, geographic information science (GIS), and human geography. 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 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 and environmental scientists are inherently interdisciplinary. The Department of Geography and Environmental Science offers minors in humans and the environment, geoarchaeology, GIS, and earth science as well as a GIS certificate. 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 is a good fit. The U.S. Bureau of Labor Statistics expects continued growth in geography and environmental science-related jobs in the next decade. Graduates of the program have been highly successful finding employment in environmental consulting, urban and regional planning, transportation planning, environmental monitoring and restoration, natural and cultural resource mapping, meteorology, and surveying.

2026-27 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

Joan Bunbury, Ph.D.

Gargi Chaudhuri, Ph.D.

Niti Mishra, Ph.D.

Associate Professor

John Kelly, Ph.D.

Daniel Sambu, Ph.D.

Assistant Professor

Brian Pompeii, Ph.D.

Rupsa Bhowmick, Ph.D.

Associate Teaching Professor

Jeffrey Kueny

Assistant Teaching Professor

Shrobona Karkun Sen, Ph.D.

GIS Lab Manager

Steven Fulton

Administrative Support

Anita Willis-Frels

Majors

- Environmental science major: environmental biology track - BS (p. 492)
- Environmental science major: environmental chemistry track - BS (p. 496)
- Environmental science major: environmental geospatial techniques track - BS (p. 499)
- Environmental science major: environmental microbiology track - BS (p. 502)
- Geography major: environmental science concentration - BS (p. 505)
- Geography major: geographic information science concentration - BS (p. 508)
- Geography major: humans and the environment emphasis - BS (p. 510)

Minors

- Earth science minor (p. 513)
- Geoarchaeology minor (p. 514)
- Geography minor: geographic information science concentration (p. 514)
- Geography minor: humans and the environment emphasis (p. 514)

Certificate

- Geography certificate: geographic information science concentration (p. 515)

Honors

- Geography and environmental science honors program (p. 515)

Environmental Science Major: Environmental Biology Track - Bachelor of Science (BS)

Major requirements

(All colleges)

60-68 credits

Core

Code	Title	Credits
BIO 105	General Biology	4
CHM 103	General Chemistry I	5
ENV 101	Introduction to Sustainability and Environmental Studies	3
GEO 101	Earth Environments	4
GEO 221	Weather and Climate	4
or GEO 222	Earth Surface Processes and Landforms	

GEO 305	Geographic Information Systems and Science I	3
GEO 401	Capstone Seminar in Geography and Environmental Science	1
MIC 230	Fundamentals of Microbiology	4
STAT 145	Elementary Statistics	4
Humans and the environment electives		
Select two courses from the following. At least one course must be from GEO.		6
ENV 310	Food, Culture, and the Environment	
ENV 311	The Mississippi River: Mighty and Managed	
ENV 313	Woodlands of the Driftless: History, Ecology, and Management	
ENV 315	Sustainability: Principles and Practices	
ENV 316	Occupying the Driftless: Culture, Place, and Environment	
ENV 350	Justice, Injustice, and Activism	
ENV 351	Feeding the Planet: Environmental Justice of our Food Systems	
ENV 352	Americans, Global Parks, and Wilderness	
ENV 353	Rural Livelihoods: Sustainability and the Environment in the Upper Midwest	
GEO 309	Cities: Past, Present, and Future	
GEO 310	Transportation Equity and Sustainable Communities	
GEO 320	Energy, the Environment, and Sustainability	
GEO 321	Sustainable Development and Conservation	
GEO 340	Polar Environments	
GEO 427	Sustainable Water Resource Management	
Earth's environmental systems electives		
Select two courses from the following:		6-7
GEO 222	Earth Surface Processes and Landforms [1]	
or GEO 221	Weather and Climate	
GEO 422	Meteorology	
GEO 425	Biogeography	
GEO 428	Past Environmental Change	
GEO 430	River Systems	
GEO 460	Environmental Hazards	
Quantitative analysis electives		
Select one course from the following:		2-5
BIO 202	Introduction to Biological Data Analysis and Interpretation	
BIO 419	Quantitative Methods in Ecology	
CHM 301	Analytical Chemistry	
GEO 488	Quantitative Methods in Geography	
MTH 207	Calculus I	
MTH 265	Mathematical Models in Biology	
STAT 305	Statistical Methods	
Environmental science field experience electives		
Select three credits from the following:		3
GEO 410	Geospatial Field Methods	
GEO 412	Geospatial Applications of Unmanned Aerial Systems	
GEO 450	Internship in Geography and Environmental Science	
GEO 499	Research in Geography and Environmental Science	
BIO 341	Limnology [2]	
BIO 447	Standard Methods/Quality Assurance Water Analyses [2]	
BIO 499	Independent Research	
CHM 413	Environmental Chemistry Laboratory	
CHM 479	Field Research Station Experience	
CHM 499	Research	
MIC 499	Independent Research in Microbiology	
Total Credits		**49-53**

[1] GEO 221 or GEO 222 may apply to "Earth's Environmental Systems" electives if not used in the core.

[2] BIO 341 and BIO 447 can only apply to either the "Environmental Science Field Experience" electives or the environmental biology track requirements.

Environmental biology track requirements

Code	Title	Credits
BIO 203	Organismal Biology	4
BIO 307	Ecology	3
Select two courses from the following:		4-8
BIO 302	Introductory Plant Identification	
BIO 304	Plant Biology	
BIO 308	Conservation Biology	
BIO 321	Ornithology	
BIO 337	Plant Physiology	
BIO 341	Limnology	
BIO 404	Plant Systematics and Evolution	
BIO 405	Aquatic and Wetland Vascular Plants	
BIO 406	Parasitology	
BIO 412	Mycology	
BIO 414	Freshwater Invertebrate Zoology	
BIO 422	Ichthyology	
BIO 441	Aquatic 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 464	Stream and Watershed Ecology	
BIO 476	Ecosystem Ecology	
BIO 488	Mammalogy	
Total Credits		**11-15**

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.

Minor recommendation

It is recommended that environmental science majors complete a minor in earth science, human and environmental geography, geographic information science, geoarchaeology, environmental studies, biology,

chemistry, and/or microbiology. Selection of a minor should be done in consultation with your academic advisor.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 494)
- Baccalaureate degree requirements (p. 494)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)

7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	CHM 103 (CSH Core - Lab Science)	5
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	GEO 101	4
MTH 150 or 151 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
	13		**15**

Year 2

Fall	Credits	Spring	Credits
ENV 101 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3	BIO 307	3
BIO 203	4	MIC 230	4
STAT 145 (CSH Core)	4	Earth's Climate and Landforms (see list)	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
University Elective	2	University Elective	3
	16		**16**

Year 3

Fall	Credits	Spring	Credits
GEO 305	3	Earth's Environmental Systems (see list)	3
Earth's Environmental Systems (see list)	3-4	Quantitiative Analysis (see list)	3-4
Humans and the Environment (GEO prefix see list)	3	Humans and the Environment (see list)	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER CP-CW Civics & Perspective: Cultures of Our World	3
CSH Core or Minor[1]	3	CSH Core (300/400 not GEO) or minor	3
	15		**16**

Year 4

Fall	Credits	Spring	Credits
Environmental Science Field Experience (see list)	3	GEO 401	1
Biology Track (see list)	3-4	Biology Track (see list)	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CSH Core (300/400 not GEO) or minor	3
CSH Core or Minor[1]	3	CSH Core (300/400 not GEO) or minor	3
CSH Core (300/400 not GEO) or minor	3	University Elective	3
		Exit Survey Requirement[2]	
	16		**13**

Total Credits: 120

[1] See CSH BS Core Requirements (p. 384) 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.

Environmental Science Major: Environmental Chemistry Track - Bachelor of Science (BS)

Major requirements

(All colleges)

63-69 credits

Core

Code	Title	Credits
BIO 105	General Biology	4
CHM 103	General Chemistry I	5
ENV 101	Introduction to Sustainability and Environmental Studies	3
GEO 101	Earth Environments	4
GEO 221	Weather and Climate	4
or GEO 222	Earth Surface Processes and Landforms	
GEO 305	Geographic Information Systems and Science I	3
GEO 401	Capstone Seminar in Geography and Environmental Science	1
MIC 230	Fundamentals of Microbiology	4
STAT 145	Elementary Statistics	4
Humans and the environment electives		
Select two courses from the following. At least one course must be from GEO.		6
ENV 310	Food, Culture, and the Environment	
ENV 311	The Mississippi River: Mighty and Managed	
ENV 313	Woodlands of the Driftless: History, Ecology, and Management	
ENV 315	Sustainability: Principles and Practices	
ENV 316	Occupying the Driftless: Culture, Place, and Environment	
ENV 350	Justice, Injustice, and Activism	
ENV 351	Feeding the Planet: Environmental Justice of our Food Systems	
ENV 352	Americans, Global Parks, and Wilderness	
ENV 353	Rural Livelihoods: Sustainability and the Environment in the Upper Midwest	
GEO 309	Cities: Past, Present, and Future	
GEO 310	Transportation Equity and Sustainable Communities	
GEO 320	Energy, the Environment, and Sustainability	
GEO 321	Sustainable Development and Conservation	
GEO 340	Polar Environments	
GEO 427	Sustainable Water Resource Management	
Earth's environmental systems electives		
Select two courses from the following:		6-7
GEO 222	Earth Surface Processes and Landforms [1]	
or GEO 221	Weather and Climate	
GEO 422	Meteorology	
GEO 425	Biogeography	
GEO 428	Past Environmental Change	
GEO 430	River Systems	
GEO 460	Environmental Hazards	
Quantitative analysis electives		
Select one course from the following:		2-5
BIO 202	Introduction to Biological Data Analysis and Interpretation	
BIO 419	Quantitative Methods in Ecology	
CHM 301	Analytical Chemistry	
GEO 488	Quantitative Methods in Geography	
MTH 207	Calculus I	
MTH 265	Mathematical Models in Biology	
STAT 305	Statistical Methods	
Environmental science field experience electives		
Select three credits from the following:		3
GEO 410	Geospatial Field Methods	
GEO 412	Geospatial Applications of Unmanned Aerial Systems	
GEO 450	Internship in Geography and Environmental Science	
GEO 499	Research in Geography and Environmental Science	
BIO 341	Limnology	
BIO 447	Standard Methods/Quality Assurance Water Analyses	
BIO 499	Independent Research	
CHM 413	Environmental Chemistry Laboratory [2]	
CHM 479	Field Research Station Experience	
CHM 499	Research	
MIC 499	Independent Research in Microbiology	
Total Credits		**49-53**

[1] GEO 221 or GEO 222 may apply to "Earth's Environmental Systems" electives if not used in the core.

[2] CHM 413 can only apply to either the "Environmental Science Field Experience" electives or the environmental chemistry track requirements.

Environmental chemistry track requirements

Code	Title	Credits
CHM 104	General Chemistry II	5
CHM 300	Fundamental Organic Chemistry	4
or CHM 303	Organic Chemistry Theory I	
Select two courses from the following:		5-7
CHM 312	Atmospheric Chemistry	
CHM 322	Chemistry of Materials	
CHM 412	Aquatic and Soil Chemistry	
CHM 413	Environmental Chemistry Laboratory	
Total Credits		**14-16**

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.

Minor recommendation

It is recommended that environmental science majors complete a minor in earth science, human and environmental geography, geographic information science, geoarchaeology, environmental studies, biology, chemistry, and/or microbiology. Selection of a minor should be done in consultation with your academic advisor.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 497)
- Baccalaureate degree requirements (p. 497)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.

3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to replace credits earned in courses in which the content has changed substantially in recent years. Each case will be judged on its own merit.

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Sample degree plan

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

The sample degree plans represented in this catalog are intended for first-year students entering UWL in the fall term. Students should use their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	CHM 103 (CSH Core - Lab Science)	5
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	GEO 101	4
MTH 150 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3		
	16		**15**

Year 2

Fall	Credits	Spring	Credits
ENV 101 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3	CHM 300 or 303	3-4
CHM 104	5	MIC 230	4
STAT 145 (CSH Core)	4	Earth's Climate and Landforms (see list)	3
University Elective	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
		University Elective	2
	15		**16**

Year 3

Fall	Credits	Spring	Credits
GEO 305	3	Earth's Environmental Systems (see list)	3
Earth's Environmental Systems (see list)	3-4	Quantitiative Analysis (see list)	3-4
Human and the Environment (GEO prefix see list)	3	Humans and the Environment (see list)	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
CSH Core or Minor[1]	3	CSH Core (300/400 not GEO) or minor	3
	15		**15**

Year 4

Fall	Credits	Spring	Credits
Environmental Science Field Experience (see list)	3	GEO 401	1
Chemistry Track (see list)	3-4	Chemistry Track (see list)	3-4

CGER CP-CW Civics & Perspective: Cultures of Our World	3 CSH Core (300/400 not GEO) or minor	3
CSH Core or Minor[1]	3 CSH Core (300/400 not GEO) or minor	3
CSH Core (300/400 not GEO) or minor	3 University Elective	3
	Exit Survey Requirement[2]	
	15	**13**

Total Credits: 120

1 See CSH BS Core Requirements (p. 384) 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.

Environmental Science Major: Environmental Geospatial Techniques Track - Bachelor of Science (BS)

Major requirements

(All colleges)

55-59 credits

Core

Code	Title	Credits
BIO 105	General Biology	4
CHM 103	General Chemistry I	5
ENV 101	Introduction to Sustainability and Environmental Studies	3
GEO 101	Earth Environments	4
GEO 221	Weather and Climate	4
or GEO 222	Earth Surface Processes and Landforms	
GEO 305	Geographic Information Systems and Science I	3
GEO 401	Capstone Seminar in Geography and Environmental Science	1
MIC 230	Fundamentals of Microbiology	4
STAT 145	Elementary Statistics	4
Humans and the environment electives		
Select two courses from the following. At least one course must be from GEO.		6
ENV 310	Food, Culture, and the Environment	
ENV 311	The Mississippi River: Mighty and Managed	
ENV 313	Woodlands of the Driftless: History, Ecology, and Management	
ENV 315	Sustainability: Principles and Practices	
ENV 316	Occupying the Driftless: Culture, Place, and Environment	
ENV 350	Justice, Injustice, and Activism	
ENV 351	Feeding the Planet: Environmental Justice of our Food Systems	
ENV 352	Americans, Global Parks, and Wilderness	
ENV 353	Rural Livelihoods: Sustainability and the Environment in the Upper Midwest	
GEO 309	Cities: Past, Present, and Future	
GEO 310	Transportation Equity and Sustainable Communities	
GEO 320	Energy, the Environment, and Sustainability	
GEO 321	Sustainable Development and Conservation	
GEO 340	Polar Environments	
GEO 427	Sustainable Water Resource Management	
Earth's environmental systems electives		
Select two courses from the following:		6-7
GEO 222	Earth Surface Processes and Landforms [1]	
or GEO 221	Weather and Climate	
GEO 422	Meteorology	
GEO 425	Biogeography	
GEO 428	Past Environmental Change	
GEO 430	River Systems	
GEO 460	Environmental Hazards	
Quantitative analysis electives		
Select one course from the following:		2-5
BIO 202	Introduction to Biological Data Analysis and Interpretation	
BIO 419	Quantitative Methods in Ecology	
CHM 301	Analytical Chemistry	
GEO 488	Quantitative Methods in Geography	
MTH 207	Calculus I	
MTH 265	Mathematical Models in Biology	
STAT 305	Statistical Methods	
Environmental science field experience electives		
Select three credits from the following:		3
GEO 410	Geospatial Field Methods [2]	
GEO 412	Geospatial Applications of Unmanned Aerial Systems [2]	
GEO 450	Internship in Geography and Environmental Science	
GEO 499	Research in Geography and Environmental Science	
BIO 341	Limnology	
BIO 447	Standard Methods/Quality Assurance Water Analyses	
BIO 499	Independent Research	
CHM 413	Environmental Chemistry Laboratory	
CHM 479	Field Research Station Experience	
CHM 499	Research	
MIC 499	Independent Research in Microbiology	
Total Credits		**49-53**

1 GEO 221 or GEO 222 may apply to "Earth's Environmental Systems" electives if not used in the core.

2 GEO 410 and GEO 412 can only apply either to the "Environmental Science Field Experience" electives or the environmental geotechniques track requirements.

Environmental geospatial techniques track requirements

Code	Title	Credits
Select two courses from the following:		6
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 445	Remote Sensing of the Environment II	
GEO 465	Geospatial Automation	
GEO 485	Geographic Information System and Science III	
Total Credits		**6**

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.

Minor recommendation

It is recommended that environmental science majors complete a minor in earth science, human and environmental geography, geographic information science, geoarchaeology, environmental studies, biology, chemistry, and/or microbiology. Selection of a minor should be done in consultation with your academic advisor.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 500)
- Baccalaureate degree requirements (p. 501)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.

iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	CHM 103 (CSH Core - Lab Science)	5
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	GEO 101	4
MTH 150 or 151 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
	13		**15**

Year 2

Fall	Credits	Spring	Credits
ENV 101 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3	MIC 230	4
STAT 145 (CSH Core)	4	Earth's Climate and Landforms (see list)	4
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
University Elective	3	University Elective	2
	16		**16**

Year 3

Fall	Credits	Spring	Credits
GEO 305	3	Earth's Environmental Systems (see list)	3

Earth's Environmental Systems (see list)	3-4	Quantitative Analysis (see list)	3-4
Human and the Environment (GEO prefix see list)	3	Humans and the Environment (see list)	3
CSH Core or Minor [1]	3	CGER CP-CW Civics & Perspective: Cultures of Our World	3
CSH Core (300/400 not GEO) or Minor	3	CSH Core (300/400 not GEO) or Minor	3
	16		**16**

Year 4

Fall	Credits	Spring	Credits
Environmental Science Field Experience (see list)	3	GEO 401	1
Geospatial Track (see list)	3	Geospatial Track (see list)	3
CSH Core or Minor[1]	3	CSH Core (300/400 not GEO) or Minor	3
CSH Core (300/400 not GEO) or Minor	3	CSH Core (300/400 not GEO) or Minor	3
University Elective	3	University Elective	3
		Exit Survey Requirement[2]	
	15		**13**

Total Credits: 120

[1] See CSH BS Core Requirements (p. 384) 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.

Environmental Science Major: Environmental Microbiology Track - Bachelor of Science (BS)

Major requirements

(All colleges)

55-60 credits

Core

Code	Title	Credits
BIO 105	General Biology	4
CHM 103	General Chemistry I	5
ENV 101	Introduction to Sustainability and Environmental Studies	3
GEO 101	Earth Environments	4
GEO 221	Weather and Climate	4
or GEO 222	Earth Surface Processes and Landforms	
GEO 305	Geographic Information Systems and Science I	3
GEO 401	Capstone Seminar in Geography and Environmental Science	1
MIC 230	Fundamentals of Microbiology	4
STAT 145	Elementary Statistics	4
Humans and the environment electives		
Select two courses from the following. At least one course must be from GEO.		6
ENV 310	Food, Culture, and the Environment	
ENV 311	The Mississippi River: Mighty and Managed	
ENV 313	Woodlands of the Driftless: History, Ecology, and Management	
ENV 315	Sustainability: Principles and Practices	
ENV 316	Occupying the Driftless: Culture, Place, and Environment	
ENV 350	Justice, Injustice, and Activism	
ENV 351	Feeding the Planet: Environmental Justice of our Food Systems	
ENV 352	Americans, Global Parks, and Wilderness	
ENV 353	Rural Livelihoods: Sustainability and the Environment in the Upper Midwest	
GEO 309	Cities: Past, Present, and Future	
GEO 310	Transportation Equity and Sustainable Communities	
GEO 320	Energy, the Environment, and Sustainability	
GEO 321	Sustainable Development and Conservation	
GEO 340	Polar Environments	
GEO 427	Sustainable Water Resource Management	
Earth's environmental systems electives		
Select two courses from the following:		6-7
GEO 222	Earth Surface Processes and Landforms [1]	
or GEO 221	Weather and Climate	
GEO 422	Meteorology	
GEO 425	Biogeography	
GEO 428	Past Environmental Change	
GEO 430	River Systems	
GEO 460	Environmental Hazards	
Quantitative analysis electives		
Select one course from the following:		2-5
BIO 202	Introduction to Biological Data Analysis and Interpretation	
BIO 419	Quantitative Methods in Ecology	
CHM 301	Analytical Chemistry	
GEO 488	Quantitative Methods in Geography	
MTH 207	Calculus I	
MTH 265	Mathematical Models in Biology	
STAT 305	Statistical Methods	
Environmental science field experience electives		
Select three credits from the following:		3
GEO 410	Geospatial Field Methods	
GEO 412	Geospatial Applications of Unmanned Aerial Systems	
GEO 450	Internship in Geography and Environmental Science	
GEO 499	Research in Geography and Environmental Science	
BIO 341	Limnology	
BIO 447	Standard Methods/Quality Assurance Water Analyses	
BIO 499	Independent Research	
CHM 413	Environmental Chemistry Laboratory	
CHM 479	Field Research Station Experience	
CHM 499	Research	

MIC 499	Independent Research in Microbiology	
Total Credits		**49-53**

[1] GEO 221 or GEO 222 may apply to "Earth's Environmental Systems" electives if not used in the core.

Environmental microbiology track requirements

Code	Title	Credits
Select two courses from the following:		6-7
MIC 350	Bacterial Diversity	
MIC 427	Industrial and Fermentation Microbiology	
MIC 434	Aquatic Microbial Ecology	
MIC 442	Plant Microbe Interactions	
BIO 412	Mycology	
Total Credits		**6-7**

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.

Minor recommendation

It is recommended that environmental science majors complete a minor in earth science, human and environmental geography, geographic information science, geoarchaeology, environmental studies, biology, chemistry, and/or microbiology. Selection of a minor should be done in consultation with your academic advisor.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 503)
- Baccalaureate degree requirements (p. 504)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in

addition to the minimum credits required in the Core General Education Requirements); or

b. 300/400 level courses inside major not being used to fulfill major requirements.

iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	CHM 103 (CSH Core - Lab Science)	5
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	GEO 101	4
MTH 150 or 151 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
	13		**15**

Year 2

Fall	Credits	Spring	Credits
ENV 101 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3	MIC 230	4
STAT 145 (CSH Core)	4	Earth's Climate and Landforms (see list)	4
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
University Elective	3	University Elective	2
	16		**16**

Year 3

Fall	Credits	Spring	Credits
GEO 305	3	Earth's Environmental Systems (see list)	3
Earth's Environmental Systems (see list)	3-4	Quantitative Analysis (see list)	3-4
Human and the Environment (GEO prefix see list)	3	Humans and the Environment (see list)	3
CSH Core or Minor[1]	3	CGER CP-CW Civics & Perspective: Cultures of Our World	3
CSH Core (300/400 not GEO) or Minor	3	CSH Core (300/400 not GEO) or Minor	3
	15		**16**

Year 4

Fall	Credits	Spring	Credits
Environmental Science Field Experience (see list)	3	GEO 401	1
Microbiology Track (see list)	3-4	Microbiology Track (see list)	3
CSH Core or Minor[1]	3	CSH Core (300/400 not GEO) or Minor	3
CSH Core (300/400 not GEO) or Minor	3	CSH Core (300/400 not GEO) or Minor	3
University Elective	3	University Elective	3
		Exit Survey Requirement[2]	
	16		**13**

Total Credits: 120

1. See CSH BS Core Requirements (p. 384) 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)

Curriculum

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
or GEO 203	Urban Community Health: A Global Perspective	
or GEO 211	Global Climate Change	
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	Capstone Seminar in Geography and Environmental Science	1
GEO 405	Geographic Information System and Science II	3
BIO 105	General Biology	4
or BIO 100	Biology for the Informed Citizen	
or CHM 103	General Chemistry I	
STAT 145	Elementary Statistics	4
Earth's environmental systems		
Select two courses from the following:		6
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	Geospatial Automation	
GEO 485	Geographic Information System and Science III	
GEO 488	Quantitative Methods in Geography	
Humans and the environment		
Select one course from the following:		3
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 320	Energy, the Environment, and Sustainability	
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 450	Internship in Geography and Environmental Science [1]	
GEO 490	Independent Study in Geography and Environmental Science [2]	
GEO 499	Research in Geography and Environmental Science [3]	
Total Credits		**51**

1. A maximum of three credits of GEO 450 may apply to the major.
2. A maximum of three credits of GEO 490 may apply to the major.
3. 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 to graduate.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 506)
- Baccalaureate degree requirements (p. 506)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).

6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	GEO 200, 203, or 211[1]	3
GEO 110 (CGER CP-CW Civics & Perspective: Cultures of Our World)	3	MTH 150 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER CP-CU Civics & Perspective: Communities of the United States	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	University Elective	2
	15		**15**

Year 2

Fall	Credits	Spring	Credits
GEO 221	4	GEO 222	4
STAT 145 (CSH Core)	4	Humans and the Environment (see list)	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CHM 103, BIO 100, or BIO 105 (CSH Core - not GEO)	4-5
University Elective	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies or CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet[1]	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	CGER HA-PDU Humanities & Arts: Pasts that Define Us	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)	3	Geospatial Techniques 300/400 (see list)	3
CSH Core (300/400 not GEO) or Minor	3	CSH Core (300/400 not GEO) or Minor	3
CSH Core or Minor[2]	3	CSH Core or Minor[2]	3
University 300/400 Elective	3	University Elective	3
University 300/400 Elective	3	Exit Survey Requirement[3]	
	16		**15**

Total Credits: 120

[1] GEO 200 and GEO 211 may also satisfy CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet and GEO 203 may also

satisfy CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies requirement. Must fulfill the other CGER with any course from the requirement course list.

2 See CSH BS Core Requirements (p. 384) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

3 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)

Curriculum

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
or GEO 203	Urban Community Health: A Global Perspective	
or GEO 211	Global Climate Change	
GEO 305	Geographic Information Systems and Science I	3
GEO 401	Capstone Seminar in Geography and Environmental Science	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 [1]	3
or GEO 455	Web Mapping	
or GEO 465	Geospatial Automation	
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 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	
Humans and the environment		
Select one course from the following:		3
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 320	Energy, the Environment, and Sustainability	
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 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) [1]	
GEO 450	Internship in Geography and Environmental Science [2, 3]	
GEO 455	Web Mapping (if not taken for GIS Core) [1]	
GEO 465	Geospatial Automation (if not taken for GIS Core) [1]	
GEO 488	Quantitative Methods in Geography	
GEO 490	Independent Study in Geography and Environmental Science [2, 4]	
GEO 499	Research in Geography and Environmental Science [2,5]	
Total Credits		**42**

1 GEO 445, GEO 455, or GEO 465 may apply to additional electives category if not used in the core.

2 GEO 450, GEO 490, 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 490 may apply to the major.

5 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 to graduate.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 508)
- Baccalaureate degree requirements (p. 509)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
    a. Complete a second major; or
    b. Complete a minor outside the major; or
    c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
    d. Complete an individualized option, consisting of 18 credits
        i. At least 12 credits must be earned at the 300/400 level outside the major department.
        ii. The remaining six credits should come from
            a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
            b. 300/400 level courses inside major not being used to fulfill major requirements.
        iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	GEO 200, 203, or 211[1]	3
GEO 110 (CGER CP-CW Civics & Perspective: Cultures of Our World)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	STAT 145 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	University Elective	2
	16		**14**

Year 2

Fall	Credits	Spring	Credits
GEO 305	3	GEO 405	3
Earth's Environmental Systems (see list)	3-4	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies or CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet[1]	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	CSH Core (CS/MTH/STAT see list)	3-4
University Elective	3	CSH Core (Lab Science not GEO)	4
University Elective	3	University Elective	1
	15		**14**

Year 3

Fall	Credits	Spring	Credits
GEO 415	3	GEO 445, 455, or 465	3
GEO 418	3	GEO 485	3
CGER CL-SWT Communication & Literacy: Stories We Tell	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)	3
CSH Core (300/400 not GEO) or Minor	3	Geography Electives (see list)	3
CSH Core (300/400 not GEO) or Minor	3	CSH Core (300/400 not GEO) or Minor	3
CSH Core or Minor[2]	3	CSH Core or Minor[2]	3
University 300/400 Elective	3	University 300/400 Elective	3
University Elective	3	Exit Survey Requirement[3]	
	16		**15**

Total Credits: 120

1 GEO 200 and GEO 211 may also satisfy CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet and GEO 203 may also satisfy CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies requirement. Must fulfill the other CGER with any course from the requirement course list.

2 See CSH BS Core Requirements (p. 384) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

3 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)

Curriculum

42 credits

Code	Title	Credits
Core		
GEO 101	Earth Environments	4
GEO 110	World Cultural Regions	3
GEO 200	Conservation of Global Environments	3
or GEO 203	Urban Community Health: A Global Perspective	
or GEO 211	Global Climate Change	
GEO 305	Geographic Information Systems and Science I	3
GEO 401	Capstone Seminar in Geography and Environmental Science	1
GEO 405	Geographic Information System and Science II	3
STAT 145	Elementary Statistics	4
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 320	Energy, the Environment, and Sustainability	
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	Geospatial Automation	
GEO 485	Geographic Information System and Science III	
GEO 488	Quantitative Methods in Geography	
Earth's environmental systems		
Select one course from the following:		3
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:		6
GEO 450	Internship in Geography and Environmental Science [1]	
GEO 490	Independent Study in Geography and Environmental Science [2]	
GEO 499	Research in Geography and Environmental Science [3]	
Total Credits		**42**

[1] A maximum of three credits of GEO 450 may apply to the major.
[2] A maximum of three credits of GEO 490 may apply to the major.
[3] 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 to graduate.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 511)
- Baccalaureate degree requirements (p. 512)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	GEO 200, 203, or 211[1]	3
GEO 110 (CGER CP-CW Civics & Perspective: Cultures of Our World)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	STAT 145 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	University Elective	3
	16		**15**
Year 2			
Fall	**Credits**	**Spring**	**Credits**
GEO 305	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
CSH Core (300/400 not GEO) or Minor	3	CSH Core (CS/MTH/STAT see list)	3-4
CGER CP-CU Civics & Perspective: Communities of the United States	3	CSH Core (Lab Science not GEO)	4
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies or CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet[1]	3	University Elective	4
University Elective	3		
	15		**14**
Year 3			
Fall	**Credits**	**Spring**	**Credits**
GEO 405	3	Humans and the Environment (see list)	3
Geospatial Techniques (see list)	3	Geography Elective (see list)	3
Humans and the Environment (see list)	3	CSH Core (300/400 not GEO) or Minor	3
University Elective	2	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
Geography Elective (see list)	3	Earth's Environmental Systems (see list)	3-4
CSH Core (300/400 not GEO) or Minor	3	CSH Core (300/400 not GEO) or Minor	3
CSH Core or Minor[2]	3	CSH Core or Minor[2]	3
300/400 University Elective	3	300/400 University Elective	3
University Elective	3	Exit Survey Requirement[3]	
	16		**15**

Total Credits: 120

1 GEO 200 and GEO 211 may also satisfy CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet and GEO 203 may also satisfy CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies requirement. Must fulfill the other CGER with any course from the requirement course list.

2 See CSH BS Core Requirements (p. 384) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

3 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
Core		
GEO 101	Earth Environments	4
GEO 221	Weather and Climate	4
GEO 222	Earth Surface Processes and Landforms	4
Electives		
Select two courses from 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 Environmental Science [1]	
GEO 455	Web Mapping	
GEO 465	Geospatial Automation	

GEO 485	Geographic Information System and Science III	
GEO 488	Quantitative Methods in Geography	
GEO 490	Independent Study in Geography and Environmental Science [1]	
GEO 499	Research in Geography and Environmental Science [1]	
Total Credits		**24**

[1] Only three credits from a combination of GEO 450 or GEO 490 or GEO 499 will apply.

Geography and environmental science majors may only duplicate 12 GEO credits between the earth science minor and their major.

Geography and and geoarchaeology minors may only duplicate six GEO credits between the earth science minor and their minor.

Geoarchaeology Minor

(All colleges)

21 credits

Code	Title	Credits
Core		
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
Electives		
Select three courses from the following:		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.

Geography Minor: Geographic Information Science Concentration

(All colleges)

18 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 at least twelve credits of the following:		12
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 Environmental Science [1]	
or GEO 490	Independent Study in Geography and Environmental Science	
or GEO 499	Research in Geography and Environmental Science	
GEO 455	Web Mapping	
GEO 465	Geospatial Automation	
GEO 485	Geographic Information System and Science III	
GEO 488	Quantitative Methods in Geography	
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.

Geography, environmental science, earth science, and geoarchaeology majors/minors may only duplicate six GEO credits between the major/minor and geography with GIS concentration minor.

Geography Minor: Humans and the Environment Emphasis

(All colleges)

18 credits

Code	Title	Credits
Core		
GEO 110	World Cultural Regions	3
GEO 200	Conservation of Global Environments	3
Electives		**12**
Select 12 credits from the following, at least nine of which must be at the 300/400-level:		
GEO 102	Maps and Society	
GEO 203	Urban Community Health: A Global Perspective	
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 320	Energy, the Environment, and Sustainability	

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	
Total Credits		**18**

A maximum of six credits may be double counted between the General Education Program and the minor.

Geography, environmental science, earth science, and geoarchaeology majors/minors may only duplicate six GEO credits between the major/minor and the geography minor with humans and the environment emphasis.

Geography Certificate: Geographic Information Science Concentration

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

(All colleges; open only to degree-seeking UWL students. Not open to geography majors with a GIS concentration or GIS minors.)

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 of 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	Geospatial Automation	
GEO 485	Geographic Information System and Science III	
GEO 488	Quantitative Methods in Geography	
Total Credits		**12**

Upon completion of the program, students must have a minimum cumulative GPA of 2.5 and submit a professional portfolio to the program advisor.

Geography, environmental science, earth science, and geoarchaeology majors/minors may only duplicate six GEO credits between the major/minor and this certificate.

Geography and Environmental Science Honors Program

Program

1. Admission
   a. Junior standing
   b. 15 completed credits of GEO 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.) or GEO 203 Urban Community Health: A Global Perspective (3 cr.) or GEO 211 Global Climate Change (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 in Geography and Environmental Science (1-3 cr.), or GEO 499 Research in Geography and Environmental Science (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 in Geography and Environmental Science (1-3 cr.), or GEO 499 Research in Geography and Environmental Science (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
Health Professions Department *(*https://www.uwlax.edu/academics/department/health-professions/*)*
Department Chair: Thomas Kernozek
4071 Health Science Center; 608.785.8468
Email: tkernozek@uwlax.edu

The Department of Health Professions at UWL offers six exciting fully-accredited healthcare education programs. These programs are:

- Medical Dosimetry (https://catalog.uwlax.edu/graduate/programrequirements/medicaldosimetry/) (DOS - master's level),
- Nuclear Medicine Technology (p. 551) (NMT - bachelor's level),
- Occupational Therapy (https://catalog.uwlax.edu/graduate/programrequirements/occupationaltherapy/) (OT - master's level),
- Physical Therapy (https://catalog.uwlax.edu/graduate/programrequirements/physicaltherapy/) (DPT - doctorate level),

- Physician Assistant (https://catalog.uwlax.edu/graduate/programrequirements/physicianassistant/) (PAS - master's level), and
- Radiologic Science (p. 582) (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.

2026-27 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

Thomas Kernozek

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
Mathematics and Statistics Department (https://www.uwlax.edu/academics/department/mathematics-and-statistics/)
Department Chair: Jennifer Kosiak
1004 Cowley Hall; 608.785.8385
Email: jkosiak@uwlax.edu

Associate Chair: Douglas Baumann
1034 Cowley Hall; 608.785.6617
Email: dbaumann@uwlax.edu

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 Department 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 (4 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 who have successfully completed MTH 207 Calculus I at UW-La Crosse with a grade of "B" or better will be awarded retroactive credit for MTH 151 Precalculus provided no prior attempt of MTH 151 is recorded on the student's transcript. Students cannot earn credit twice for the same course.

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. 42).

2026-27 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

Melissa Bingham

Tushar Das

Whitney George

Joshua Hertel

Edward Kim

Jennifer Kosiak

Jenni McCool

James Peirce

Sherwin Toribio

Chad Vidden

Huiya Yan

Associate Professor

Wako Bungula

Matthew Chedister

Karl Kattchee

Andrew Matchett

Nathan Warnberg

Todd Will

Assistant Professor

Emmanuel Sarfo Fosu

Kelly O'Connor

Maddie Rainey

Fatemeh Salboukh

Reisa Widjaja

Associate Teaching Professor

Benjamin Anderson

Phillip Loehmer

Brett Townsend

Assistant Teaching Professor

Andrew Pingree

William Truttschel

Lecturer

Mark Batell

Aaron Hautekeete

Abraham Kuznia

Maggie McHugh

David Reineke

Crystal Vesperman

Administrative Support

Julie Ahearn

Majors

- Data science major - BS (p. 518)
- Mathematics major - BS (p. 520)
- Statistics major - BS (p. 523)
- Statistics major with concentration in actuarial science - BS (p. 525)

Teacher education program

- Mathematics education (grades 4-12) major - BS (p. 528)

Dual degree program

- Dual degree program in mathematics BS and engineering BS (p. 530)

Accelerated graduate program

- Accelerated graduate program in data science BS and applied statistics MS (p. 532)
- Accelerated graduate program in statistics BS and applied statistics MS (p. 535)
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Minors

- Communication, writing, and critical reasoning minor (p. 538)
- Mathematical biology minor (p. 538)
- Mathematics minor (p. 539)

- Mathematics for teachers minor (p. 539)
- Statistics minor (p. 539)

Honors

- Mathematics and statistics honors program (p. 540)

Data Science Major - Bachelor of Science (BS)

Major Requirements

(All colleges)

40 credits (48 total credits including CS and STAT requirements)

Code	Title	Credits
Courses listed in more than one category may be counted only once unless otherwise stated.		
Core		
DSC 210	Foundations of Data Science	3
DSC 271	Mathematics and Statistics Seminar	1
DSC 420	Supervised Learning	3
DSC 430	Unsupervised Learning	3
MTH 207	Calculus I	4
MTH 208	Calculus II	4
or MTH 265	Mathematical Models in Biology	
MTH 308	Linear Algebra with Differential Equations	4
STAT 305	Statistical Methods	3
STAT 345	Statistical Computing	3
Professional communication		
Select three credits of the following:		3
CST 260	Professional Communication	
CST 354	Health Communication	
CST 365	Communication in Teams	
ENG 307	Workplace Writing	
ENG 308	Technical Writing	
ENG 314	Grant Writing	
Electives		
Select nine credits not already taken from the following:		9
CS 364	Introduction to Database Management Systems	
CS 452	Artificial Intelligence	
CS 457	Machine Learning	
CST 260	Professional Communication	
CST 354	Health Communication	
CST 365	Communication in Teams	
ENG 307	Workplace Writing	
ENG 308	Technical Writing	
ENG 314	Grant Writing	
PHL 303	Ethics and Meta-Ethics: Theory, Justification, and Objectivity	
STAT 443	Categorical Data Analysis	
STAT 444	Environmental Statistics	
STAT 445	Correlation and Regression Analysis	
STAT 446	Analysis of Variance and Design of Experiments	
STAT 449	Applied Multivariate Statistics	
Total Credits		**40**

Code	Title	Credits
Required prerequisite courses (8 credits)		
CS 120	Software Design I	4
STAT 145	Elementary Statistics	4
or STAT 245	Probability and Statistics	

Degree Requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 518)
- Baccalaureate degree requirements (p. 519)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	

BIO 203	Organismal Biology
BIO 210	Animal Biology
BIO 304	Plant Biology
CHM 103	General Chemistry I [1]
CHM 104	General Chemistry II
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I
GEO 101	Earth Environments [1]
GEO 221	Weather and Climate
GEO 222	Earth Surface Processes and Landforms
MIC 100	Microbes and Society [1]
PHY 103	Fundamental Physics I [1]
PHY 104	Fundamental Physics II
PHY 106	Physical Science for Educators [1]
PHY 155	Solar System Astronomy [1]
PHY 160	Stars, Galaxies and the Universe [1]
PHY 203	General Physics I [1]
PHY 204	General Physics II

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success

(UWL 100, 2 cr.) or 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 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	STAT 245 or 145	4
DSC 271	1	MTH 208 or 265	4
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
CS 120 (CSH Core)	4		
	14		**15**

Year 2

Fall	Credits	Spring	Credits
DSC 210	3	STAT 345	3
STAT 305	3	MTH 308	4
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	CSH Core (300/400 not MTH) or Minor [1]	3
CSH Core (Lab Science)	4	University Elective	2
	16		**15**

Year 3

Fall	Credits	Spring	Credits
Professional Communication Elective	3	Data Science Elective	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	CSH Core (300/400 not MTH) or Minor[1]	3
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	CSH Core (300/400 not MTH) or Minor[1]	3
CSH Core (300/400 not MTH) or Minor[1]	3	University Elective	3
	15		**15**

Year 4

Fall	Credits	Spring	Credits
DSC 420	3	DSC 430	3
Data Science Elective	3	Data Science Elective	3
CSH Core or Minor[1]	3	CSH Core or Minor[1]	3
University Elective	3	University Elective	3
University Elective	3	University Elective (300/400 level)	3
	15		**15**

Total Credits: 120

[1] See CSH BS Core Requirements (p. 384) 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)

41-42 credits (44 - 46 total credits including CS 115 or CS 120)

Code	Title	Credits
Core courses		
MTH 207	Calculus I	4
MTH 208	Calculus II	4
MTH 225	Foundations of Advanced Mathematics [1]	4
MTH 271	Mathematics and Statistics Seminar	1
MTH 308	Linear Algebra with Differential Equations	4
MTH 310	Calculus III: Multivariable Calculus	4
STAT 245	Probability and Statistics	3-4
or MTH 353	Differential Equations and Dynamical Systems	
MTH 407	Real Analysis I	3
MTH 471	Mathematics and Statistics Capstone	1
Major pathway: select either group I or group II:		**7**
Group I		
MTH 364	Combinatorics	
MTH 411	Abstract Algebra I	
Group II		
MTH 371	Scientific Computing and Numerical Methods	
MTH 435	Mathematics for Data Driven Modeling	
Electives [2]		**6**
Select six credits not already taken from the following:		
MTH 265	Mathematical Models in Biology	
MTH 311	Number Theory	
MTH 353	Differential Equations and Dynamical Systems	
MTH 362	Complex Variables	
MTH 364	Combinatorics	
MTH 371	Scientific Computing and Numerical Methods	
MTH 411	Abstract Algebra I	
MTH 415	Topology	
MTH 495	Special Topics in Mathematics	
STAT 441	Mathematical Statistics I	
CHM 309	Physical Chemistry Theory I [2]	
CS 453	Introduction to Theory of Computation [2]	
PHY 401	Quantum Mechanics	
PHY 461	Mathematical Physics	
Total Credits		**41-42**

[1] May substitute CS 225 for MTH 225.

[2] At most, one from CHM 309, CS 453, PHY 401or PHY 461 can be used as elective credit.

In addition, CS 115 Introduction to Python Programming (3 cr.) or 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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 521)
- Baccalaureate degree requirements (p. 521)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)

7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	MTH 208	4
MTH 271	1	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CSH Core (Lab Science)	4
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3		
	15		**13**

Year 2

Fall	Credits	Spring	Credits
MTH 310	4	MTH 308	4
MTH 225	4	CS 115 or 120	3-4
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
University Elective	1	University Elective	2
	15		**16**

Year 3

Fall	Credits	Spring	Credits
MTH 364 or 353	3-4	MTH 371 or STAT 245	4
CSH Core (300/400 not MTH) or Minor	3	MTH Elective	3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	CSH Core (300/400 not MTH) or Minor	3
University Elective	3	CSH Core (300/400 not MTH) or Minor	3
University Elective	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
	15		**16**

Year 4

Fall	Credits	Spring	Credits
MTH 407	3	MTH 411 or 435	3
MTH Elective	3	MTH 471	1
CSH Core or Minor[1]	3	CSH Core (300/400 not MTH) or Minor	3
University Elective at 300/400 level	3	CSH Core or Minor[1]	3
University Elective	3	University Elective at 300/400 level	3
		University Elective	2
	15		**15**

Total Credits: 120

[1] See CSH BS Core Requirements (p. 384) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

Statistics Major - Bachelor of Science (BS)

Major requirements

(All colleges)

38-39 credits

Code	Title	Credits
Core		
MTH 207	Calculus I	4
MTH 208	Calculus II	4
MTH 308	Linear Algebra with Differential Equations	4
STAT 271	Mathematics and Statistics Seminar	1
STAT 245	Probability and Statistics	4
STAT 345	Statistical Computing	3
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	Artificial Intelligence 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	Scientific Computing and Numerical Methods	
MTH 407	Real Analysis I	
STAT 443	Categorical Data Analysis [1]	
STAT 444	Environmental Statistics	
STAT 447	Nonparametric Statistics [1]	
STAT 449	Applied Multivariate Statistics [1]	
Total Credits		**38-39**

[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 444, STAT 447, or STAT 449.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 523)
- Baccalaureate degree requirements (p. 524)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	

PHY 155	Solar System Astronomy [1]
PHY 160	Stars, Galaxies and the Universe [1]
PHY 203	General Physics I [1]
PHY 204	General Physics II

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

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Sample degree plan

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

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Core 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	MTH 208 (CSH Core)	4
STAT 271	1	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3

CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CSH Core (Lab Science)	4
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4		
	14		**14**

Year 2

Fall	Credits	Spring	Credits
STAT 245	4	STAT 345	3
MTH 308	4	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	CGER CP-CW Civics & Perspective: Cultures of Our World	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	University Elective	2
University Elective	2	University Elective	3
	16		**14**

Year 3

Fall	Credits	Spring	Credits
STAT 441	3	STAT 442	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CSH Core (300/400 not MTH) or Minor[1]	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	CSH Core (300/400 not MTH) or Minor[1]	3
CSH Core (300/400 not MTH) or Minor[1]	3	Stats Elective	3-4
University Elective	3	University Elective	3
	15		**16**

Year 4

Fall	Credits	Spring	Credits
STAT 445	3	STAT 446	3
Stats Elective[2]	3	CSH Core (300/400 not MTH) or Minor[1]	3
University Elective	4	University Elective	3
University Elective at 300/400 level	3	University Elective at 300/400 level	3
University Elective	3	University Elective	3
	16		**15**

Total Credits: 120

1. See CSH BS Core Requirements (p. 384) 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)

52 -53 credits

Code	Title	Credits
Core		
MTH 207	Calculus I	4
MTH 208	Calculus II	4
MTH 308	Linear Algebra with Differential Equations	4
STAT 245	Probability and Statistics	4
STAT 345	Statistical Computing	3
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	Artificial Intelligence 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	Scientific Computing and Numerical Methods	
MTH 407	Real Analysis I	
STAT 443	Categorical Data Analysis [1]	
STAT 444	Environmental Statistics	
STAT 447	Nonparametric Statistics [1]	
STAT 449	Applied Multivariate Statistics [1]	
Total Credits		**52-53**

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 444, STAT 447, or STAT 449.

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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 526)
- Baccalaureate degree requirements (p. 526)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]

4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	MTH 208 (CSH Core)	4
STAT 271	1	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CSH Core (Lab Science)	4
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4		
	14		**14**

Year 2

Fall	Credits	Spring	Credits
STAT 245	4	STAT 345	3
MTH 308	4	ECO 110	3
ECO 120 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	ACC 221	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	University Elective	2
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	University Elective	4
	17		**15**

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
CGER CL-SWT Communication & Literacy: Stories We Tell	3	FIN 355	3
CSH Core (300/400 not MTH) or Minor[1]	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
University Elective	3	Stats Elective	3-4
	15		**15**

Year 4

Fall	Credits	Spring	Credits
STAT 445	3	STAT 446	3
Stats Elective[2]	3	CSH Core (300/400 not MTH) or Minor[1]	3
CGER CP-CW Civics & Perspective: Cultures of Our World	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
	15	**15**

Total Credits: 120

[1] See CSH BS Core Requirements (p. 384) 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 444, STAT 447, or STAT 449.

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. 629).

Students in all teacher education programs must be admitted to the School of Education (https://www.uwlax.edu/soe/undergrad/admission-to-soe/) 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. 626).

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 Wisconsin Teacher Standards (WTS) and the National Council of Teachers of Mathematics (NCTM) Standards.

Program requirement courses that may also fulfill Core General Education Requirements (CGER) (13 credits)

Code	Title	Credits
EDS 203	Foundations of Education [1, 2]	3
EDS 206	Society and Schools [1, 3]	3
EDS 309	Global Perspectives in Education [4]	3
MTH 207	Calculus I [5]	4
Total Credits		**13**

[1] Satisfies an SOE core requirement.

[2] May also satisfy CGER - Social & Behavioral Science: Social & Behavioral Studies (CGER SBS-BS).

[3] May also satisfy CGER - Civics & Perspectives: Communities of the United States (CGER CP-CU).

[4] May also satisfy CGER - Civics & Perspectives: The Cultures of Our World (CGER CP-CW).

[5] May also satisfy CGER - Mathematics & Quantitative Reasoning: Quantitative Reasoning (CGER MPR-QR).

Allied education requirements (18 credits)

Code	Title	Credits
Courses not requiring admission to the School of Education		
PSY 212	Lifespan Development [1]	3
SPE 200	Foundations of Special Education [1]	3
Student teaching semester		
Demonstrate content knowledge through benchmark assessment prior to student teaching [6]		
EDS 492	Student Teaching Seminar	1
One of the following: [1]		11
EDS 496	Student Teaching: Middle/High School Education (4-12)	
EDS 495	Teaching Internship	
Total Credits		**18**

Mathematics major content requirements (45 credits)

Code	Title	Credits
Courses not requiring admission to the School of Education		
MTH 208	Calculus II	4
MTH 215	Mathematics for Middle School Teachers I	2
MTH 216	Mathematics for Middle School Teachers II	2
MTH 225	Foundations of Advanced Mathematics [7]	4
STAT 245	Probability and Statistics	4
MTH 308	Linear Algebra with Differential Equations	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 [1]	2
MTH 452	The Learner and Learning in Mathematics [1]	2
MTH 454	Field Experience I in Mathematics Education [1]	2
MTH 455	Field Experience II in Mathematics Education [1]	2
MTH 460	Capstone on Teaching and Learning Mathematics for Secondary Teachers	3
Total Credits		**45**

[6] Must complete all course requirements and other benchmarks prior to student teaching. See SOE's benchmark assessments (https://

www.uwlax.edu/soe/undergrad/benchmark-assessments/) website for information about these assessments. For more information on student teaching, please see the Student Teaching and Internship Policy (http://catalog.uwlax.edu/undergraduate/education/#student-teaching).

[7] May substitute CS 225 for MTH 225.

Additional teacher education requirements are listed on the School of Education (p. 622) catalog page.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- School of Education requirements (p. 622)
- Baccalaureate degree requirements (p. 529)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	MTH 208	4
MTH 215	2	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
EDS 203 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	MTH 216	2
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
	14		**16**

Year 2

Fall	Credits	Spring	Credits
MTH 225	4	MTH 308	4
MTH 315	3	MTH 316	3

EDS 206 (CGER CP-CU Civics & Perspective: Communities of the United States)	3	EDS 309 (CGER CP-CW Civics & Perspective: Cultures of Our World)	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
University Elective	3	PSY 212	3
		Apply for admission to SOE[1]	
	16		**16**

Year 3

Fall	Credits	Spring	Credits
STAT 245	4	MTH 401	3
MTH 479	2	MTH 321	3
SPE 200	3	MTH 451	2
University Elective	3	MTH 454	2
University Elective	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
Apply for Field Experience I[2]		University Elective	3
		Apply for Field Experience II[2]	
		Apply for Student Teaching[3]	
	15		**16**

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	2		
University Elective	3		
University Elective	3		
	15		**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. 628) 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. 632).
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. 632).

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	4
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	Dynamics	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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 530)
- Baccalaureate degree requirements (p. 531)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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.

Accelerated Graduate Program in Data Science (BS) and Applied Statistics (MS)

Major requirements

(All catalogs, excluding teacher education programs)

34 credits (42 total credits including CS and STAT requirements)

The Accelerated Graduate Program in Data Science (B.S.) and Applied Statistics (M.S.) enables a UWL student to earn both a Bachelor of Science degree with a data science major and a Master of Science degree in applied statistics in five years.

Curriculum

Students in this accelerated graduate program should complete the following by the end of their junior year.

Required courses by end of junior year

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

Code	Title	Credits
Core		
DSC 210	Foundations of Data Science	3
DSC 271	Mathematics and Statistics Seminar (Mathematics & Statistics Seminar)	1
DSC 420	Supervised Learning	3
DSC 430	Unsupervised Learning	3
MTH 207	Calculus I	4
MTH 208	Calculus II	4
MTH 308	Linear Algebra with Differential Equations	4
STAT 305	Statistical Methods	3
STAT 345	Statistical Computing	3
Professional Communication		
Select three credits of the following:		3
CST 260	Professional Communication	
CST 354	Health Communication	
CST 365	Communication in Teams	
ENG 307	Workplace Writing	
ENG 308	Technical Writing	
ENG 314	Grant Writing	
Electives		
Select three credits not already taken from the following:		3
STAT 443	Categorical Data Analysis	
STAT 444	Environmental Statistics	
STAT 449	Applied Multivariate Statistics	
CS 364	Introduction to Database Management Systems	
CS 452	Artificial Intelligence	
CS 457	Machine Learning	
CST 260	Professional Communication	
CST 354	Health Communication	
CST 365	Communication in Teams	
ENG 307	Workplace Writing	
ENG 308	Technical Writing	
ENG 314	Grant Writing	
PHL 303	Ethics and Meta-Ethics: Theory, Justification, and Objectivity	
Total Credits		**34**

Required prerequisite courses (8 credits)

Code	Title	Credits
CS 120	Software Design I	4
STAT 145	Elementary Statistics	4
or STAT 245	Probability and Statistics	

Senior year & fifth year courses

During the senior year, students will complete the Group I courses and two courses from Group III. In the fifth year, students will complete the Group II courses and an additional two courses from Group III. At least 9 credits selected from Group III must be taken at the 700-level. Slash courses taken at the 400-level cannot be taken again at the 500-level. 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 545	Correlation and Regression Analysis	3
STAT 546	Analysis of Variance and Design of Experiments	3
Group III		
Select 12 credits from the following:		12
STAT 543	Categorical Data Analysis	
STAT 544	Environmental Statistics	
STAT 547	Nonparametric Statistics	
STAT 549	Applied Multivariate Statistics	
STAT 762	Bayesian Statistics	
STAT 763	Survey of Modern Statistical Software	
STAT 764	Statistical Learning	
STAT 766	Biostatistics	
Total Credits		**24**

Graduate project portfolio (6 credits):

Students enrolling in STAT 543 Categorical Data Analysis (3 cr.), STAT 544 Environmental Statistics (3 cr.), STAT 545 Correlation and Regression Analysis (3 cr.), STAT 546 Analysis of Variance and Design of Experiments (3 cr.), STAT 547 Nonparametric Statistics (3 cr.), STAT 549 Applied Multivariate Statistics (3 cr.), STAT 762 Bayesian Statistics (3 cr.), STAT 763 Survey of Modern Statistical Software (3 cr.), STAT 764 Statistical Learning (3 cr.), or STAT 766 Biostatistics (3 cr.) must enroll at the same time in one credit of STAT 796 Graduate Project in Applied Statistics (1-6 cr.) 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 accelerated graduate degree program at any time before they have completed 75 undergraduate credit hours. Applicants for undergraduate admission to UWL may request admission into the accelerated graduate degree program. 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 data science major requirements, any other declared major requirements, college core requirements, and general university requirements. Students interested in double majoring with this accelerated graduate degree program as an undergraduate must complete the college core of their primary major and select a Bachelor of Science program as their primary major.

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 Director (https://www.uwlax.edu/academics/grad/statistics/) 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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 536)
- Baccalaureate degree requirements (p. 537)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	STAT 145 or 245	4
DSC 271	1	MTH 208 or 265	4
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CGER NSWL-ES Natural Science & Wellness: Experiential Science	4
CS 120 (CSH Core)	4		
University Elective	3		
	17		**15**

Year 2

Fall	Credits	Spring	Credits
DSC 210	3	STAT 345	3
STAT 305	3	MTH 308	4
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	CSH Core (300/400 not MTH) or Minor[1]	3
CSH Core (Lab Science)	4	University Elective	2
	16		**15**

Year 3

Fall	Credits	Spring	Credits
Professional Communication Elective	3	Data Science Elective	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	CSH Core (300/400 not MTH) or Minor[1]	3

CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	CSH Core (300/400 not MTH) or Minor[1]	3
CSH Core (300/400 not MTH) or Minor[1]	3	University Elective	3
		Apply for "graduate special status" for fall semester	
	15		**15**

Year 4

Fall	Credits	Spring	Credits
DSC 420	3	DSC 430	3
STAT 541	3	STAT 542	3
Group III non thesis graduate course work (see catalog for course listing)	3	Group III non thesis graduate course work (see catalog for course listing)	3
CSH Core or Minor[1]	3	CSH Core or Minor[1]	3
University Elective	3	University Elective (300/400 level)	3
Apply for "full graduate status" for spring semester			
	15		**15**

Additional year

Fall	Credits	Spring	Credits
STAT 545	3	STAT 546	3
Group III non thesis graduate course work (see catalog for course listing)	3	Group III non thesis graduate course work (see catalog for course listing)	3
STAT 796	3	STAT 796	3
	9		**9**

Total Credits: 141

[1] See CSH BS Core Requirements (p. 384) for information on completing the individualized option. 300/400 requirement for graduation may be impacted.

Accelerated Graduate Program in Statistics (BS) and Applied Statistics (MS)

Major requirements

(All catalogs, excluding teacher education programs)

The Accelerated Graduate 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.

Curriculum

Students in this accelerated graduate degree program should complete the following by the end of their junior year.

Required courses by end of junior year

Code	Title	Credits
Core		
MTH 207	Calculus I	4
MTH 208	Calculus II	4
MTH 308	Linear Algebra with Differential Equations	4
STAT 245	Probability and Statistics	4
STAT 271	Mathematics and Statistics Seminar	1
STAT 345	Statistical Computing	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	Artificial Intelligence 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	Scientific Computing and Numerical Methods	
MTH 407	Real Analysis I	
STAT 443	Categorical Data Analysis	
STAT 444	Environmental Statistics	
STAT 447	Nonparametric Statistics	
STAT 449	Applied Multivariate Statistics	
Total Credits		**32-33**

Senior year & fifth year courses

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. Slash courses taken at the 400-level cannot be taken again at the 500-level. 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 544	Environmental Statistics	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 544, 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 accelerated graduate degree program anytime before they have completed 75 undergraduate credit hours. Applicants for undergraduate admission to UWL may request admission into the accelerated 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, any other declared major requirements, college core requirements, and general university requirements. Students interested in double majoring with this accelerated program as an undergraduate must complete the college core of their primary major and select a Bachelor of Science program as their primary major.

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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 536)
- Baccalaureate degree requirements (p. 537)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.

iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)[1]	4	MTH 208 (CSH Core)[1]	4
STAT 271	1	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CSH Core (Lab Science)	4
	14		**17**

Year 2

Fall	Credits	Spring	Credits
STAT 245[1]	4	STAT 345[1]	3
MTH 308[1]	4	Stats Elective	3-4
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
University Elective	2	University Elective	3
	16		**15**

Year 3

Fall	Credits	Spring	Credits
STAT 445	3	STAT 446[1]	3

CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	MTH 371, 407, STAT 443, STAT 444, STAT 447, or STAT 449[1,2]	3
CSH Core (300/400 not MTH) or Minor[3]	3	CSH Core (300/400 not MTH) or Minor[3]	3
University Elective	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 541 (Group I)	3	STAT 542 (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
University Elective	3	CSH Core (300/400 not MTH) or Minor[3]	3
University Elective	3	University Elective	3
University Elective at 300/400 level	3	University Elective	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: 141

1. Should be completed by the end of the junior year.
2. MTH 407, STAT 443, and STAT 449 are offered in the **fall** whereas MTH 371, STAT 444, and STAT 447 are offered in the **spring**. Plan your schedule accordingly.
3. See CSH BS Core Requirements (p. 384) 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.

18-19 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 365	Communication in Teams	
Writing foundation		**6**
Select two of the following:		
ENG 307	Workplace Writing	
ENG 308	Technical Writing	
ENG 309	Writing in the Sciences	
ENG 310	Digital Content and User Experience Writing	
ENG 314	Grant Writing	
Critical reasoning foundation		**3-4**
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 365	Communication in Teams	
CST 380	Communicating Leadership	
CST 410	Argumentation	
CST 412	Community Advocacy and Social Change	
ENG 307	Workplace Writing	
ENG 308	Technical Writing	
ENG 309	Writing in the Sciences	
ENG 310	Digital Content and User Experience Writing	
ENG 313	Writing, Genre, and Style	
ENG 314	Grant Writing	
Total Credits		**18-19**

1. Up to three credits of internship may be applied as elective credit to the minor, with permission of program director.

Mathematical Biology Minor

(All colleges)

21 credits

Code	Title	Credits
Core		
BIO 203	Organismal Biology	4
or MIC 230	Fundamentals of Microbiology	
MTH 265	Mathematical Models in Biology	4
STAT 145	Elementary Statistics	4
or STAT 245	Probability and Statistics	
or CS 115	Introduction to Python Programming	

or CS 120	Software Design I	
Electives		
Biology literacy		**3**
BIO 306	Genetics	
BIO 307	Ecology	
BIO 315	Cell Biology	
BIO 365	Scientific Visualization	
BIO 419	Quantitative Methods in Ecology	
BIO 435	Molecular Biology	
CHM 407	Biophysical Chemistry	
CHM 417	Biochemistry I: Macromolecules	
CHM 418	Biochemistry II: Metabolism	
ENV 301	Environmental Sustainability	
MIC 310	Immunology	
MIC 350	Bacterial Diversity	
MIC 416	Prokaryotic Molecular Genetics	
MIC 425	Bacterial Physiology	
Quantitative literacy		**3**
MTH 308	Linear Algebra with Differential Equations	
MTH 353	Differential Equations and Dynamical Systems	
MTH 435	Mathematics for Data Driven Modeling	
STAT 305	Statistical Methods	
STAT 345	Statistical Computing	
STAT 443	Categorical Data Analysis	
STAT 444	Environmental Statistics	
STAT 445	Correlation and Regression Analysis	
STAT 446	Analysis of Variance and Design of Experiments	
STAT 447	Nonparametric Statistics	
STAT 449	Applied Multivariate Statistics	
Select at least three additional credits from the biology literacy or quantitative literacy electives.		3
Total Credits		**21**

Code	Title	Credits
Prerequisite courses		**8**
BIO 105	General Biology	
MTH 175	Applied Calculus	
or MTH 207	Calculus I	
Elective course options may have additional prerequisites.		

Mathematics Minor

(All colleges)

20 credits

Code	Title	Credits
Core		
MTH 207	Calculus I	4
MTH 208	Calculus II	4
MTH 308	Linear Algebra with Differential Equations	4
Electives		
Select at least eight credits from below:		8
MTH courses numbered 300 and above		
MTH 225	Foundations of Advanced Mathematics	
or CS 225	Discrete Computational Structures	
MTH 265	Mathematical Models in Biology	
STAT 245	Probability and Statistics	
CHM 309	Physical Chemistry Theory I	
or CS 453	Introduction to Theory of Computation	
or PHY 401	Quantum Mechanics	
or PHY 461	Mathematical Physics	
Total Credits		**20**

Mathematics for Teachers Minor

Minor requirements

(Open to students in the following majors: Early Childhood Education (birth-grade 3) and Special 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 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
or MTH 160	Mathematics for Business	
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**

[1] Prerequisite: grade of "C" or better in MTH 115.

Statistics Minor

(All colleges)

20 credits

Code	Title	Credits
Core		
MTH 175	Applied Calculus	4
or MTH 160	Mathematics for Business	
or MTH 207	Calculus I	
STAT 145	Elementary Statistics	4
or STAT 245	Probability and Statistics	
STAT 305	Statistical Methods	3
Electives		
Select nine credits of the following:		9

STAT 345	Statistical Computing
STAT 443	Categorical Data Analysis
STAT 444	Environmental Statistics (Environmental Statistics)
STAT 445	Correlation and Regression Analysis
STAT 446	Analysis of Variance and Design of Experiments
STAT 447	Nonparametric Statistics
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 and Statistics 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 and Statistics 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, and MTH 308
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 & Statistics Honors:

1. Admission into Mathematics & Statistics Honors Program.
2. Completion of degree in mathematics, statistics, actuarial science, data 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 department chair.

[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
Microbiology Department *(*https://www.uwlax.edu/academics/department/microbiology/*)*
Department Chair: Peter Wilker
404B Wimberly Hall; 608.785.8248
Email: pwilker@uwlax.edu

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 Universities of Wisconsin 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 medical microbiology and immunology, 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 Universities of Wisconsin and the University of Wisconsin System 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 business, environmental science, and medical microbiology and immunology 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.

2026-27 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

Xinhui Li

William Schwan

Associate Professor

Bonita Bratina

Daniel Bretl

Paul Schweiger

Peter Wilker

Assistant Professor

Zachariah Tritz

Teaching Professor

Marisa Barbknecht

Assistant Teaching Professor

Jennifer Gallagher

Clinical Professor

Michael Lazzari (Director Clinical Lab Science)

Clinical Associate Professor

Kari Johnson

Laboratory Manager

Rebecca Polanowski

Jessica Osborn

Administrative Support

Susan Hall

Majors

- Microbiology - BS (p. 541)
- Microbiology major: environmental science concentration - BS (p. 544)
- Microbiology major: medical microbiology and immunology concentration - BS (p. 547)

Minor

- Microbiology minor (p. 550)

Certificates

- Environmental microbiology certificate (p. 550)
- Food microbiology certificate (p. 550)
- Medical microbiology and immunology certificate (p. 550)

Honors

- Microbiology honors program (p. 551)

Microbiology Major - Bachelor of Science (BS)

Major requirements

(All colleges)

Curriculum

38 microbiology/biology credits (61 total credits including requirements outside BIO/MIC)

Code	Title	Credits
Biology core		
BIO 105	General Biology	4
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)		**13**
Select at least five credits from List I.		
A maximum of two credits from List III will count toward the major.		
Additional requirements		
STAT 145		4
Select a minimum of 19 credits of chemisty 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
Total Credits	**61**

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 434	Aquatic Microbial Ecology	3
MIC 454	Mechanisms of Microbial Pathogenicity	2
MIC 458	Research Deconstruction	2
MIC 460	Symposium in Microbiology	1-3
List II		
MIC 150	Discovery Microbiology	3
FNS 410	Food Safety	3
BIO 306	Genetics	4
BIO 315	Cell Biology	4
BIO 406	Parasitology	4
BIO 412	Mycology	4
BIO 413	Medical Mycology	3
BIO 440	Bioinformatics	2
BIO 442	Plant Microbe Interactions	3
BIO 449	Advanced Microscopy and Biological Imaging	3
CLI 484	Laboratory Management	2
CHM 445	Biochemistry of Antimicrobials	3
List III		
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
BIO 202	Introduction to Biological Data Analysis and Interpretation	2

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 542)
- Baccalaureate degree requirements (p. 543)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	

PHY 155	Solar System Astronomy [1]
PHY 160	Stars, Galaxies and the Universe [1]
PHY 203	General Physics I [1]
PHY 204	General Physics II

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	CHM 103 (CSH Core - Lab Science not MIC)	5
STAT 145 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3

CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3		
	17		**13**

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
CSH Core (MTH/STAT/CS see list)	3	MIC Elective (see list)	4
CGER CP-CU Civics & Perspective: Communities of the United States	3	University Elective	3
	15		**15**

Year 3

Fall	Credits	Spring	Credits
MIC 310	3	MIC Elective (see list)	4
MIC 410	2	MIC Elective (List I)	4
CHM 300[1]	4	CHM 325[2]	4
CHM 302[1]	1	University Elective	3
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3		
CGER CP-CW Civics & Perspective: Cultures of Our World	3		
	16		**15**

Year 4

Fall	Credits	Spring	Credits
MIC 416	4	MIC 425	4
MIC Elective (List 1)	2	MIC 461	1
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CSH Core or Minor[3]	3
CSH Core or Minor[3]	3	University Elective	2
University Elective	3	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 CHM 417 and CHM 418.
3. See CSH BS Core Requirements (p. 384) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

Microbiology Major: Environmental Science Concentration - Bachelor of Science (BS)

Major requirements

(All colleges)

Curriculum

35 credits (67 total credits including requirements outside of BIO/MIC)

Code	Title	Credits
Biology core		
BIO 105	General Biology	4
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)		**12**
Select at least five credits from List I.		
At least three credits from List II.		
A maximum of two credits from List III will count toward the major.		
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 chemisty 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	
Total Credits		**67**

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 458	Research Deconstruction	2
BIO 307	Ecology [1]	3
BIO 341	Limnology [1]	3
BIO 441	Aquatic 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		
MIC 150	Discovery Microbiology	3
BIO 203	Organismal Biology	4
BIO 406	Parasitology	4
BIO 412	Mycology	4
BIO 440	Bioinformatics	2
BIO 442	Plant Microbe Interactions	3
List III		
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
BIO 202	Introduction to Biological Data Analysis and Interpretation	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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 545)
- Baccalaureate degree requirements (p. 546)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits

i. At least 12 credits must be earned at the 300/400 level outside the major department.
ii. The remaining six credits should come from
   a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
   b. 300/400 level courses inside major not being used to fulfill major requirements.
iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	CHM 103 (CSH Core - Lab Science)	5
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
MTH 175 or 207 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	STAT 145 or 245 (CSH Core)	4
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER CP-CU Civics & Perspective: Communities of the United States	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	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
University Elective	2	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3

University Elective	3	University Elective	3
	14		**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
CGER CP-CW Civics & Perspective: Cultures of Our World	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	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	MIC 425	4
MIC elective (List I)	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CSH Core or Minor[3]	3
CSH Core or Minor[3]	3	University Elective	4
	16		**15**

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 (p. 384) for information on completing the individualized option. 300/400 requirements for graduation may be impacted.

Microbiology Major: Medical Microbiology and Immunology Concentration - Bachelor of Science (BS)

Major requirements

(All colleges)

Curriculum

38 microbiology/biology credits (61 total credits including requirements outside BIO/MIC)

Code	Title	Credits
Biology core		
BIO 105	General Biology	4
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 (see elective lists below)		**12**
Select at least five credits from List I.		
A maximum of two credits from List III will count toward the major.		
Additional requirements		
STAT 145		4
Select a minimum of 19 credits of chemisty 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	
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
MIC 458	Research Deconstruction	2
List II		
MIC 150	Discovery Microbiology	3
MIC 427	Industrial and Fermentation Microbiology	3
CLI 440	Clinical Parasitology	1
CLI 484	Laboratory Management	2
FNS 410	Food Safety	3
BIO 306	Genetics	4
BIO 312	Human Anatomy and Physiology I	4
BIO 315	Cell Biology	4
BIO 406	Parasitology	4
BIO 412	Mycology	4
BIO 413	Medical Mycology	3
BIO 435	Molecular Biology	3
BIO 440	Bioinformatics	2
BIO 449	Advanced Microscopy and Biological Imaging	3
CHM 445	Biochemistry of Antimicrobials	3
List III		
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

BIO 202	Introduction to Biological Data Analysis and Interpretation	2

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 548)
- Baccalaureate degree requirements (p. 548)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)

7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	CHM 103 (CSH Core - Lab Science)	5
MTH 150 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3		
	17		**13**

Year 2

Fall	Credits	Spring	Credits
MIC 230	4	MIC 310	3
CHM 104	5	MIC 410	2
CGER CP-CW Civics & Perspective: Cultures of Our World	3	CHM 301 (or 300/400 not MIC/BIO for CSH Core)	5
CSH Core (MTH/STAT/CS see list)	3-4	CGER CP-CU Civics & Perspective: Communities of the United States	3
		University Elective	2
	15		**15**

Year 3

Fall	Credits	Spring	Credits
MIC 407	4	MIC Elective (see list)	3
MIC Elective (see list)	4	CHM 325[2]	4
CHM 300[1]	4	To provide more options for 2nd BIO course elective (i.e. BIO 313)	3-4
CHM 302[1]	1	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
University Elective	3		
	16		**14**

Year 4

Fall	Credits	Spring	Credits
MIC 416	4	MIC 425	4
MIC Elective (List 1)	3	MIC 461	1
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CSH Core or Minor[3]	3
CSH Core or Minor[3]	3	MIC Elective (see list)	2
University Elective	3	University Elective	4
	16		**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 (p. 384) 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 four credits from List II, and maximum of two credits from List III		10-11
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 434	Aquatic Microbial Ecology	
MIC 442	Plant Microbe Interactions	
MIC 454	Mechanisms of Microbial Pathogenicity	
MIC 458	Research Deconstruction	
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	
CHM 445	Biochemistry of Antimicrobials	
FNS 410	Food Safety	
List III (not to exceed two credits)		
MIC 150	Discovery Microbiology	
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.

Environmental Microbiology Certificate

Certificate requirements

(All colleges, open only to degree-seeking UWL students. Not open to microbiology majors or minors.)

10 credits

Code	Title	Credits
Core		
MIC 230	Fundamentals of Microbiology	4
MIC 350	Bacterial Diversity	3
or MIC 434	Aquatic Microbial Ecology	
Electives		
Select at least three credits of the following:		3
MIC 350	Bacterial Diversity	
MIC 434	Aquatic Microbial Ecology	
MIC 440	Bioinformatics	
MIC 442	Plant Microbe Interactions	
BIO 412	Mycology	
BIO 419	Quantitative Methods in Ecology	
BIO 447	Standard Methods/Quality Assurance Water Analyses	
Total Credits		**10**

Students must earn a minimum 2.0 cumulative GPA in the certificate's coursework.

Food Microbiology Certificate

Certificate requirements

(All colleges, open only to degree-seeking UWL students. Not open to microbiology majors and minors.)

11 credits

Code	Title	Credits
Core		
MIC 230	Fundamentals of Microbiology	4
MIC 380	Food Microbiology	4
Electives		
Select three credits of electives from the following:		3
MIC 427	Industrial and Fermentation Microbiology	
FNS 410	Food Safety	
NUT 400	Food Science and Safety	
Total Credits		**11**

Students must earn a minimum 2.0 cumulative GPA in the certificate's coursework.

Medical Microbiology and Immunology Certificate

Certificate requirements

(All colleges, open only to degree-seeking UWL students. Not open to microbiology majors and minors.)

11 credits

Code	Title	Credits
Core		
MIC 230	Fundamentals of Microbiology	4
Electives		
Select at least seven credits of electives from the following:		7
MIC 310	Immunology	

MIC 410	Immunology Laboratory	
MIC 420	Introductory Virology	
MIC 421	Virology Laboratory	
MIC 407	Pathogenic Bacteriology	
MIC 454	Mechanisms of Microbial Pathogenicity	
BIO 413	Medical Mycology	
CHM 445	Biochemistry of Antimicrobials	
CLI 440	Clinical Parasitology	
Total Credits		**11**

Students must earn a minimum 2.0 cumulative GPA in the certificate's coursework.

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 *(*https://www.uwlax.edu/academics/department/health-professions/*)*
Nuclear Medicine Technology *(*https://www.uwlax.edu/academics/department/health-professions/academic-programs/nuclear-medicine-technology/*)*
Program Director: Angela Weiler
4032 Health Science Center, 608.785.8470
Email: nmtprogram@uwlax.edu

Nuclear medicine is a dynamic and rapidly evolving healthcare field within the specialty of medical imaging and radiology that combines molecular imaging, dual-modality imaging, and targeted therapeutic procedures to diagnose and treat a wide variety of diseases. Using small amounts of radioactive drugs—known as radiopharmaceuticals—nuclear medicine provides safe, highly detailed insight into what is happening inside the body at a cellular and functional level.

Through advanced technologies such as PET/CT and SPECT/CT, nuclear medicine utilizes dual-modality imaging to merge functional and anatomical information, offering a more complete and accurate picture of disease. As a cornerstone of molecular imaging, the field uniquely evaluates both the structure and function of nearly every organ system, allowing clinicians to characterize and quantify physiologic processes. This plays a critical role in the diagnosis, staging, and monitoring of diseases such as cancer, cardiovascular disease, neurological disorders including Alzheimer's and Parkinson's disease, thyroid and other endocrine conditions, as well as a wide range of renal, pulmonary, gastrointestinal, and musculoskeletal disorders. By assessing how organs function rather than just how they appear, nuclear medicine enables the detection of abnormalities at very early stages—often long before conditions become apparent with other diagnostic methods, ultimately supporting more accurate diagnoses and personalized treatment planning.

In recent years, nuclear medicine has experienced remarkable growth, driven largely by the emergence of theranostics—a revolutionary approach that combines diagnostic imaging and targeted therapy using the same or similar radiopharmaceuticals. This powerful pairing allows clinicians to not only detect disease but also deliver personalized treatment based on an individual patient's biology. As new radiopharmaceuticals are developed and technology continues to advance, nuclear medicine is increasingly recognized as a cornerstone of personalized care and precision medicine, with exponential growth expected in the coming decade.

Career opportunities within nuclear medicine are diverse and rapidly expanding, offering strong job placement, competitive salaries, and multiple pathways for advancement. Nuclear medicine technologists play a key role in patient-centered care by preparing and administering radiopharmaceuticals, performing advanced imaging and therapeutic procedures, and operating cutting-edge technology. Professionals can specialize or pursue additional certifications in areas such as theranostics, radiopharmacy, radiation safety, computed tomography, and magnetic resonance imaging, with additional opportunities in research, education, industry, and leadership. With further education and experience, graduates may also pursue careers in healthcare administration, medical physics, or other advanced healthcare fields, allowing for a flexible and evolving career at the forefront of innovation.

The Nuclear Medicine Technology program at the University of Wisconsin–La Crosse is designed to provide a strong academic and clinical foundation for success in this evolving field. Students complete six semesters on campus, engaging in both pre-professional and professional coursework, before transitioning into a clinical internship. Internship experiences vary slightly across affiliated sites but are typically 12–13 months in length, with some pathways offering a hybrid model that includes both on-campus and immersive clinical training.

Upon successful completion of all university and program requirements, graduates are eligible to earn their degree and apply for the national certification examinations through the Nuclear Medicine Technology Certification Board (NMTCB) and American Registry of Radiologic Technologists (ARRT) to become a certified nuclear medicine technologist.

In partnership with its clinical affiliates, the University of Wisconsin–La Crosse offers the only baccalaureate degree program in Wisconsin where you receive two years of specialized education in nuclear medicine technology and one of the largest programs of its kind in the United States. The program is committed to delivering a high-quality educational experience that integrates rigorous academics with hands-on clinical training. Students gain real-world experience working alongside certified nuclear medicine technologists in high-volume,

highly respected departments, while also collaborating with physicians, physicists, pharmacists, and radiochemists.

This comprehensive approach ensures graduates are not only clinically competent but also prepared for long-term success in a rapidly advancing field. Beyond technical expertise, the program fosters professional growth, adaptability, and a commitment to lifelong learning—empowering graduates to build meaningful, impactful careers at the forefront of nuclear medicine.

Major

- Nuclear medicine technology - BS (p. 552)

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 30 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 academic performance (a minimum cumulative GPA of 2.50 is required for admission into the professional program), references, volunteering, 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, MN[1]
- 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
- Sanford USD Medical Center, Sioux Falls, SD
- UM Fairview Medical Center, Minneapolis, MN
- Sanford Medical Center, Fargo, ND
- Emplify 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

104-108 credits, including internship

Code	Title	Credits
Pre-professional requirements		
BIO 105	General Biology [2]	4
BIO 312	Human Anatomy and Physiology I	4
BIO 313	Human Anatomy and Physiology II	4
CHM 103	General Chemistry I	5
CHM 104	General Chemistry II	5
CHM 300	Fundamental Organic Chemistry	4
CHM 302	Fundamental Organic Chemistry Laboratory	1
MTH 150	College Algebra (or higher) [2]	4
STAT 145	Elementary Statistics	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 [2]	
SOC 110	Introduction to Sociology [2]	
SOC 120	Social Problems [2]	
Professional core requirements		
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	2
NMT 344	Medical Ethics and Health Administration	2
NMT 360	Computed Tomography	2
NMT 391	Theranostics	1

NMT 317	Nuclear Physics and Instrumentation	3
NMT 329	Medical Radiobiology and Dosimetry	1
NMT 388	Professionalism in Nuclear Medicine	1
NMT 398	Research Writing in Nuclear Medicine Technology	2
Recommended electives		
HP 106	Introduction to Health Related Careers	
ESS 201	Safety, First Aid and CPR	
CHM 301	Analytical Chemistry	
BIO 432	Biology of Cancer	
PSY 212	Lifespan Development	
PSY 334	Health Psychology	
PSY 347	Empathic Listening Skills	
CST 354	Health Communication	
SOC 420	Health Care and Illness	
SOC 422	Death, Dying, and Bereavement	
NMT 499	Independent Study	
Total Credits		**70-74**

[2] May also satisfy Core General Education Requirement (CGER).

Students are required to have at least eight hours of observation in a nuclear medicine department before they apply to the professional program. All required Core General Education Requirements (CGER), pre-professional, and professional coursework must be completed prior to beginning the clinical internship coursework. All CGER, pre-professional, professional, and clinical internship coursework must be completed with a grade of "C" or higher. 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	1-3
NMT 403	Anatomy, Physiology and Pathology	2-6
NMT 404	Management and Methods of Patient Care II	1-3
NMT 405	Radiation Protection	1-5
NMT 406	Clinical Physics and Instrumentation	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 418	Clinical Procedures Review I	1-4
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 433	Clinical Analysis and Decision-Making	1
NMT 490	Applied Clinical Research	1-2
NMT 497	Advanced Practice Analysis and Board Preparation	3-6
NMT 499	Independent Study	1-3

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, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- 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 Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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**
CHM 103 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)[1]	5	BIO 105	4
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	PSY 100, SOC 110, or SOC 120 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3
MTH 150, MTH 151, or higher (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)[2]	4	CHM 104	5
NMT 201	1	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
	16		**17**
Year 2			
Fall	**Credits**	**Spring**	**Credits**
BIO 312	4	BIO 313	4
CHM 300	4	STAT 145	4
CHM 302	1	PHY 134[3]	4
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3		
December: apply for admission to NMT Program			
	15		**15**
Year 3			
Fall	**Credits**	**Spring**	**Credits**
NMT 314	2	NMT 329	1
NMT 317	3	NMT 344	2
HP 310	4	NMT 360	2
HP 250	1	NMT 388	1
CHM 325	4	NMT 391	1
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	NMT 398	2
		CHM 461	4
		CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
	17		**16**
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.

Physics Department (PHY)

College of Science and Health
Physics Department (https://www.uwlax.edu/academics/department/physics/)
Department Chair: Jennifer Docktor
339L Wimberly Hall; 608.785.8485
Email: jdocktor@uwlax.edu

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, computational physics, laser spectroscopy, quantum computing, material science, solid-state physics, and physics education.

2026-27 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. (Department Chair)

Eric Gansen, Ph.D.

Seth King, Ph.D.

Shauna Sallmen, Ph.D.

Assistant Professor

Shahid Iqbal, Ph.D.

Christopher Rudnicki, Ph.D.

Associate Teaching Professor

Tyler Hagen, Ph.D.

Eric Hall

Administrative and Lab/Technical Support

Krista Anderson

Rí Kayenne

Majors

- Engineering physics major - BS (p. 555)
- Physics major - BS (p. 558)
- Physics major with applied physics emphasis - BS (p. 560)
- Physics major with astronomy emphasis - BS (p. 563)
- Physics major with biomedical concentration - BS (p. 565)
- Physics major with business concentration - BS (p. 567)
- Physics major with optics emphasis - BS (p. 568)

Teacher education program

- Physics major: science education (grades 4-12) concentration -BS (p. 571)

Dual degree programs

- Dual degree program in physics BS and engineering BS (p. 573)

Minors

- General science for teachers minor (p. 576)
- Physics minor (p. 577)
- Physics minor with astronomy emphasis (p. 577)

Honors

- Physics honors program (p. 577)

Engineering Physics Major - Bachelor of Science (BS)

In today's high-tech world, the boundaries between the traditional engineering disciplines are blurring, producing the need for engineers that are adaptable and have a broad knowledge base. The **engineering physics major** focusses on the physical and mathematical fundamentals of mechanical, electrical, civil, optical and materials engineering and includes a solid foundation in physics, mathematics, chemistry, and electronics. Embedded in the program are opportunities for students to take part in undergraduate research, internships, seminars, collaborative assignments, technical writing, and capstone projects. Graduates of this program can either enter the workforce upon graduation, where they will be well prepared to tackle the cross-disciplinary engineering challenges of today, or pursue graduate studies in physics or engineering.

This major also fulfills a mathematics minor, please complete a change of major/minor form to declare this minor.

Major requirements

(All colleges)

88 credits

Code	Title	Credits
Mathematics and basic sciences core		
CHM 103	General Chemistry I	5
CHM 104	General Chemistry II	5
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	
MTH 207	Calculus I	4
MTH 208	Calculus II	4
STAT 245	Probability and Statistics	4
MTH 308	Linear Algebra with Differential Equations	4
MTH 310	Calculus III: Multivariable Calculus	4
MTH 353	Differential Equations and Dynamical Systems	3
Engineering and computer sciences and engineering design core		
CS 120	Software Design I	4
PHY 305	Introduction to Thermodynamics and Waves	3
PHY 306	Modern Physics	3
PHY 308	Optics	3
PHY 311	Experimental Physics	2
PHY 320	Statics	3
PHY 321	Dynamics	3
PHY 334	Electrical Circuits	3
PHY 335	Electronics	4
PHY 343	Engineering Thermodynamics	3
PHY 492	Capstone in Engineering I	3
PHY 493	Capstone in Engineering II	3
CPE 481	Professionalism in Engineering	1

CPE 483	Engineering Project Management	1
Electives		
Select eight additional credits from the following:		8
CPE 301	Introduction to Transient Analysis	
CPE 302	Introduction to Control Systems	
PHY 332	Electrodynamics	
PHY 374	Computational Physics	
PHY 401	Quantum Mechanics	
PHY 411	Advanced Experimental Physics	
PHY 432	Advanced Electrodynamics	
PHY 450	Physics and Engineering Internship	
PHY 460	Condensed Matter Physics	
PHY 461	Mathematical Physics	
PHY 476	Advanced Optics	
PHY 497	Physics and Engineering Seminar	
PHY 498	Physics and Engineering Research [2]	
Total Credits		**88**

[1] PHY 203 and PHY 204 preferred.
[2] Maximum of three credits of PHY 498 can be applied to major.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 556)
- Baccalaureate degree requirements (p. 557)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	PHY 204	4
PHY 497 (Engineering Physics Elective)	1	PHY 497 (Engineering Physics Elective)	1
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	MTH 208	4
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
MTH 207 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
	14		**15**

Year 2

Fall	Credits	Spring	Credits
PHY 305	3	PHY 306	3
PHY 320	3	PHY 334	3
MTH 310	4	MTH 308	4
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	CS 120 (CSH Core)	4
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	University Elective	2
	16		**16**

Year 3

Fall	Credits	Spring	Credits
PHY 311	2	PHY 308	3
PHY 321	3	CPE 483	1
STAT 245	4	MTH 353	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	CHM 103 (CSH Core)	5

CGER CL-SWT Communication & Literacy: Stories We Tell		CGER CP-CW Civics & Perspective: Cultures of Our World	3
University Elective	3		
	15		**15**

Year 4

Fall	Credits	Spring	Credits
PHY 335	4	PHY 343	3
PHY 492	3	PHY 493	3
Engineering Physics Elective	3	Engineering Physics Elective	3
CPE 481	1	CHM 104	5
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	University Elective	1
	14		**15**

Total Credits: 120

Physics Major - Bachelor of Science (BS)

Major requirements

(All colleges, excluding teacher certification programs)

38 credits (54 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	Introduction to Thermodynamics and Waves	3
PHY 306	Modern Physics	3
PHY 308	Optics	3
or PHY 334	Electrical Circuits	
PHY 311	Experimental Physics	2
PHY 325	Classical Mechanics of Physics	3
PHY 332	Electrodynamics	3
PHY 345	Thermodynamics and Statistical Mechanics	3
PHY 401	Quantum Mechanics	3
PHY 491	Capstone in Physics	1
Electives		
Select six credits of electives from the following: PHY 155, PHY 160, and physics courses at the 300/400 level. [2]		6
Total Credits		**38**

Code	Title	Credits
Prerequisite coursework		
MTH 207	Calculus I	4
MTH 208	Calculus II	4
MTH 308	Linear Algebra with Differential Equations	4
MTH 310	Calculus III: Multivariable Calculus	4
Total Credits		**16**

[1] PHY 203 and PHY 204 preferred.
[2] Excluding PHY 321 and PHY 343.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 558)
- Baccalaureate degree requirements (p. 559)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	

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GEO 222	Earth Surface Processes and Landforms
MIC 100	Microbes and Society [1]
PHY 103	Fundamental Physics I [1]
PHY 104	Fundamental Physics II
PHY 106	Physical Science for Educators [1]
PHY 155	Solar System Astronomy [1]
PHY 160	Stars, Galaxies and the Universe [1]
PHY 203	General Physics I [1]
PHY 204	General Physics II

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
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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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	PHY 204 or 104	4
PHY 497	1	PHY 497	1
MTH 207 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	MTH 208 (CSH Core)	4
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
	15		**14**

Year 2

Fall	Credits	Spring	Credits
PHY 305	3	PHY 306	3
MTH 310	4	PHY 308 or 334	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	MTH 308	4
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	University Elective	2
	16		**15**

Year 3

Fall	Credits	Spring	Credits
PHY 311	2	PHY 332	3
PHY 325	3	PHY 345	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	CSH Core (Lab Science not PHY)	4
CSH Core (300/400 not PHY) or Minor	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
CGER CP-CW Civics & Perspective: Cultures of Our World	3	PHY Elective	3
CSH Core or Minor[1]	3	CSH Core or Minor[1]	3
CSH Core (300/400 not PHY) or Minor	3	University Elective	3
University Elective	3	University Elective	3
	16		**14**

Total Credits: 120

[1] See CSH BS Core Requirements (p. 384) 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 (50 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	Introduction to Thermodynamics and Waves	3
PHY 306	Modern Physics	3
PHY 311	Experimental Physics	2
PHY 320	Statics	3
PHY 334	Electrical Circuits	3
PHY 343	Engineering Thermodynamics	3
or PHY 345	Thermodynamics and Statistical Mechanics	
PHY 491	Capstone in Physics	1
Electives		
Select 12 additional credits from the following:		12
PHY 308	Optics	
PHY 321	Dynamics	
or PHY 325	Classical Mechanics of Physics	
PHY 335	Electronics	
PHY 374	Computational Physics	
PHY 411	Advanced Experimental Physics	
PHY 460	Condensed Matter Physics	
PHY 497	Physics and Engineering Seminar [2]	
PHY 498	Physics and Engineering 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	4
MTH 208	Calculus II	4
MTH 310	Calculus III: Multivariable Calculus	4
Total Credits		**12**

[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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 561)
- Baccalaureate degree requirements (p. 561)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)[1]	4	PHY 204 or 104[1]	4
PHY 497[2]	1	PHY 497[2]	1
MTH 207 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	MTH 208 (CSH Core)	4
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
	15		**14**
Year 2			
Fall	**Credits**	**Spring**	**Credits**
PHY 305	3	PHY 306	3
MTH 310	4	PHY 334	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	University Elective	2
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	University Elective	3
	16		**14**
Year 3			
Fall	**Credits**	**Spring**	**Credits**
PHY 311	2	PHY 343 or 345	3
PHY 320	3	CSH Core (Lab Science not PHY)	4
PHY Elective	3	CSH Core (300/400 not PHY) or Minor	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	University Elective	3
CSH Core (300/400 not PHY) or Minor	3	University Elective	3
	14		**16**
Year 4			
Fall	**Credits**	**Spring**	**Credits**
PHY Elective	3	PHY 491	1
PHY Elective	3	PHY Elective	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	CSH Core or Minor[3]	3
CSH Core or Minor[3]	3	University Elective	3
University Elective	3	University Elective	3
		University Elective	3
	15		**16**

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. 384) 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 (56 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	Introduction to Thermodynamics and Waves	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, 4]		9
Total Credits		**40**

Code	Title	Credits
Prerequisite coursework		
MTH 207	Calculus I	4
MTH 208	Calculus II	4
MTH 308	Linear Algebra with Differential Equations	4
MTH 310	Calculus III: Multivariable Calculus	4
Total Credits		**16**

[1] PHY 203 and PHY 204 are preferred.

[2] Students intending to pursue a graduate degree are strongly advised to take PHY 325 and PHY 332 and should consult with their physics advisor when choosing physics elective courses.

[3] Excluding PHY 320, PHY 321, PHY 343, PHY 376, PHY 423, PHY 452, PHY 483, PHY 497.

[4] If PHY 498 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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 563)
- Baccalaureate degree requirements (p. 564)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	

PHY 203	General Physics I [1]
PHY 204	General Physics II

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)[1]	4	PHY 204 or 104[1]	4
PHY 497	1	PHY 160	4
MTH 207 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	PHY 497	1

ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	MTH 208 (CSH Core)	4
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
	14		**16**

Year 2

Fall	Credits	Spring	Credits
PHY 155	4	PHY 306	3
PHY 305	3	MTH 308	4
MTH 310	4	CGER CP-CW Civics & Perspective: Cultures of Our World	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	University Elective	3
	17		**16**

Year 3

Fall	Credits	Spring	Credits
PHY 311	2	PHY Elective (300/400-level)	3
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	PHY Elective (300/400-level)	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
CSH Core (300/400 not PHY) or minor	3	CSH Core (Lab Science not PHY)	4
University Elective	3	CSH Core (300/400 not PHY) or minor	3
	14		**16**

Year 4

Fall	Credits	Spring	Credits
PHY 362	3	PHY 466	3
CSH Core or minor[2]	3	PHY 491	1
University Elective	3	PHY Elective (300/400-level)	3
University Elective	2	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. 384) 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 (74 total credits including MTH and CHM)

Code	Title	Credits
Core		
A minimum of 28 credits of physics courses including:		
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	Introduction to Thermodynamics and Waves	3
PHY 306	Modern Physics	3
PHY 311	Experimental Physics	2
Electives		
Select 12 additional credits of physics courses at the 300/400-level [2,3]		12
Required courses outside physics		
A minimum of 24 credits outside physics, including the following required courses:		
STAT 145	Elementary Statistics	4
or STAT 245	Probability and Statistics	
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 [3]		3-6
Total Credits		**52**

Code	Title	Credits
Prerequisite coursework		
MTH 207	Calculus I	4
MTH 208	Calculus II	4
BIO 105	General Biology	4
CHM 103	General Chemistry I	5
CHM 104	General Chemistry II	5
Total Credits		**22**

1. PHY 203 and PHY 204 preferred.
2. Excluding PHY 321 and PHY 343.
3. For students interested in medical physics graduate programs, PHY 332, PHY 334, and MTH 308 are recommended.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- 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 Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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**
PHY 203 or 103 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)[1]	4	PHY 204 or 104[1]	4
PHY 497	1	PHY 497	1
MTH 207 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	MTH 208	4
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
	15		**14**

Year 2			
Fall	**Credits**	**Spring**	**Credits**
PHY 305	3	PHY 306	3
MTH 310	4	300/400-level PHY Elective	3
BIO 105	4	CHM 103	5
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3		
	17		**14**

Year 3			
Fall	**Credits**	**Spring**	**Credits**
BIO 312	4	PHY 311	2
CHM 104	5	CHM 300	4
STAT 145 or 245	4	CHM 302	1
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	BIO 313	4
		University Elective	3
	16		**14**

Year 4			
Fall	**Credits**	**Spring**	**Credits**
BIO 315	4	PHY 491	1
CGER CL-SWT Communication & Literacy: Stories We Tell	3	300/400-level PHY Elective (i.e. Biophysics)	3
University Elective 300/400 Level	3	300/400-level PHY Elective	3
University Elective	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
University Elective	2	University Elective 300/400 Level	3
		University Elective	2
	15		**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 (63 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	Introduction to Thermodynamics and Waves	3
PHY 306	Modern Physics	3
PHY 311	Experimental Physics	2
Electives		
Select 12 additional of electives from the following: PHY 155, PHY 160, and physics courses at the 300/400-level. [2]		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	4
MTH 208	Calculus II	4
Total Credits		**8**

[1] PHY 203 and PHY 204 preferred.
[2] Excluding PHY 321 and PHY 343.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- Baccalaureate degree requirements (p. 567)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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**
PHY 203 or 103 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)[1]	4	PHY 204 or 104[1]	4
PHY 497	1	PHY 497	1
MTH 207 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	MTH 208	4
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
	15		**14**
Year 2			
Fall	**Credits**	**Spring**	**Credits**
PHY 305	3	PHY 306	3
ECO 110 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	ECO 120	3
BLAW 205	3	ACC 221	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	University Elective	4
	15		**16**
Year 3			
Fall	**Credits**	**Spring**	**Credits**
PHY 311	2	MKT 309	3
300/400-level PHY Elective[2]	3	300/400-level PHY Elective[2]	3
ACC 222	3	300/400-level University Elective	3
300/400-level University Elective	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
University Elective	2	University Elective	3
	13		**15**
Year 4			
Fall	**Credits**	**Spring**	**Credits**
PHY 498	1-3	300/400-level PHY Elective[2]	3
300/400-level PHY Elective[2]	3	PHY 491	1
FIN 355	3	MGT 308	3
300/400-level Business Elective	3	300/400-level University Elective	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	University Elective	3
University Elective	3	University Elective	3
	16		**16**

Total Credits: 120

1 PHY 203 and PHY 204 preferred.
2 Excludes PHY 321 and PHY 343.

Physics Major with Optics Emphasis - Bachelor of Science (BS)

Major requirements

(All colleges, excluding teacher certification programs)

40 credits (56 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	Introduction to Thermodynamics and Waves	3
PHY 306	Modern Physics	3
PHY 308	Optics	3
PHY 311	Experimental Physics	2
PHY 325	Classical Mechanics of Physics	3
PHY 332	Electrodynamics	3
PHY 334	Electrical Circuits	3
PHY 345	Thermodynamics and Statistical Mechanics	3

PHY 401	Quantum Mechanics	3
PHY 491	Capstone in Physics	1
PHY 498	Physics and Engineering Research (with a project in optics)	3
Electives		
Electives in physics at the 300/400-level. PHY 476 is recommended. [2]		2
Total Credits		**40**

Code	Title	Credits
Prerequisite coursework		
MTH 207	Calculus I	4
MTH 208	Calculus II	4
MTH 308	Linear Algebra with Differential Equations	4
MTH 310	Calculus III: Multivariable Calculus	4
Total Credits		**16**

[1] PHY 203 and PHY 204 preferred.
[2] Excluding PHY 321 and PHY 343.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 569)
- Baccalaureate degree requirements (p. 570)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	
MTH 123	Mathematics for Decision Making [1]	
MTH 150	College Algebra [1]	
MTH 151	Precalculus [1]	
MTH 160	Mathematics for Business [1]	
MTH 175	Applied Calculus [1]	
MTH 207	Calculus I [1]	
MTH 208	Calculus II [1]	
MTH 215	Mathematics for Middle School Teachers I [1]	
MTH 216	Mathematics for Middle School Teachers II [1]	
MTH 265	Mathematical Models in Biology [1]	
STAT 145	Elementary Statistics [1]	

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)[1]	4	PHY 204 or 104[1]	4
PHY 497	1	PHY 497	1
MTH 207 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	MTH 208 (CSH Core)	4
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
	15		**14**

Year 2

Fall	Credits	Spring	Credits
PHY 305	3	PHY 306	3
MTH 308	4	PHY 334	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	MTH 310	4
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	CGER CP-CW Civics & Perspective: Cultures of Our World	3
University Elective	2	University Elective	3
	15		**16**

Year 3

Fall	Credits	Spring	Credits
PHY 308	3	PHY 332	3
PHY 311	2	PHY 345	3
PHY 325	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
CSH Core (300/400 not PHY) or Minor	3	CSH Core (300/400 not PHY) or Minor	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	University Elective	2
University Elective	2		
	16		**14**

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)[2]	3	CSH Core or Minor[3]	3
CSH Core (Lab Science not PHY)	4	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
CSH Core or Minor[3]	3	University Elective	3
		University Elective	4
	15		**15**

Total Credits: 120

1. PHY 203 and PHY 204 preferred.
2. Excluding PHY 321 and PHY 343.
3. See CSH BS Core Requirements (p. 384) 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. 629).

Students in all teacher education programs must be admitted to the School of Education (https://www.uwlax.edu/soe/undergrad/admission-to-soe/) 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. 625).

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 Wisconsin Teacher Standards and the National Science Teaching Association (NSTA) Standards.

Program requirement courses that may also fulfill Core General Education Requirements (CGER) (20 credits)

Code	Title	Credits
EDS 203	Foundations of Education [1, 2]	3
EDS 206	Society and Schools [1, 3]	3
EDS 309	Global Perspectives in Education [4]	3
MTH 207	Calculus I [5]	4
GEO 200	Conservation of Global Environments [6]	3
Select one of the following: [7]		4
PHY 103	Fundamental Physics I	
PHY 203	General Physics I	
Total Credits		**20**

1. Satisfies an SOE core requirement.
2. May also satisfy CGER - Social & Behavioral Science: Social & Behavioral Studies (CGER SBS-BS).
3. May also satisfy CGER - Civics & Perspectives: Communities of the United States (CGER CP-CU).
4. May also satisfy CGER - Civics & Perspectives: The Cultures of Our World (CGER CP-CW).
5. May also satisfy CGER - Mathematics & Quantitative Reasoning: Quantitative Reasoning (CGER MPR-QR) and the physics major content requirements.
6. May also satisfy CGER - Natural Science & Wellness: Mind, Body, & Planet (CGER NSW-MBP). Satisfies both a science education core requirement and a WI statutory requirement for a teaching license in Science (2600).
7. May also satisfy CGER - Natural Science & Wellness: Experiential Science (CGER NSWL-ES). Satisfies a science education core requirement.

Science education core requirements (52 credits)

Code	Title	Credits
Allied courses not requiring admission to the School of Education		
PSY 212	Lifespan Development [1]	3
SPE 200	Foundations of Special Education [1]	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 [1]		
PHY 451	Curriculum and Content in Science and Mathematics	2
PHY 452	The Learner and Learning in Science	2
PHY 454	Field Experience I in Science Education	2
PHY 455	Field Experience II in Science Education	2
Student teaching semester		
Demonstrate content knowledge through benchmark assessment prior to student teaching [9]		

EDS 492	Student Teaching Seminar [1]	1
One of the following: [1]		11
EDS 496	Student Teaching: Middle/High School Education (4-12)	
EDS 495	Teaching Internship	
Total Credits		**52**

Physics major content requirements (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
Select one of the following:		4
PHY 155	Solar System Astronomy	
PHY 160	Stars, Galaxies and the Universe	
PHY 305	Introduction to Thermodynamics and Waves	3
PHY 306	Modern Physics	3
PHY 311	Experimental Physics	2
Electives		
Select six additional credits from 300/400-level PHY courses [10, 11]		6
Additional math requirement		
MTH 208	Calculus II	4
Total Credits		**22**

[8] Satisfies a physics major content requirement.

[9] Must complete all course requirements and other benchmarks prior to student teaching. See SOE's benchmark assessments (https://www.uwlax.edu/soe/undergrad/benchmark-assessments/) website for information about these assessments. For more information on student teaching, please see the Student Teaching and Internship Policy (http://catalog.uwlax.edu/undergraduate/education/#student-teaching).

[10] Excluding PHY 321 and PHY 343.

[11] PHY 308, PHY 334, and PHY 453 are strongly recommended.

Additional teacher education requirements are listed on the School of Education (p. 622) catalog page.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- School of Education requirements (p. 622)
- Baccalaureate degree requirements (p. 572)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester or summer term in residence. December and winter intersession graduates should apply by May 1. May and summer graduates should apply by December 1.

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Sample degree plan

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

Note: New students and transfer students with less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	EDS 206 (CGER CP-CU Civics & Perspective: Communities of the United States)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
PHY 497	1	PHY 204 or 104	4
MTH 207 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	MTH 208	4
PHY 203 or 103 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	CGER HA-AA Humanities & Arts: Arts & Aesthetics	3
	14		**17**

Year 2

Fall	Credits	Spring	Credits
PHY 305	3	PSY 212	3
EDS 309 (CGER CP-CW Civics & Perspective: Cultures of Our World)	3	BIO 105	4
CHM 103	5	PHY 306	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CHM 104	5
University Elective	3		
	17		**15**

Year 3

Fall	Credits	Spring	Credits
SPE 200	3	PHY 454	2
BIO 203	4	PHY 451	2
GEO 200 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3	GEO 101	4
PHY 311	2	PHY Elective	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	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
PHY Elective	3		
University Elective	3		
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. 628) 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. 632).
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. 632).

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 (4 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 (recommended)	5
MTH 207	Calculus I	4
MTH 208	Calculus II	4
MTH 308	Linear Algebra with Differential Equations	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	Introduction to Thermodynamics and Waves	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	Dynamics	
PHY 332	Electrodynamics	
PHY 334	Electrical Circuits	
PHY 335	Electronics	
PHY 343	Engineering 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	4
MTH 208	Calculus II	4
MTH 308	Linear Algebra with Differential Equations	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	Introduction to Thermodynamics and Waves	3
PHY 306	Modern Physics	3
PHY 311	Experimental Physics	2
Additional courses in biology, chemistry, microbiology, mathematics, and/or physics will be required at the partner institution and UWL including, but not limited to, the following courses		
BIO 105	General Biology	4
BIO 312	Human Anatomy and Physiology I	4
BIO 313	Human Anatomy and Physiology II	4
PHY 320	Statics	3

[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 to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- College core (p. 574)
- Baccalaureate degree requirements (p. 575)

College of Science and Health (CSH) Bachelor of Science core requirements

B.S. students graduating from the College of Science & Health are required to take:

1. Two MTH/STAT courses or one MTH/STAT course and one CS course

Code	Title	Credits
CS 101	Introduction to Computing [1]	
CS 115	Introduction to Python Programming [1]	
CS 120	Software Design I [1]	
CT 100	Introduction to Computational Thinking [1]	
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1]	
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1]	

MTH 123	Mathematics for Decision Making [1]
MTH 150	College Algebra [1]
MTH 151	Precalculus [1]
MTH 160	Mathematics for Business [1]
MTH 175	Applied Calculus [1]
MTH 207	Calculus I [1]
MTH 208	Calculus II [1]
MTH 215	Mathematics for Middle School Teachers I [1]
MTH 216	Mathematics for Middle School Teachers II [1]
MTH 265	Mathematical Models in Biology [1]
STAT 145	Elementary Statistics [1]

[1] Course may also satisfy a Core General Education Requirement.

2. Two laboratory science courses, one of the two courses must be from a department outside of the student's major department:

Code	Title	Credits
ANT 102	Introduction to Biological Anthropology [1]	
BIO 100	Biology for the Informed Citizen [1]	
BIO 105	General Biology [1]	
BIO 203	Organismal Biology	
BIO 210	Animal Biology	
BIO 304	Plant Biology	
CHM 103	General Chemistry I [1]	
CHM 104	General Chemistry II	
ESS 205	Human Anatomy and Physiology for Exercise and Sport Science I	
GEO 101	Earth Environments [1]	
GEO 221	Weather and Climate	
GEO 222	Earth Surface Processes and Landforms	
MIC 100	Microbes and Society [1]	
PHY 103	Fundamental Physics I [1]	
PHY 104	Fundamental Physics II	
PHY 106	Physical Science for Educators [1]	
PHY 155	Solar System Astronomy [1]	
PHY 160	Stars, Galaxies and the Universe [1]	
PHY 203	General Physics I [1]	
PHY 204	General Physics II	

Notes: Mathematics courses can be pairs, i.e. MTH 150 and MTH 151.

3. In addition to all other College of Science and Health core requirements, students from non-exempted programs[2] must complete one of the following options. It is recommended that courses are selected in consultation with students' academic advisor.
   a. Complete a second major; or
   b. Complete a minor outside the major; or
   c. Complete two certificates outside the major with at least 12 combined credits at the 300/400 level; or
   d. Complete an individualized option, consisting of 18 credits
      i. At least 12 credits must be earned at the 300/400 level outside the major department.
      ii. The remaining six credits should come from
         a. 100 level or higher courses outside the major (all courses used to meet these requirements must be in addition to the minimum credits required in the Core General Education Requirements); or
         b. 300/400 level courses inside major not being used to fulfill major requirements.
      iii. Internship credits may not count toward the individualized option.

[2] The list of exempted CSH programs is on the CSH catalog page (p. 385).

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college

dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	PHY 204	4
MTH 207 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	MTH 208 (CSH core)	4
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
PHY 497	1	PHY 497	1
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
	15		**14**
Year 2			
Fall	**Credits**	**Spring**	**Credits**
PHY 305	3	PHY 306	3
PHY 320[1]	3	PHY 334[1]	3
MTH 310	4	MTH 308	4
ECO 110 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	ECO 336 (CGER CP-CU Civics & Perspective: Communities of the United States)	3
		CGER CL-SWT Communication & Literacy: Stories We Tell	3
	13		**16**
Year 3			
Fall	**Credits**	**Spring**	**Credits**
PHY 311	2	PHY 343[1]	3
PHY 321[1]	3	CHM 104	5
CS 120	4	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
CHM 103 (CSH core - Lab Science not PHY)	5	CGER CP-CW Civics & Perspective: Cultures of Our World	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3		
	17		**14**
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: 89

[1] Students should consult with their physics advisor when choosing elective course.

General Science for Teachers Minor

Minor requirements

(Open to teacher education students only, excluding the science education majors (biology, chemistry, and physics))

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	
ECE 335	Learning with Nature (if not taken in the core)	
EDS 461	Leadership for Elementary/Middle Science Education	
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 (32 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	Introduction to Thermodynamics and Waves	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. [2]		8
Total Credits		**24**

Code	Title	Credits
Prerequisite coursework		
MTH 207	Calculus I	4
MTH 208	Calculus II	4
Total Credits		**8**

[1] PHY 203 and PHY 204 preferred.
[2] Excluding PHY 321 and PHY 343.

Physics Minor with Astronomy Emphasis

(All colleges)

23 credits (31 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	Introduction to Thermodynamics and Waves	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 Engineering Seminar [3]	
Total Credits		**23**

Code	Title	Credits
Prerequisite coursework		
MTH 207	Calculus I	4
MTH 208	Calculus II	4
Total Credits		**8**

[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 Honors Program

Program

1. Admission
   a. Junior standing
   b. 15 credits in physics including one 300 level course
   c. 3.25 cumulative grade point average in physics courses and a 3.00 cumulative grade point average overall
   d. Students must submit an application to the department chair that should include
      i. The student's academic transcript
      ii. The student's reasons for wishing to participate
      iii. The signatures of two faculty members in physics endorsing the application
2. Program
   a. Completion of a major program in physics (which may also include an emphasis or concentration) or engineering physics
   b. PHY 497 Physics and Engineering Seminar (1 cr.)
   c. PHY 498 Physics and Engineering Research (1-3 cr.) , three credits
3. Evaluation
   a. A cumulative 3.50 grade point average in physics at the time of graduation and a 3.00 cumulative grade point average overall
   b. Distinguished performance on a project in a relevant research area developed in PHY 498
   c. Presentation of the project developed in PHY 498 to a seminar of faculty and students
4. Recognition
   a. Honors certificate

Public Health and Community Health Education Department (PH/HED/CHE)

College of Science and Health
Public Health and Community Health Education Department *(*https://www.uwlax.edu/academics/department/public-health-and-community-health-education/*)*
Department Chair: Sarah Pember
416 Wimberly Hall; 608.785.6788
Email: spember@uwlax.edu

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. 579)

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	Biology for the Informed Citizen	4
or BIO 105	General Biology	
HPR 105	Creating A Healthy, Active Lifestyle	3
or HP 105	Analysis of Health, Wellness and Disease for the Health Care Consumer	
or MIND 110	Introduction to Mindfulness	
or PH 207	Youth Health Issues	
or REC 150	Leisure, Quality of Life, and Well Being	
MIC 130	Global Impact of Infectious Disease	3
or MIC 100	Microbes and Society	
or MIC 230	Fundamentals of Microbiology	
STAT 145	Elementary Statistics	4
PSY 100	General Psychology	3
or SOC 110	Introduction to Sociology	
Select one of the following:		6-8
ESS 205 & ESS 206	Human Anatomy and Physiology for Exercise and Sport Science I and Human Anatomy and Physiology for Exercise and Sport Science II	
BIO 312 & BIO 313	Human Anatomy and Physiology I and Human Anatomy and Physiology II	

2026-27 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

Gary Gilmore

Associate Professor

Sarah Pember (Giannini)

Michele Pettit

Karen Skemp

Emily Whitney

Assistant Professor

Anders Cedergren

Angela Geraci

Associate Teaching Professor

Katie Wagoner

Lecturer

Angela Gelatt

Audrey Seitz

Aubrey Stetter-Hesselberg

Mariah Welke

Administrative Support

Midge Rigsby

Major

- Public health and community health education - BS (p. 579)

Minor

- Public health minor (p. 581)

Certificate

- Health coaching certificate (p. 582)

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-PHCHE program at the University of Wisconsin La Crosse is the only one of its kind in the Universities of Wisconsin 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/academics/department/public-health-and-community-health-education/ (https://www.uwlax.edu/academics/department/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	Biology for the Informed Citizen	4
or BIO 105	General Biology	
Select one of the following:		6-8
ESS 205 & ESS 206	Human Anatomy and Physiology for Exercise and Sport Science I and Human Anatomy and Physiology for Exercise and Sport 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	
CHE 210	Foundations of Health Education	3
HPR 105	Creating A Healthy, Active Lifestyle	3
or HP 105	Analysis of Health, Wellness and Disease for the Health Care Consumer	
or MIND 110	Introduction to Mindfulness	
or PH 207	Youth Health Issues	
or REC 150	Leisure, Quality of Life, and Well Being	
MIC 100	Microbes and Society	3-4
or MIC 130	Global Impact of Infectious Disease	
or MIC 230	Fundamentals of Microbiology	
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	
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	
Total Credits		**32-35**

Curriculum

(College of Science and Health)

57 Credits (89-92 credits, including interdisciplinary, pre-admission requirements)

Code	Title	Credits
Core		
CHE 320	The U.S. Health Care System	3
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
PH 310	Social and Structural Drivers of Health	3
PH 335	Environmental Health	3
PH 340	Epidemiology and Human Disease Prevention	3
PH 498	Community Health Education Preceptorship	12
Health content		
Select at least 12 credits from the following:		12
CHE 220	Medical Terminology for Health Education	
CHE 309	Stress Management and Relaxation Skills	
CHE 325	Violence and Injury Prevention	
CHE 345	Issues in Mental and Emotional Health	
CHE 369	Drugs, Society, and Human Behavior	
CHE 372	Sexual Health Promotion	
CHE 405	Physical Activity and Public Health	
CHE 412	Women's Health Issues	
CHE 471	Health Education Responsibilities, Competencies, and Certification	
CHE 473	Health Aspects of Aging	
CHE 474	Nutrition Education	
CHE 476	Infectious and Chronic Disease Prevention Strategies For Population Health	
Total Credits		**57**

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- Baccalaureate degree requirements (p. 580)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample

degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	PH 200 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	STAT 145 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	MIC 130[2]	3
Meet with faculty advisor to discuss admission to Public Health & Community Health Education (PHCHE) Program.[1]			
	15		**16**

Year 2

Fall	Credits	Spring	Credits
PH 204 (CGER CP-CW Civics & Perspective: Cultures of Our World)	3	Apply for admission to PHCHE Program. See faculty advisor for assistance.[1]	
ESS 205 or BIO 312	3	CHE 210	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	ESS 206 or BIO 313	3
University Elective	3	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
University Elective	3	Social Behavioral Science (see list)[3]	3
		University Elective	3
		University Elective	2
	15		**17**

Year 3

Fall	Credits	Spring	Credits
PH 310	3	CHE 320	3
CHE 360	3	CHE 380	3
CHE 370	3	CHE 400	3
PH 340	3	PH 335	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]	12
CHE 450	3		
CHE 480	3		
Health Content Elective[4]	3		
Health Content Elective[4]	3		
	15		**12**

Total Credits: 120

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 may also satisfy CGER CP-CW Civics & Perspective: Cultures of Our World requirement. MIC 100 may also satisfy CGER NSWL-ES Natural Science & Wellness: Experiential Science requirement. MIC 230 does not apply to the CGER 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 may also satisfy the CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies requirement as well. For a list of courses, refer to the PHCHE admission policy.
4. Health content courses include:
   CHE 220, CHE 309, CHE 325, CHE 345, CHE 369, CHE 372, CHE 471, CHE 473, CHE 474, and CHE 476 (Fall and Spring semester), CHE 405 (Spring semester only), CHE 412 (Occasionally), and CHE 309(one credit course).
5. Student should work with faculty advisor to determine an appropriate preceptorship site.

Public Health Minor

(All Colleges)

18 Credits

Code	Title	Credits
Core		
PH 200	Introduction to Public Health	3
PH 204	Introduction to Global Health	3
PH 310	Social and Structural Drivers of Health	3
PH 340	Epidemiology and Human Disease Prevention	3
Electives		
Select an additional six credits from the following:		6
CHE 320	The U.S. Health Care System	
CHE 325	Violence and Injury Prevention	
CHE 345	Issues in Mental and Emotional Health	

CHE 369	Drugs, Society, and Human Behavior
CHE 372	Sexual Health Promotion
CHE 405	Physical Activity and Public Health
CHE 473	Health Aspects of Aging
CHE 474	Nutrition Education
CHE 476	Infectious and Chronic Disease Prevention Strategies For Population Health
FNS 310	Food Systems and Security
PH 335	Environmental Health
Total Credits	**18**

Elective course options may have additional prerequisites.

Health Coaching Certificate

(All colleges, open only to degree-seeking UWL students.)

12 Credits

Code	Title	Credits
CHE 345	Issues in Mental and Emotional Health	3
CHE 370	Motivational Interviewing for Health Educators	3
CHE 405	Physical Activity and Public Health	3
CHE 474	Nutrition Education	3
Total Credits		**12**

Students must earn a minimum 2.0 cumulative GPA in the certificate's coursework.

Radiologic Science Program (DMS/RT/RAD)

College of Science and Health
Health Professions Department *(*https://www.uwlax.edu/academics/department/health-professions/*)*
Radiation Therapy *(*https://www.uwlax.edu/academics/department/health-professions/academic-programs/radiation-therapy/*)*
Radiologic Technology *(*https://www.uwlax.edu/academics/department/health-professions/academic-programs/radiologic-technology/*)*
Diagnostic Medical Sonography *(*https://www.uwlax.edu/academics/department/health-professions/academic-programs/diagnostic-medical-sonography/*)*
Program Director: Melissa Weege
4031 Health Science Center, 608.785.8470
Email: radsci@uwlax.edu

Radiologic science: radiation therapy emphasis

The mission of the Radiation Therapy Program at the University of Wisconsin-La Crosse is to educate and train radiation therapists who are knowledgeable, clinically competent and dedicated to their profession and patients. Accomplished by meeting the educational and professional needs of a growing and diverse population, the program will emphasize excellence in education by offering a broad-based curriculum in science, liberal studies, professional courses, and clinical internship. This program additionally seeks to promote research through professional writing using evidence-based practice and provides a base for career advancement of its 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 year 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 Universities 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 certified 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 program collectively requires four semesters on campus to complete, including certain prescribed courses, followed by a 24-month internship at an affiliated internship site, away from UWL. 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. The pre-professional program collectively requires four semesters on campus to complete, including certain prescribed courses, followed by a 22-month internship at an affiliated internship site, away from UWL. Upon the successful completion of a clinical internship experience, students earn a Bachelor of Science degree in radiologic science with a diagnostic medical sonography emphasis and the pertinent track. Students will also complete national certification exams in order to work in the field.

Majors

- Radiologic science major: diagnostic medical sonography with echocardiography/vascular emphasis - BS (p. 583)
- Radiologic science major: diagnostic medical sonography with general/vascular emphasis - BS (p. 586)
- Radiologic science major: radiation therapy emphasis - BS (p. 588)
- Radiologic science major: radiologic technology emphasis - BS (p. 591)

Radiologic Science Major: Diagnostic Medical Sonography with Echocardiography/Vascular Emphasis - 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. The clinical internship sites are affiliated professional and accredited schools of radiologic technology. Applications are available on each clinical internship/school of diagnostic medical sonography (echocardiography) website (linked below) or on UWL's Diagnostic Medical Sonography Program (https://www.uwlax.edu/academics/department/health-professions/academic-programs/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 Core General Education Requirements (CGER) 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 CGER 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 clinical internship 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. Students will need to have their current CNA with 100 hours of documented patient care experience.
7. Students must have current CPR certification in adult, child and infant through the AHA with the BLS certification.
8. Students must have completed eight hours of job shadowing in ultrasound. See program website for specific requirements of job shadowing.
9. Applications must be submitted in full by mid-December deadline to the school of diagnostic medical sonography.

Selection process

The university sponsors the number of students which are accepted to affiliated clinical internships/professional echocardiography programs which serve as the clinical internship sites. The size of the program is limited by these internships. Students must make formal application to the various diagnostic echocardiography programs during the fall semester of their second year. Refer to the sample degree plan tab.

The clinical internships/programs of echocardiography maintains a selection committee. 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.

Diagnostic Medical Sonography Program affiliated clinical internship sites:

- University of Wisconsin Hospital, Madison, WI (https://careers.uwhealth.org/diagnostic-sonography-ultrasound-school/)
- Mayo Clinic School of Health Sciences Echocardiography Program, Rochester, MN (https://college.mayo.edu/academics/health-sciences-education/echocardiography-program-arizona-and-minnesota/)[1]

[1] Echocardiography students who are admitted to Mayo Clinic School of Health Sciences (MCSHS) to complete the required two year-long program at the MCSHS enroll at MCSHS rather than at UW-La Crosse. The courses taken during the two year-long program at MCSHS meet UW-La Crosse DMS-Echocardiography/Vascular Program requirements. The student must request an official transcript be sent to UW-La Crosse from MCSHS. Upon successful completion of the program and all other graduation requirements, the students are awarded the Bachelor of Science degree from UW-La Crosse.

The Mayo School of Health Sciences (MCSHS) grants a certificate of completion in echocardiography.

Curriculum

102 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 [2]	4
BIO 312	Human Anatomy and Physiology I	4
BIO 313	Human Anatomy and Physiology II	4
CHM 103	General Chemistry I [2]	5
HP 250	Medical Terminology for Health Professions	1
HP 310	Pathophysiology	4
MTH 150	College Algebra [2,3]	4
or MTH 151	Precalculus	
or MTH 175	Applied Calculus	
or MTH 207	Calculus I	
PHY 134	Physics for Nuclear and Radiological Sciences	4
PSY 100	General Psychology [2]	3
Total Credits		**33**

Code	Title	Credits
Clinical internship requirements [4]		
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**

[2] This course may also satisfy a CGER.

[3] Students whose math placement exam places them in MTH 151 or higher are not required to take MTH 150, but are required to meet the minimum requirements of the CGER Mathematics & Quantitative Reasoning: Quantitative Reasoning (CGER MQR-QR). STAT 145 is encouraged if students plan on applying to other health profession undergraduate programs.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- Baccalaureate degree requirements (p. 584)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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**		
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CHM 103[1]	5		
BIO 105 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)[1]	4	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3		
MTH 150 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)[1, 2]	4	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3		
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CGER CP-CW Civics & Perspective: Cultures of Our World	3		
	13		**14**		
Year 2					
Fall	**Credits**	**Spring**	**Credits**	**Summer**	**Credits**
BIO 312	4	BIO 313	4	HP 310[3]	4
PSY 100 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)[1]	3	HP 250	1		
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	PHY 134	4		
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3		
Apply for admission to a DMS program in December		CGER CP-CU Civics & Perspective: Communities of the United States	3		
	13		**15**		**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: 128

1. This course may also satisfy CGER.
2. Students whose math placement exam places them in MTH 151 or higher are not required to take MTH 150, but are required meet the minimum requirements of core general education. STAT 145 is encouraged if students plan on applying to other health profession undergraduate programs.
3. This course should be taken off-campus during the summer.

Radiologic Science Major: Diagnostic Medical Sonography with General/Vascular Emphasis - 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. The clinical internship sites are affiliated professional and accredited schools of Diagnostic Medical Sonography. Applications are available on each clinical internship/school of diagnostic medical sonography website (linked below) or on UWL's Diagnostic Medical Sonography Program (https://www.uwlax.edu/academics/department/health-professions/academic-programs/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 Core General Education Requirements (CGER) 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 CGER 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 clinical internship 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. Students will need to have their current CNA with 100 hours of documented patient care experience.
7. Students must have current CPR certification in adult, child and infant through the AHA with the Basic Life Support CPR.
8. Students must have completed eight hours of job shadowing in ultrasound. See program website for specific requirements of job shadowing.
9. Applications must be submitted in full by mid-December deadline to the school of diagnostic medical sonography.

Selection process

The university sponsors the number of students which are accepted to affiliated, professional schools of diagnostic medical sonography which serve as the clinical internship sites. The size of the program is limited by these internships. Students must make formal application to the various diagnostic medical sonography programs during the fall semester of their second year. Refer to the sample degree plan tab.

The clinical internship/schools of diagnostic medical sonography maintains a selection committee. 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.

Diagnostic Medical Sonography Program affiliated clinical internship sites:

- University of Wisconsin Hospital, Madison, WI (https://careers.uwhealth.org/diagnostic-sonography-ultrasound-school/)
- Froedtert & Medical College of Wisconsin Diagnostic Medical Sonography Program, Milwaukee, WI (https://www.froedtert.com/health-care-professionals/diagnostic-medical-sonography/)
- Mayo Clinic School of Health Sciences Sonography Program, Rochester, MN (https://college.mayo.edu/academics/health-sciences-education/sonography-program-florida-and-minnesota/)[1]

[1] General vascular students who are admitted to Mayo Clinic School of Health Sciences (MCSHS) to complete the required two year-long program at the MCSHS enroll at MCSHS rather than at UW-La Crosse. The courses taken during the two year-long program at MCSHS meet UW-La Crosse DMS-General/Vascular Program requirements. The student must request an official transcript be be sent to UW-La Crosse from MCSHS. Upon successful completion of the program and all other graduation requirements, the students are awarded the Bachelor of Science degree from UW-La Crosse. The Mayo School of Health Sciences (MCSHS) grants a certificate of completion in diagnostic medical sonography.

Curriculum

102 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 [2]	4
BIO 312	Human Anatomy and Physiology I	4
BIO 313	Human Anatomy and Physiology II	4
CHM 103	General Chemistry I	5
HP 250	Medical Terminology for Health Professions	1
HP 310	Pathophysiology	4
MTH 150	College Algebra [2, 3]	4
or MTH 151	Precalculus	
or MTH 175	Applied Calculus	
or MTH 207	Calculus I	
PSY 100	General Psychology [2]	3
PHY 134	Physics for Nuclear and Radiological Sciences	4
Total Credits		**33**

Code	Title	Credits
Clinical internship requirements		
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**

Code	Title	Credits
Summer elective if needed		
DMS 412	General/Vascular Clinical Education VI	3

[2] This course may also satisfy a CGER.

[3] Students whose math placement exam places them in MTH 151 or higher are not required to take MTH 150, but are required to meet the minimum requirements of the CGER Mathematics & Quantitative Reasoning: Quantitative Reasoning (CGER MQR-QR). STAT 145 is encouraged if students plan on applying to other health profession undergraduate programs.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- Baccalaureate degree requirements (p. 587)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of

the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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**		
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CHM 103[1]	5		
BIO 105 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)[1]	4	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3		
MTH 150 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)[1,2]	4	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3		
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CGER CP-CW Civics & Perspective: Cultures of Our World	3		
	13		**14**		
Year 2					
Fall	**Credits**	**Spring**	**Credits**	**Summer**	**Credits**
BIO 312	4	BIO 313	4	HP 310[3]	4
PSY 100 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)[1]	3	HP 250	1		
CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3	PHY 134	4		
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3		
Apply for admission to a DMS program in December		CGER CP-CU Civics & Perspective: Communities of the United States	3		
	13		**15**		**4**
Year 3					
Fall	**Credits**	**Spring**	**Credits**	**Summer**	**Credits**
DMS 301	3	DMS 303	3	DMS 312	3
DMS 302	3	DMS 304	3	DMS 332	3
DMS 310	3	DMS 311	3	DMS 428	3
DMS 326	3	DMS 327	3		
DMS 330	3	DMS 331	3		
	15		**15**		**9**
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: 128

1. This course may also satisfy CGER.
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 General Education. STAT 145 is encouraged if students plan on applying to other health profession undergraduate programs.
3. 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 20-25. Admission to the major is on a competitive basis. Applications are available on the Radiation Therapy Program (https://www.uwlax.edu/academics/department/health-professions/academic-programs/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 Core General Education Requirements (CGER) 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 CGER 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 10 hours of observation in two different radiation therapy departments, if possible, as well as online observation modules. See the Radiation Therapy Program (https://www.uwlax.edu/academics/department/health-professions/academic-programs/radiation-therapy/) website for observation requirements. 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. Additionally, students are encouraged to obtain entry level, healthcare work experience.
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 Program affiliated clinical internship sites:

- Advocate-Aurora Sherman Hospital, Elgin, 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
- Emplify by Gundersen Health System, La Crosse, WI
- Sanford Marshfield Clinic, Marshfield, WI
- University of Wisconsin Hospital and Clinics, Madison, WI

Curriculum

113 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
PHY 134	Physics for Nuclear and Radiological Sciences [3]	4
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**

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	4
RT 325	Radiation Therapy Readings, Writing, and Research	3
RT 330	Professional Issues in Radiation Therapy	2
RT 350	Patient Care Issues	3
RT 380	Clinical Concepts in Oncology	2
RT 385	Applied Concepts in Oncology and Medical Imaging	1
RT 390	Medical Imaging	3
RT 400	Clinical Internship Seminar	1
Total Credits		**32**

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

[1] This course may also satisfy a CGER.
[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.
[3] Transfer students must complete the equivalent of PHY 103 and PHY 104 in order to fulfill the PHY 134 requirement.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- Baccalaureate degree requirements (p. 590)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	5	BIO 105	4
MTH 151 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	4	CHM 104	5

CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
		CGER HA-AA Humanities & Arts: Arts & Aesthetics	3
	15		**17**

Year 2

Fall	Credits	Spring	Credits
BIO 312	4	BIO 313	4
PSY 100, SOC 110, or SOC 120 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	PHY 134	4
STAT 145	4	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3		
December: apply for admission to Radiation Therapy Program			
	17		**14**

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	4	BIO 333	3	RT 471	3
RT 325	3	RT 350	3		
PHY 386	3	RT 380	2		
HP 250	1	RT 385	1		
		RT 400	1		
	17		**15**		**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. The clinical internship sites are affiliated professional and accredited schools of radiologic technology. Applications are available on each of the clinical internships/school of radiologic technology websites or on UWL's Radiologic Technology Program (https://www.uwlax.edu/academics/department/health-professions/academic-programs/radiologic-technology/) 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 Coe General Education Requirements (CGER) and pre-professional requirements.
2. 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 CGER and pre-professional courses. Applicants are required to have a minimum pre-professional grade point average of 2.5 on a 4.0 scale.
3. Students must have a recent set of immunizations prior to admission to comply with clinical internship 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 school of radiologic technology.

Selection process

The university sponsors the number of students which are accepted to affiliated, professional radiologic technology schools which serve as the clinical internship sites. The size of the program is limited by these internships. Students must make formal application to the various clinical internships/schools, separately, during the fall semester to meet the early December deadline. Refer to the sample degree plan tab. The clinical internships/schools of radiologic technology the student applies to maintains a selection committee. 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 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.

Schools of radiologic technology affiliated with the Radiologic Technology Program:

- University of Wisconsin Health, School of Radiologic Technology, Madison, Wis.
- Froedtert School of Radiologic Technology, Milwaukee, WI.
- Ascension- St. Joseph School of Radiologic Technology, Milwaukee, WI.
- Children's Wisconsin School of Radiologic Technology, Milwaukee, WI.

Curriculum

(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
CT 100	Introduction to Computational Thinking [1]	3
HP 250	Medical Terminology for Health Professions	1
MTH 150	College Algebra [1, 2]	4
PHY 134	Physics for Nuclear and Radiological Sciences	4
Select one of the following:		3
PSY 100	General Psychology [1]	
SOC 110	Introduction to Sociology [1]	
Total Credits		**32**

Code	Title	Credits
Clinical internship requirements		
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 may also satisfy a CGER.
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 the minimum requirements of the CGER Mathematics & Quantitative Reasoning: Quantitative Reasoning (CGER MQR-QR).

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- Baccalaureate degree requirements (p. 592)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	CHM 103	5
MTH 150 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)[1]	4	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	CGER CP-CU Civics & Perspective: Communities of the United States	3
		CGER HA-AA Humanities & Arts: Arts & Aesthetics	3
	14		**16**

Year 2

Fall	Credits	Spring	Credits
BIO 312	4	BIO 313	4
PSY 100 or SOC 110 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	PHY 134	4
CT 100	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
HP 250	1	CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3		
Apply to Radiologic Technology program in December			
	14		**14**

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: 124

[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 CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning.

Recreation Management and Recreational Therapy Department (REC/RTH/MIND)

College of Science and Health
Recreation Management and Recreational Therapy Department *(*https://www.uwlax.edu/academics/department/recreation-management-and-recreational-therapy/*)*
Department Chair: Laurie Harmon
2051 Health Science Center; 608.785.8213
Email: lharmon@uwlax.edu

Outdoor, Recreation, Tourism and Event Management Program (ORTEM)

The Outdoor, Recreation, Tourism and Event Management Program at UW-La Crosse is the only nationally accredited recreation management program in the Universities of Wisconsin. The mission of the program is to train students in the skills of the recreation and tourism professions 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 job market and provides an excellent transition into the professions.

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 outdoor, recreation, tourism and event 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 adventure operations to tourism 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 Management & Recreational Therapy Department programs transfer policy

Students transferring into the outdoor, recreation, tourism and event management major 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.

2026-27 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

Kate Evans, Ph.D.

Associate Professor

W. Thomas Means, Ph.D.

Brian Kumm-Schaley, Ph.D.

Jennifer Taylor, Ph.D.

Assistant Professor

Christina Coleman, Ph.D.

Tanner Knorr, Ph.D.

Teaching Professor

Tara DeLong, M.S.

Associate Teaching Professor

Lisa Savarese, M.S.

Assistant Teaching Professor

Jon Evans, M.S.

Lindsey Kirschbaum, Ph.D.

Administrative Support

Janet Craig

Majors

- Outdoor, recreation, tourism and event management major: community-based recreation emphasis - BS (p. 595)
- Outdoor, recreation, tourism and event management major: generalist emphasis - BS (p. 597)
- Outdoor, recreation, tourism and event management major: outdoor recreation emphasis - BS (p. 599)
- Outdoor, recreation, tourism and event management major: tourism and event management emphasis - BS (p. 601)
- Recreational therapy major - BS (p. 603)

Accelerated graduate programs

- Accelerated graduate program in ORTEM: community-based recreation emphasis BS and recreation management MS (p. 605)
- Accelerated graduate program in ORTEM: generalist emphasis BS and recreation management MS (p. 608)
- Accelerated graduate program in ORTEM: outdoor recreation emphasis BS and recreation management MS (p. 610)
- Accelerated graduate program in ORTEM: tourism and event management emphasis BS and recreation management MS (p. 613)
- Accelerated graduate program in recreational therapy BS and MS (p. 615)

Minors

- Inclusive recreation minor (p. 618)
- Outdoor and recreation management minor (p. 619)
- Outdoor and recreation management minor for recreational therapy majors (p. 619)
- Tourism and event management minor (p. 620)

Minor-to-master's pathways

- Outdoor and recreation management minor to recreation management MS pathway (p. 620)
- Outdoor and recreation management minor to recreation management MS pathway for recreational therapy majors (p. 620)
- Tourism and event management minor to recreation management MS pathway (p. 621)

Outdoor, Recreation, Tourism and Event Management Major: Community-Based Recreation Emphasis – 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

Curriculum

Code	Title	Credits
Core		
REC 150	Leisure, Quality of Life, and Well Being	3
REC 301	Introduction to Recreation Programming and Event Management	3
REC 306	NatureRx: Environmental Ethics and Behaviors in Recreation and Tourism	3
REC 317	Experiential Facilitation in Recreation	3
REC 325	Leisure in a Diverse Society	3
REC 340	Evaluation Methods and Practices	3
REC 350	Experience Design, Promotion, and Communication	3
REC 390	Principles of Management in Recreation	3
REC 400	Parks, Recreation, and Tourism Facility Planning	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**

[1] Enrollment in REC 449 requires completion or concurrent enrollment in all REC courses, except REC 450.

Community-based recreation emphasis

Code	Title	Credits
REC 404	Budgeting in Recreation Services	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	
REC 445	Advanced Event Planning and Management	
Total Credits		**11-12**

Other requirements

1. Students must have a minimum GPA of 2.00 or greater to enter the program.
2. Prior to enrollment in REC 449 Internship/Professional Preparation (1 cr.), majors must complete two 50-hour professional experiences. These are non-class field experiences at recreation management agencies.
3. Before enrolling in REC 450, all required REC courses must be completed with a grade of "C" or better; and the student must have a cumulative UWL GPA of at least 2.50.
4. In order to graduate, students must have a "C" or better in REC 450.
5. Students may only complete one emphasis area. Declare the major with emphasis choice in the College of Science and Health Academic Services Office, 105 Graff Main Hall.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- Baccalaureate degree requirements (p. 596)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3	REC 301	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3

CGER CP-CW Civics & Perspective: Cultures of Our World	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	3
	14		**15**

Year 2

Fall	Credits	Spring	Credits
REC 306	3	REC 325	3
REC 317	3	REC 340	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CGER CL-SWT Communication & Literacy: Stories We Tell	3
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	University Elective	4
University Elective	3	University Elective	3
	16		**16**

Year 3

Fall	Credits	Spring	Credits
REC 390	3	REC 350	3
REC 400	3	REC 402	3
REC 404	3	Community Recreation Emphasis Elective[1]	3
Community Recreation Emphasis Elective[1]	3	University Elective	3
University Elective	4	University Elective	4
	16		**16**

Year 4

Fall	Credits	Spring	Credits
REC 440	1	REC 450	12-16
REC 449	1		
Community Recreation Emphasis Elective[1]	3		
University Elective	4		
University Elective	3		
University Elective	3		
	15		**12**

Total Credits: 120

[1] Select three of the following courses to satisfy the Community Recreation Emphasis Elective:

- REC 215 Introduction to Community Recreation
- REC 304 Maintenance of Recreation Facilities
- REC 305 Operation and Management of Swimming Pools and Spas
- REC 310 Youth Development in the Recreation Profession
- REC 415 Camp Administration

Outdoor, Recreation, Tourism and Event Management Major: Generalist Emphasis – BS

As the name suggests, the outdoor, recreation, tourism and event management (ORTEM) major: 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 outdoor, recreation, tourism and event management major: generalist emphasis, students will be ready to pursue a variety of careers such as:

- Outdoor educator (ORTEM generalist with a minor in biology)
- Experiential education and group facilitation specialist (ORTEM generalist with a minor in communications)
- Recreation related business manager (ORTEM generalist with a minor in business administration)
- Environmental/Recreation policy advocate (ORTEM generalist with a minor in environmental studies)

Major requirements

(College of Science and Health)

56 credits

Curriculum

Code	Title	Credits
Core		
REC 150	Leisure, Quality of Life, and Well Being	3
REC 301	Introduction to Recreation Programming and Event Management	3
REC 306	NatureRx: Environmental Ethics and Behaviors in Recreation and Tourism	3
REC 317	Experiential Facilitation in Recreation	3
REC 325	Leisure in a Diverse Society	3
REC 340	Evaluation Methods and Practices	3
REC 350	Experience Design, Promotion, and Communication	3
REC 390	Principles of Management in Recreation	3
REC 400	Parks, Recreation, and Tourism Facility Planning	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**

[1] Enrollment in REC 449 requires completion or concurrent enrollment in all REC courses, except REC 450.

Generalist emphasis

Code	Title	Credits
REC 404	Budgeting in Recreation Services	3
or REC 420	Revenue Management in Recreation, Tourism, and Events	
Select nine credits from at least two other emphasis areas, with a maximum of six credits taken from a single emphasis.		9
Total Credits		**12**

Other requirements

1. Students must have a minimum GPA of 2.00 or greater to enter the program.
2. Prior to enrollment in REC 449 Internship/Professional Preparation (1 cr.), majors must complete two 50-hour professional experiences.

These are non-class field experiences at recreation management agencies.

3. Before enrolling in REC 450, all required REC courses must be completed with a grade of "C" or better; and the student must have a cumulative UWL GPA of at least 2.50.
4. In order to graduate, students must have a "C" or better in REC 450.
5. Students may only complete one emphasis area. Declare the major with emphasis choice in the College of Science and Health Academic Services Office, 105 Graff Main Hall.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- 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 Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3	REC 301	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	3
	14		**15**
Year 2			
Fall	**Credits**	**Spring**	**Credits**
REC 306	3	REC 325	3

REC 317	3	REC 340	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CGER CL-SWT Communication & Literacy: Stories We Tell	3
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	University Elective	3
University Elective	3	University Elective	4
	16		**16**

Year 3

Fall	Credits	Spring	Credits
REC 390	3	REC 350	3
REC 400	3	REC 402	3
REC 404 or 420	3	Generalist Emphasis Elective[1]	3
Generalist Emphasis Elective[1]	3	University Elective	3
University Elective	4	University Elective	4
	16		**16**

Year 4

Fall	Credits	Spring	Credits
REC 440	1	REC 450	12-16
REC 449	1		
Generalist Emphasis Elective[1]	3		
University Elective	4		
University Elective	3		
University Elective	3		
	15		**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.

Outdoor, Recreation, Tourism and Event Management Major: Outdoor Recreation Emphasis – 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

Curriculum

Code	Title	Credits
Core		
REC 150	Leisure, Quality of Life, and Well Being	3
REC 301	Introduction to Recreation Programming and Event Management	3
REC 306	NatureRx: Environmental Ethics and Behaviors in Recreation and Tourism	3
REC 317	Experiential Facilitation in Recreation	3
REC 325	Leisure in a Diverse Society	3
REC 340	Evaluation Methods and Practices	3
REC 350	Experience Design, Promotion, and Communication	3
REC 390	Principles of Management in Recreation	3
REC 400	Parks, Recreation, and Tourism Facility Planning	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**

[1] Enrollment in REC 449 requires completion or concurrent enrollment in all REC courses, except REC 450.

Outdoor recreation emphasis

Code	Title	Credits
REC 404	Budgeting in Recreation Services	3
Three additional courses from the following:		9
REC 201	Introduction to Outdoor Skills & Leadership	
REC 204	Introduction to Outdoor Education	
REC 330	Principles of Recreational Land Management	
REC 335	Environmental Interpretation	
REC 345	Ecotourism	
REC 415	Camp Administration	
Total Credits		**12**

Other requirements

1. Students must have a minimum GPA of 2.00 or greater to enter the program.
2. Prior to enrollment in REC 449 Internship/Professional Preparation (1 cr.), majors must complete two 50-hour professional experiences. These are non-class field experiences at recreation management agencies.
3. Before enrolling in REC 450, all required REC courses must be completed with a grade of "C" or better; and the student must have a cumulative UWL GPA of at least 2.50.
4. In order to graduate, students must have a "C" or better in REC 450.

5. Students may only complete one emphasis area. Declare the major with emphasis choice in the College of Science and Health Academic Services Office, 105 Graff Main Hall.

Degree requirements

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- Core general education requirements (p. 72)
- Baccalaureate degree requirements (p. 600)

Baccalaureate degree requirements

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3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
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[1] Grade point average requirements for some programs will be considerably higher than 2.00. Re-entering students may be required to earn credits in excess of the 120 needed for graduation in any curriculum to 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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Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3	REC 301	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
	14		**15**

Year 2

Fall	Credits	Spring	Credits
REC 306	3	REC 325	3
REC 317	3	REC 340	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CGER CL-SWT Communication & Literacy: Stories We Tell	3

CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3 University Elective	3
University Elective	3 University Elective	4
	16	**16**

Year 3

Fall	Credits	Spring	Credits
REC 390	3	REC 350	3
REC 400	3	REC 402	3
REC 404	3	Outdoor Emphasis Elective[1]	3
Outdoor Emphasis Elective[1]	3	University Elective	3
University Elective	4	University Elective	4
	16		**16**

Year 4

Fall	Credits	Spring	Credits
REC 440	1	REC 450	12-16
REC 449	1		
Outdoor Emphasis Elective[1]	3		
University Elective	4		
University Elective	3		
University Elective	3		
	15		**12**

Total Credits: 120

[1] Select three of the following courses to satisfy the Outdoor Recreation Emphasis Elective:

- REC 201 Introduction to Outdoor Skills & Leadership
- REC 204 Introduction to Outdoor Education
- REC 330 Principles of Recreational Land Management
- REC 335 Environmental Interpretation
- REC 345 Ecotourism
- REC 415 Camp Administration

Outdoor, Recreation, Tourism and Event Management Major: Tourism and Event Management Emphasis – 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
- Destination management director
- Tour operator
- Golf club or country club general manager
- Community-based tourism director

Major requirements

(College of Science and Health)

56 credits

Curriculum

Code	Title	Credits
Core		
REC 150	Leisure, Quality of Life, and Well Being	3
REC 301	Introduction to Recreation Programming and Event Management	3
REC 306	NatureRx: Environmental Ethics and Behaviors in Recreation and Tourism	3
REC 317	Experiential Facilitation in Recreation	3
REC 325	Leisure in a Diverse Society	3
REC 340	Evaluation Methods and Practices	3
REC 350	Experience Design, Promotion, and Communication	3
REC 390	Principles of Management in Recreation	3
REC 400	Parks, Recreation, and Tourism Facility Planning	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**

[1] Enrollment in REC 449 requires completion or concurrent enrollment in all REC courses, except REC 450.

Tourism emphasis

Code	Title	Credits
REC 320	Introduction to Tourism	3
REC 420	Revenue Management in Recreation, Tourism, and Events	3
REC 445	Advanced Event Planning and Management	3
One additional course from the following:		3
REC 345	Ecotourism	
REC 360	Sustainable Tourism	
Total Credits		**12**

Other requirements

1. Students must have a minimum GPA of 2.00 or greater to enter the program.
2. Prior to enrollment in REC 449 Internship/Professional Preparation (1 cr.), majors must complete two 50-hour professional experiences. These are non-class field experiences at recreation management agencies.

3. Before enrolling in REC 450, all required REC courses must be completed with a grade of "C" or better; and the student must have a cumulative UWL GPA of at least 2.50.
4. In order to graduate, students must have a "C" or better in REC 450.
5. Students may only complete one emphasis area. Declare the major with emphasis choice in the College of Science and Health Academic Services Office, 105 Graff Main Hall.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- Baccalaureate degree requirements (p. 602)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3	REC 301	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER HA-AA Humanities & Arts: Arts & Aesthetics	3
CGER CP-CW Civics & Perspective: Cultures of Our World	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
	14		**15**
Year 2			
Fall	**Credits**	**Spring**	**Credits**
REC 306	3	REC 320	3
REC 317	3	REC 325	3

CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	REC 340	3
CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
University Elective	3	University Elective	3
	16		**15**

Year 3

Fall	Credits	Spring	Credits
REC 390	3	REC 345 or 360 (Tourism Emphasis Elective)	3
REC 400	3	REC 350	3
REC 420	3	REC 402	3
REC 445	3	University Elective	3
University Elective	4	University Elective	4
	16		**16**

Year 4

Fall	Credits	Spring	Credits
REC 440	1	REC 450	12-16
REC 449	1		
University Elective	3		
University Elective	3		
University Elective	4		
University Elective	4		
	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 prerequisite credits

Code	Title	Credits
Prerequisite 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 and Sport 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	Workshops 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, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- Baccalaureate degree requirements (p. 604)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	PSY 212	3
PSY 100 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	ESS 205	3
BIO 100, 105, or MIC 100 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	CGER HA-AA Humanities & Arts: Arts & Aesthetics	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
	15		**15**
Year 2			
Fall	**Credits**	**Spring**	**Credits**
RTH 250	3	RTH 319	3

RTH 229	3	RTH 355	3
PSY 204	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
University Elective	3	CGER CP-CW Civics & Perspective: Cultures of Our World	3
University Elective	2		
	17		**15**

Year 3

Fall	Credits	Spring	Credits
RTH 376	3	RTH 496	3
RTH 352	3	RTH 470	3
University Elective	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/degreerequirements/#baccalaureate-degree) for a Bachelor's degree.

Accelerated Graduate Program in ORTEM: Community-Based Recreation (BS) & Recreation Management (MS)

Major requirements

(College of Science and Health)

Curriculum taken as an undergraduate student

Code	Title	Credits
Undergraduate core		
REC 150	Leisure, Quality of Life, and Well Being	3
REC 301	Introduction to Recreation Programming and Event Management	3
REC 306	NatureRx: Environmental Ethics and Behaviors in Recreation and Tourism	3
REC 317	Experiential Facilitation in Recreation	3
REC 325	Leisure in a Diverse Society	3
REC 340	Evaluation Methods and Practices	3
REC 350	Experience Design, Promotion, and Communication	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 courses, except REC 450.

Code	Title	Credits
Graduate core (to be taken after earning 75 credits)		
REC 500	Parks, Recreation, and Tourism Facility Planning	3
REC 502	Risk Management in Leisure Service Organizations	3
Total Credits		**6**

Community-based recreation emphasis requirements

Code	Title	Credits
Undergraduate emphasis 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 Recreation Services	3
Total Credits		**11-12**

Admission to graduate program

When applying to the Recreation Management Graduate Program:

- Applicant must be a current outdoor, recreation, tourism and event management major and have completed or is concurrently enrolled in REC 301.
- Students may be accepted into the accelerated graduate 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	Parks, Recreation, and Tourism Facility Planning	3
REC 502	Risk Management in Leisure Service Organizations	3
REC 504	Budgeting in Recreation Services [2]	3
or REC 520	Revenue Management in Recreation, Tourism, and Events	
Total Credits		**9**

[2] 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 undergraduate major 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 outdoor, recreation, tourism and event management.

Remaining curriculum taken as a graduate student

Code	Title	Credits
Core		
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		
Select nine credits of the following:		9
REC 515	Camp Administration	
REC 520	Revenue Management in Recreation, Tourism, and Events	
REC 545	Advanced Event Planning and Management	
REC 595	Independent Study in Recreation	
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 courses:		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, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- Baccalaureate degree requirements (p. 606)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	University Elective	4
	15		**15**

Year 2

Fall	Credits	Spring	Credits
REC 301	3	REC 317	3
REC 325	3	Community Recreation Emphasis Elective (see list)	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CGER CP-CW Civics & Perspective: Cultures of Our World	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	University Elective	3
University Elective	3	University Elective	3
	16		**15**

Year 3

Fall	Credits	Spring	Credits
REC 306	3	Community Recreation Emphasis Elective (see list)	3
REC 340	3	University Elective	3
REC 390[1,2]	3	University Elective	3
University Elective	3	University Elective	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 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 accelerated graduate program, the student must:**
   1. Be a current outdoor, recreation, tourism and event 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 Recreational Therapy.
4. All undergrad ORTEM 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.

Accelerated Graduate Program in ORTEM: Generalist (BS) and Recreation Management (MS)

Major requirements

(College of Science and Health)

Curriculum taken as an undergraduate student

Code	Title	Credits
Undergraduate core		
REC 150	Leisure, Quality of Life, and Well Being	3
REC 301	Introduction to Recreation Programming and Event Management	3
REC 306	NatureRx: Environmental Ethics and Behaviors in Recreation and Tourism	3
REC 317	Experiential Facilitation in Recreation	3
REC 325	Leisure in a Diverse Society	3
REC 340	Evaluation Methods and Practices	3
REC 350	Experience Design, Promotion, and Communication	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 courses, except REC 450.

Code	Title	Credits
Graduate core (to be taken after earning 75 credits)		
REC 500	Parks, Recreation, and Tourism Facility Planning	3
REC 502	Risk Management in Leisure Service Organizations	3
Total Credits		**6**

Generalist emphasis requirements

Code	Title	Credits
Undergraduate emphasis courses		
Select nine credits total from at least two other emphasis areas, with a maximum of six credits taken from a single emphasis.		9
Graduate course (to be taken after earning 75 credits)		
REC 504	Budgeting in Recreation Services	3
or REC 520	Revenue Management in Recreation, Tourism, and Events	
Total Credits		**12**

Admission to graduate program

When applying to the Recreation Management Graduate Program:

- Applicant must be a current outdoor, recreation, tourism and event management major and have completed or is concurrently enrolled in REC 301.
- Students may be accepted into the accelerated graduate 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	Parks, Recreation, and Tourism Facility Planning	3
REC 502	Risk Management in Leisure Service Organizations	3
REC 504	Budgeting in Recreation Services [2]	3
or REC 520	Revenue Management in Recreation, Tourism, and Events	
Total Credits		**9**

[2] 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 undergraduate major 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 outdoor, recreation, tourism and event management.

Remaining curriculum taken as a graduate student

Code	Title	Credits
Core		
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		
Select nine credits from the following:		9
REC 504	Budgeting in Recreation Services	
REC 515	Camp Administration	
REC 520	Revenue Management in Recreation, Tourism, and Events	
REC 545	Advanced Event Planning and Management	
REC 595	Independent Study in Recreation	
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 courses:		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, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- Baccalaureate degree requirements (p. 609)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	University Elective	3
	15		**14**

Year 2

Fall	Credits	Spring	Credits
REC 301	3	REC 317	3
REC 325	3	Generalist Emphasis Elective[1]	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	University Elective	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	University Elective	3
University Elective	4	University Elective	3
	17		**15**

Year 3

Fall	Credits	Spring	Credits
REC 306	3	Generalist Emphasis Elective[1]	3
REC 340	3	CGER CP-CW Civics & Perspective: Cultures of Our World	3
REC 390[2,3]	3	University Elective	4
University Elective	3	University Elective	3
University Elective	3	University Elective	3
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 accelerated graduate program, the student must:**
   1. Be a current outdoor, recreation, tourism and event 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 Recreational Therapy.
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.

Accelerated Graduate Program in ORTEM: Outdoor Recreation (BS) and Recreation Management (MS)

Major requirements

(College of Science and Health)

Curriculum taken as an undergraduate student

Code	Title	Credits
Undergraduate core		
REC 150	Leisure, Quality of Life, and Well Being	3
REC 301	Introduction to Recreation Programming and Event Management	3
REC 306	NatureRx: Environmental Ethics and Behaviors in Recreation and Tourism	3
REC 317	Experiential Facilitation in Recreation	3
REC 325	Leisure in a Diverse Society	3
REC 340	Evaluation Methods and Practices	3
REC 350	Experience Design, Promotion, and Communication	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 courses, except REC 450.

Code	Title	Credits
Graduate core (to be taken after earning 75 credits)		
REC 500	Parks, Recreation, and Tourism Facility Planning	3
REC 502	Risk Management in Leisure Service Organizations	3
Total Credits		**6**

Outdoor recreation emphasis requirements

Code	Title	Credits
Undergraduate emphasis electives		
Three courses from the following:		9
REC 201	Introduction to Outdoor Skills & Leadership	
REC 204	Introduction to Outdoor Education	
REC 330	Principles of Recreational Land Management	
REC 335	Environmental Interpretation	

REC 345	Ecotourism	
REC 415	Camp Administration	
Graduate course (to be taken after earning 75 credits)		
REC 504	Budgeting in Recreation Services	3
Total Credits		**12**

Admission to graduate program

When applying to the Recreation Management Graduate Program:

- Applicant must be a current outdoor, recreation, tourism and event management major and have completed or is concurrently enrolled in REC 301.
- Students may be accepted into the accelerated graduate 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	Parks, Recreation, and Tourism Facility Planning	3
REC 502	Risk Management in Leisure Service Organizations	3
REC 504	Budgeting in Recreation Services [2]	3
or REC 520	Revenue Management in Recreation, Tourism, and Events	
Total Credits		**9**

[2] 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 undergraduate major 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 outdoor, recreation, tourism and event management.

Remaining curriculum taken as a graduate student

Code	Title	Credits
Core		
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		
Select nine credits from the following:		9
REC 515	Camp Administration	
REC 520	Revenue Management in Recreation, Tourism, and Events	
REC 545	Advanced Event Planning and Management	
REC 595	Independent Study in Recreation	
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 courses:		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, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- Baccalaureate degree requirements (p. 611)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	University Elective	3
	15		**14**

Year 2			
Fall	**Credits**	**Spring**	**Credits**
REC 301	3	REC 317	3
REC 325	3	Outdoor Emphasis Elective (see list)	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	CGER CP-CW Civics & Perspective: Cultures of Our World	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	University Elective	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	University Elective	3
University Elective	3	University Elective	3
University Elective	4	University Elective	3
Apply to RM Dual Degree Program[3]		Apply for "special non-degree graduate student status" for next fall[4]	
	16		**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	3		
Apply for "full graduate status" for next fall			
	17		**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 accelerated graduate program, the student must:**

1. Be a current outdoor, recreation, tourism and event management student who has completed at least 75 undergraduate credits.

2. Has 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 Recreational Therapy.

[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.

Accelerated Graduate Program in ORTEM: Tourism & Event Management (BS) & Recreation Management (MS)

Major requirements

(College of Science and Health)

Curriculum taken as an undergraduate student

Code	Title	Credits
Undergraduate core		
REC 150	Leisure, Quality of Life, and Well Being	3
REC 301	Introduction to Recreation Programming and Event Management	3
REC 306	NatureRx: Environmental Ethics and Behaviors in Recreation and Tourism	3
REC 317	Experiential Facilitation in Recreation	3
REC 325	Leisure in a Diverse Society	3
REC 340	Evaluation Methods and Practices	3
REC 350	Experience Design, Promotion, and Communication	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 courses, except REC 450.

Code	Title	Credits
Graduate core (to be taken after earning 75 credits)		
REC 500	Parks, Recreation, and Tourism Facility Planning	3
REC 502	Risk Management in Leisure Service Organizations	3
Total Credits		**6**

Tourism and event management emphasis requirements

Code	Title	Credits
Undergraduate emphasis courses		
REC 320	Introduction to Tourism	3
REC 445	Advanced Event Planning and Management	3
REC 345	Ecotourism	3
or REC 360	Sustainable Tourism	
Graduate course (to be taken after earning 75 credits)		
REC 520	Revenue Management in Recreation, Tourism, and Events	3
Total Credits		**12**

Admission to graduate program

When applying to the Recreation Management Graduate Program:

- Applicant must be a current outdoor, recreation, tourism and event management major and have completed or is concurrently enrolled in REC 301.
- Students may be accepted into the accelerated graduate 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	Parks, Recreation, and Tourism Facility Planning	3
REC 502	Risk Management in Leisure Service Organizations	3
REC 504	Budgeting in Recreation Services [2]	3
or REC 520	Revenue Management in Recreation, Tourism, and Events	
Total Credits		**9**

[2] 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 undergraduate major 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 outdoor, recreation, tourism and event management.

Remaining curriculum taken as a graduate student

Code	Title	Credits
Core		
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		
Select nine credits from the following:		9
REC 504	Budgeting in Recreation Services	
REC 515	Camp Administration	
REC 545	Advanced Event Planning and Management	
REC 595	Independent Study in Recreation	
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 courses:		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, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- Baccalaureate degree requirements (p. 614)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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

Below is a sample degree plan that can be used as a guide to identify courses required to fulfill the major and other requirements needed for degree completion. A student's actual degree plan may differ depending on the course of study selected (second major, minor, etc.). Also, this sample plan assumes readiness for each course and/or major plan, and some courses 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2
CGER HA-AA Humanities & Arts: Arts & Aesthetics	3	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies	3
CGER HA-PDU Humanities & Arts: Pasts that Define Us	3	University Elective	3
	15		**14**
Year 2			
Fall	**Credits**	**Spring**	**Credits**
REC 301	3	REC 317	3
REC 325	3	REC 320	3
CGER NSWL-ES Natural Science & Wellness: Experiential Science	4	University Elective	3
CGER CL-SWT Communication & Literacy: Stories We Tell	3	University Elective	3
University Elective	3	University Elective	3
	16		**15**
Year 3			
Fall	**Credits**	**Spring**	**Credits**
REC 306	3	REC 345 or 360 (Tourism Emphasis Elective)	3
REC 340	3	CGER CP-CW Civics & Perspective: Cultures of Our World	3
REC 390[1,2]	3	University Elective	4
University Elective	3	University Elective	3
University Elective	4	University Elective	3
Apply to RM Dual Degree Program[3]		Apply for "special non-degree graduate student status" for next fall[4]	
	16		**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 accelerated graduate program, the student must:**

1. Be a current outdoor, recreation, tourism and event 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 Recreational Therapy.

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.

Accelerated Graduate Program in Recreational Therapy (BS & MS)

The Accelerated Graduate Program in Recreational Therapy provides students with a more efficient path towards completion of a master's degree. This accelerated graduate program allows students to complete a Bachelor of Science degree and a Master of Science degree in the recreational therapy program in five years (4 +1) and be eligible to become a Certified Therapeutic Recreation Specialist™.

Major requirements

Admission to the program

1. Students may declare the accelerated graduate program at any time. Declaring the accelerated graduate program does not guarantee admission into the graduate program.

2. Graduate courses cannot be taken until the student has completed 75 undergraduate credits.

3. Students must have and maintain a minimum UWL resident cumulative undergraduate GPA of 2.85/4.00; and maintain a cumulative graduate GPA of 3.00/4.00.

Graduation requirements

Bachelor of Science

- All courses required in the Recreational Therapy Program during the undergraduate portion of the accelerated graduate program must be passed with a minimum grade of "C" or better with a GPA of 2.50 or better on a scale of 4.00.
- 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 competed 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 593. 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 prerequisite credits)

Code	Title	Credits
Prerequisite courses [1]		
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**

[1] May also count toward Core General Education Requirements (CGER).

Code	Title	Credits
Interdisciplinary requirements		
PSY 204	Abnormal Psychology	3
PSY 212	Lifespan Development	3
ESS 205	Human Anatomy and Physiology for Exercise and Sport 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 492	Clinical Education Experience in Recreational Therapy	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]		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	Workshops in Recreational Therapy	
RTH 495	Independent Study in Recreational Therapy	
RTH 497	Special Projects in Recreational Therapy	
Courses taken after admission to accelerated graduate program: [3, 4]		
RTH 556	Program Design and Administration of Recreational Therapy	3
RTH 570	Recreational Therapy Processes and Facilitation Techniques	3
RTH 593	Advancing the Recreational Therapy Profession	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
RTH 770	Interprofessional Education and Collaborative Healthcare	3
Total Credits		**86-87**

[1] The elective course will be determined jointly by the student and the program director.

[2] 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.

[3] Students must have special non-degree graduate student status before registering for their graduate courses.

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, RTH 770
- **Summer or Fall 2:** graduate capstone (three credits)

Total for Master of Science = 30 credits, including the nine credits of graduate courses (RTH 556, RTH 593, 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 Recreational Therapy.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- Baccalaureate degree requirements (p. 617)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	PSY 212	3
PSY 100 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	ESS 205	3
BIO 100, 105, or MIC 100 (CGER NSWL-ES Natural Science & Wellness: Experiential Science)	4	CGER HA-AA Humanities & Arts: Arts & Aesthetics	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning	3
	15		**15**

Year 2

Fall	Credits	Spring	Credits
RTH 250	3	RTH 319	3
RTH 229	3	RTH 355	3
PSY 204	3	CGER CP-CW Civics & Perspective: Cultures of Our World	3
CGER CP-CU Civics & Perspective: Communities of the United States	3	CGER CL-SWT Communication & Literacy: Stories We Tell	3
University Elective	3	CGER HA-PDU Humanities & Arts: Pasts that Define Us	3
University Elective	2	University Elective	1
	17		**16**

Year 3

Fall	Credits	Spring	Credits
RTH 376	3	RTH 570	3
RTH 352	3	RTH 452	3
University Elective	3	RTH 556	3
University Elective	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 770	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 2.85 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.

Outdoor and Recreation Management Minor

Minor requirements

(All colleges, excluding recreational therapy majors)

18 credits

Code	Title	Credits
Core		
REC 150	Leisure, Quality of Life, and Well Being	3
REC 301	Introduction to Recreation Programming and Event Management	3
REC 390	Principles of Management in Recreation	3
Electives		
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 Skills & 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	NatureRx: Environmental Ethics and Behaviors in Recreation and Tourism	
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	Principles of Recreational Land Management	
REC 335	Environmental Interpretation	
REC 340	Evaluation Methods and Practices	
REC 345	Ecotourism	
REC 350	Experience Design, Promotion, and Communication	
REC 360	Sustainable Tourism	
REC 400	Parks, Recreation, and Tourism Facility Planning	
REC 402	Risk Management in Leisure Service Organizations	
REC 404	Budgeting in Recreation Services	
REC 415	Camp Administration	
REC 420	Revenue Management in Recreation, Tourism, and Events	
REC 440	Professional Wellness in Contemporary Leisure Services	
REC 445	Advanced Event Planning and Management	
Total Credits		**18**

Students completing the outdoor and recreation management minor may also complete the tourism and event management minor; however, 12 unique credits of coursework are required for each minor.

Outdoor and Recreation Management Minor for Recreational Therapy Majors

Minor requirements

(Recreational therapy majors)

18 credits

Code	Title	Credits
Core		
REC 150	Leisure, Quality of Life, and Well Being	3
REC 390	Principles of Management in Recreation	3
REC 402	Risk Management in Leisure Service Organizations	3
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 Skills & Leadership	
REC 204	Introduction to Outdoor Education	
REC 215	Introduction to Community Recreation [1]	
REC 301	Introduction to Recreation Programming and Event Management	
REC 304	Maintenance of Recreation Facilities	
REC 305	Operation and Management of Swimming Pools and Spas	
REC 306	NatureRx: Environmental Ethics and Behaviors in Recreation and Tourism	
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	Principles of Recreational Land Management	
REC 335	Environmental Interpretation	
REC 340	Evaluation Methods and Practices	
REC 345	Ecotourism	
REC 350	Experience Design, Promotion, and Communication	
REC 360	Sustainable Tourism	
REC 400	Parks, Recreation, and Tourism Facility Planning [1]	
REC 404	Budgeting in Recreation Services	
REC 415	Camp Administration [1]	
REC 420	Revenue Management in Recreation, Tourism, and Events	
REC 440	Professional Wellness in Contemporary Leisure Services	

REC 445	Advanced Event Planning and Management	
Total Credits		**18**

[1] Recommended best choices to enhance recreational therapy major.

Students completing the outdoor and recreation management minor for recreational therapy majors may also complete the tourism and event management minor; however, 12 unique credits of coursework are required for each minor.

Tourism and Event Management Minor

(All colleges, excluding outdoor, recreation, tourism and event management majors with a tourism and event management emphasis)

21 credits

Code	Title	Credits
Core		
REC 150	Leisure, Quality of Life, and Well Being	3
REC 301	Introduction to Recreation Programming and Event Management	3
REC 320	Introduction to Tourism	3
REC 350	Experience Design, Promotion, and Communication	3
REC 360	Sustainable Tourism	3
REC 420	Revenue Management in Recreation, Tourism, and Events	3
REC 445	Advanced Event Planning and Management	3
Total Credits		**21**

Students completing the tourism and event management minor may also complete the outdoor and recreation management minor; however, 12 unique credits of coursework are required for each minor.

Outdoor and Recreation Management Minor to Master of Science in Recreation Management Pathway

The Outdoor and Recreation Management Minor to Master of Science in Recreation Management Pathway provides students the opportunity to earn graduate credit for up to nine credits. These nine graduate credits will count towards both the outdoor and recreation management minor and the Recreation Management Graduate Program.

Pathway requirements

(All colleges, excluding recreational therapy majors)

18 credits

Curriculum

Code	Title	Credits
Core		
REC 150	Leisure, Quality of Life, and Well Being	3
REC 301	Introduction to Recreation Programming and Event Management	3
REC 390	Principles of Management in Recreation	3
Electives		
Select nine credits of electives from the following graduate courses:[1]		9
REC 500	Parks, Recreation, and Tourism Facility Planning	
REC 502	Risk Management in Leisure Service Organizations	
REC 504	Budgeting in Recreation Services	
REC 515	Camp Administration	
REC 520	Revenue Management in Recreation, Tourism, and Events	
REC 545	Advanced Event Planning and Management	
REC 595	Independent Study in Recreation	

[1] Graduate courses cannot be taken until the student has completed 75 undergraduate credits. Students must also have a minimum GPA of 2.85 or higher.

GPA requirements and additional information

- Undergraduate students who are pursuing the minor-to-master's pathway will take nine credits of REC electives at the 500-level after they have completed 75 undergraduate credits. Graduate credit will count toward both the undergraduate minor and Recreation Management Graduate Program requirements.
- Students must have and maintain a minimum cumulative undergraduate GPA of 2.85/4.0 to enroll in the 500-level courses and maintain a minimum cumulative graduate GPA of 3.0/4.0.
- Final admission to the Recreation Management Graduate Program is contingent upon completion of all undergraduate major program requirements.
- All majors may only pursue one REC minor-to-master's pathway. If selecting the outdoor and recreation management minor-to-master's pathway, all majors may pursue this pathway except for recreational therapy majors who should pursue the pathway for recreational therapy majors (p. 620) if interested.
- Students completing the outdoor and recreation management minor-to-master's pathway may also complete the regular tourism and event management minor; however, 12 unique credits of coursework are required for each minor.

Outdoor and Rec Management Minor to M.S. in Recreation Management Pathway for Rec Therapy Majors

The Outdoor and Recreation Management Minor to Master of Science in Recreation Management Pathway for Recreational Therapy Majors provides students the opportunity to earn graduate credit for up to nine credits. These nine graduate credits will count towards both the outdoor and recreation management minor and the Recreation Management Graduate Program.

Pathway requirements

(Recreational therapy majors)

18 credits

Curriculum

Code	Title	Credits
Core		
REC 150	Leisure, Quality of Life, and Well Being	3
REC 390	Principles of Management in Recreation	3
REC 402	Risk Management in Leisure Service Organizations	3
Electives		
Select nine credits of electives from the following graduate courses: [1]		9
REC 500	Parks, Recreation, and Tourism Facility Planning	
REC 504	Budgeting in Recreation Services	
REC 515	Camp Administration [2]	
REC 520	Revenue Management in Recreation, Tourism, and Events	
REC 545	Advanced Event Planning and Management	
Total Credits		**18**

[1] Graduate courses cannot be taken until the student has completed 75 undergraduate credits. Students must also have a minimum GPA of 2.85 or higher.

[2] Recommended best choices to enhance recreational therapy major.

GPA requirements and additional information

- Undergraduate students who are pursuing the minor-to-master's pathway will take nine credits of REC electives at the 500-level after they have completed 75 undergraduate credits. Graduate credit will count toward both the undergraduate minor and Recreation Management Graduate Program requirements.
- Students must have and maintain a minimum cumulative undergraduate GPA of 2.85/4.0 to enroll in the 500-level courses and maintain a minimum cumulative graduate GPA of 3.0/4.0.
- Final admission to the Recreation Management Graduate Program is contingent upon completion of all the recreational therapy major requirements.
- All majors may only pursue one REC minor-to-master's pathway. Only recreational therapy majors may select the outdoor and recreation management minor-to-master's pathway for recreational therapy majors.
- Students completing the outdoor and recreation management minor-to-master's pathway for recreational therapy majors may also complete the tourism and event management minor; however, 12 unique credits of coursework are required for each minor.

Tourism and Event Management Minor to Master of Science in Recreation Management Pathway

The Tourism and Event Management Minor to Master of Science in Recreation Management Pathway provides students the opportunity to earn graduate credit for up to nine credits. Six credits will count towards both the tourism and event management minor and the Recreation Management Graduate Program. Students on the tourism and event management minor-to-master's pathway have the option of taking an additional three credits of a 500-level REC elective as an undergraduate that will count towards the Recreation Management Graduate Program.

Pathway requirements

(All colleges, excluding outdoor and recreation management majors with a tourism and event management emphasis)

21 credits

Curriculum

Code	Title	Credits
Core		
REC 150	Leisure, Quality of Life, and Well Being	3
REC 301	Introduction to Recreation Programming and Event Management	3
REC 320	Introduction to Tourism	3
REC 350	Experience Design, Promotion, and Communication	3
REC 360	Sustainable Tourism	3
REC 520	Revenue Management in Recreation, Tourism, and Events [1]	3
REC 545	Advanced Event Planning and Management [1]	3
Total Credits		**21**

[1] Graduate courses cannot be taken until the student has completed 75 undergraduate credits. Students must also have a minimum GPA of 2.85 or higher.

GPA requirements and additional information

- Undergraduate students who are pursuing the minor-to-master's pathway will take REC 520 and REC 545 after they have completed 75 undergraduate credits. These six graduate credits that will count toward both the undergraduate minor and the Recreation Management Graduate Program requirements. Students pursuing this pathway also have the option to take an additional three elective credits of REC at the 500-level. These optional graduate credits will automatically count toward the Recreation Management Graduate Program if they are one of the following: REC 500, REC 502, REC 504, or REC 515.
- Student must have and maintain a minimum cumulative undergraduate GPA of 2.85/4.0 to enroll in the 500-level courses; and maintain a minimum cumulative graduate GPA of 3.0/4.0.
- Final admission to the Recreation Management Graduate Program is contingent upon completion of all undergraduate major program requirements.
- All majors may only pursue one REC minor-to-master's pathway.
- Students completing the tourism and event management minor-to-master's pathway may also complete the regular outdoor and recreation management minor; however, 12 unique credits of coursework are required for each minor.

School of Education

School of Education (https://www.uwlax.edu/soe/)
Dean - Marcie Wycoff-Horn
Associate Dean - Vacant
Assessment Coordinator - Katie Hosley-Frieden
School Academic Services Director/Certification Officer - Beth Gamoke
Senior Advisor: Belonging, Community and Connection - Tia Teske
Academic Advisor - Mackenzie Taylor
235 Morris Hall: 608.785.8134

Outreach Program Manager - Jourdan Stacey
Field Experience Coordinator & Communication Specialist - Christy Wopat
Field Experience Coordinator & Partnership Specialist - Cindy Duley
260 Morris Hall: 608.785.8126
Email: soe@uwlax.edu

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 & minor

Mission, vision, norms, and conceptual framework

WI license ranges

Catalog year policy

Admission to teacher education programs

- Educational Studies Department (EDS) programs (ECE/SPE, EME, SPE, TESOL) (p. 624)
- Secondary Teacher Education Preparation (STEP): Middle and High School Education Programs (p. 625)
- Art, Music, and World Language Education Program (p. 626)
- Physical, Adapted, and School Health Education (PASHE) Program (p. 627)
- *Post-baccalaureate initial teacher certification not offered*

School of Education re-entry and re-admission policy

Criminal background check policy

School of Education program requirements for teacher candidates

- School of Education core requirements (p. 629)
- Statutory and general education requirements (p. 630)
- Retention policy (p. 630)
- Teacher candidate progress review (TCPR) (p. 630)
- Benchmark assessments (testing) requirements (p. 631)
- Disclosing criminal offenses (p. 632)
- Student teaching and internships (p. 632)
- Program completion (p. 632)
  - *Comprehensive assessment system and the edTPA*

License to teach application

Majors & minor

The following teacher education **majors** lead to WI teaching license endorsement:

B.S. = Bachelor of Science

Early Childhood Education and Special Education (B.S.) - *housed in the Educational Studies Department*

- Early Childhood Education (birth - grade 3) and Special Education (birth - grade 3) (p. 634) - *dual licensure*

Elementary and Middle Education (B.S.) - *housed in the Educational Studies Department*

- Elementary/Middle Education (grades K-9 (p. 637)) (p. 637)
- Elementary/Middle Education (grades K-9) and French Education (grades K-12 (p. 640)) (p. 640) - *dual licensure*
- Elementary/Middle Education (grades K-9) and Spanish Education (grades K-12 (p. 644)) (p. 644) - *dual licensure*
- Elementary/Middle Education (grades K-9) and Special Education (grades K-12 (p. 648)) (p. 648) - *dual licensure*
- Elementary/Middle Education (grades K-9) and Teaching English to Speakers of Other Languages (grades K-12) (p. 651) - *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. 411)
- Broadfield Social Studies Education (grades 4-12 (p. 111))
- Broadfield Social Studies Education (grades 4-12): History Concentration (p. 114)
- Broadfield Social Studies Education (grades 4-12): Political Science Concentration (p. 117)
- Broadfield Social Studies Education (grades 4-12): Sociology Concentration (p. 120)
- Chemistry: Science Education (grades 4-12) Concentration (p. 430)
- English Education (grades 4-12 (p. 174)) (p. 174)
- English Education (grades 4-12) and Teaching English to Speakers of Other Languages (grades K-12) (p. 177) - *dual licensure*
- Mathematics Education (grades 4-12 (p. 528)) (p. 528)
- Physics: Science Education (grades 4-12) Concentration (p. 571)

Art, Music, World Language and Physical, Adapted & School Health Education (p. 626) (B.S.) - *housed in the related content department (Art, Exercise and Sport Science, Global Cultures and Languages, and Music).*

- Art Education (grades K-12 (p. 106)) (p. 106)
- French Education (grades K-12 (p. 189)) (p. 189)
- French Education (grades K-12) and Teaching English to Speakers of Other Languages (grades K-12 (p. 192)) (p. 192) - *dual licensure*
- Music Education (grades K-12): Choral and General Music Emphasis (p. 241)
- Music Education (grades K-12): Instrumental and General Music Emphasis (p. 244)
- Physical (grades K-12), Adapted (grades K-12), and School Health (grades K-12) Education (PASHE (p. 482)) (p. 482) - *triple licensure*
- Spanish Education (grades K-12 (p. 199)) (p. 199)

- Spanish Education (grades K-12) and Teaching English to Speakers of Other Languages (grades K-12 (p. 202)) (p. 202) - *dual licensure*

Minor

- Teaching English to Speakers of Other Languages (p. 655) - *does not lead to teaching license*

School of Education mission, vision, norms, and conceptual framework

The University of Wisconsin-La Crosse School of Education is an accredited institution that focuses on ensuring that all teacher candidates demonstrate knowledge, skills and dispositions consistent with professional practice.

Mission, vision, and norms (https://www.uwlax.edu/soe/about-us/mission-and-values/)

Our mission

Our mission within the School of Education is to prepare and empower globally responsive educational professionals who are committed to promoting innovative educational solutions, culturally responsive pedagogy, and the creation of inclusive and equitable learning environments.

Our vision

The School of Education at UW La Crosse strives to be at the forefront in the preparation of globally responsive educational professionals.

Our norms

We agree to:

1. Be present and in the moment for all meetings.
2. Have clearly stated goals and time guidelines for our meetings.
3. Engage with each other transparently and honestly.
4. Commit to bringing information forward for the purpose of collaborative problem solving.
5. Assume best intentions and treat each other with respect.
6. Acknowledge our shared purpose as educators.

Conceptual framework (https://www.uwlax.edu/soe/about-us/teacher-education-conceptual-framework/)

Globally responsive educational professionals#effectively engage in diverse and interconnected educational systems and apply a social justice lens to address inequities that impact learners. They do this through:

- **Learning environments:** Fostering equitable and engaging learning experiences for all;
- **Curricula:** Utilizing, developing, or supporting curriculum that combines robust academic content with local, global, and intercultural perspectives;
- **Pedagogical practices:** Implementing innovative,#inclusive teaching, intervention, and assessment practices that recognize and respect each learner's unique background;
- **Collaboration:** Promoting understanding and cooperation with and across learners, families, and other educational professionals; and
- **Self-reflection:** Reflecting on and adapting their practices to evolving educational needs.

Ultimately, globally responsive educational professionals are dedicated to preparing the next generation of learners to navigate and contribute meaningfully to an interconnected and just world.

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/)

Wisconsin Teacher Standards

- Standard 1: Pupil 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. The WI DPI license code is indicated in parentheses.

Early childhood: birth-grade 3 (2088)

- Special Education (1809)

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)
- English as a Second Language (1395)
- Health (1910)
- French (1355)
- Music (2500)
- Physical Education (1530)
- Spanish (1365)
- Special Education (2081)

Catalog year policy (year of admission to UWL)

The School of Education may require the primary major and the general education program to be in the same catalog year based on accreditation or certification requirements, campus or Universities of Wisconsin policies, program quality, and in the best interest of the student's education. Students should consult with their faculty advisor regarding their specific situation.

Admission to teacher education programs

Educational Studies Department programs

Educational Studies Department (https://www.uwlax.edu/academics/department/educational-studies/)
335 Morris Hall; 608.785.8152
Department Chair: Heather Linville - 335B Morris Hall; 608.785.8142
ECE Program Director: Val Krage - 340A Morris Hall; 608.785.8136
EME Program Director: Matt McParker - 325B Morris Hall; 608.785.8152
Special Education Program Coordinator: Lema Kabashi - 300B Morris Hall; 608.785.8413
TESOL Program Coordinator: Heather Linville - 335B Morris Hall; 608.785.8326

The Educational Studies Department (EDS) 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 are culturally sensitive, infuse curriculum in the lives of students, embrace multicultural perspectives, uphold just teaching practices, and value academically rigorous curriculum.

Teacher candidates who complete a EDS 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. EDS programs that lead to dual licensure include Early Childhood (2088, birth - grade 3) with Special Education (1809, birth - grade 3) and 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. 185) 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 the Department of Public Instruction and WI state statute, students must apply to the School of Education for admission to any teacher education program. EDS has specific criteria that must be met in order to be admitted to SOE in a EDS 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. 628) 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 Educational Studies Department 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 Educational Studies Department admission policies pertain to the following teacher education programs:

Birth - grade 3:

- Early Childhood Education (ECE) and Special Education

Grades K-9:

- Elementary/Middle Education (EME)

Grades K-9 and grades K-12: *(dual licensure)*

- Elementary/Middle Education (EME) and French Education
- Elementary/Middle Education (EME) and Spanish Education
- Elementary/Middle Education (EME) and Special Education
- Elementary/Middle Education (EME) and Teaching English to Speakers of Other Languages (TESOL)

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
- Successfully completed EDS 308 with a grade of "C" or better
- Be concurrently enrolled or have successfully completed EDS 318 with a grade of "C" or better

2. **Combined cumulative grade point average:** applicants must have earned a combined cumulative GPA of 2.75 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. **Background check:** applicants are required to disclose past criminal offenses (p. 632) 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 Educational Studies Department (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, EDS 206, and EDS 308
   - **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 Educational Studies Department (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 Educational Studies Department (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 Educational Studies Department (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

Secondary Teacher Education Preparation (https://www.uwlax.edu/secondary-teacher-education-preparation/)
STEP Program Director: Matt Chedister (Mathematics and Statistics) - 1003 Cowley Hall; 608.785.6609

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 the Department of Public Instruction and WI state statute, 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. 628) 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
- English Education and Teaching English to Speakers of Other Languages
- 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 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 average[1]

[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. 632) 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 the Department of Public Instruction and WI state statute, 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. 628) 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. 632) 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

Exercise and Sport Science (https://www.uwlax.edu/academics/department/exercise-and-sport-science/advising/physical-adapted-and-school-health-education/) PASHE Department
PASHE Program Director: Brock McMullen - 131 Mitchell Hall; 608.785.8167

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).

According to the Department of Public Instruction and WI state statute, 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. Students are also required to successfully pass a criminal background check (p. 628) 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	Foundations of Education [1, 2]	3
EDS 206	Society and Schools [1, 3]	3
ESS 118	Foundations of Physical and School Health 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		**16**

[1] Satisfies an SOE core requirement.
[2] May also satisfy Core General Education Requirements (CGER) - Social & Behavioral Science: Social & Behavioral Studies (CGER SBS-BS).
[3] May also satisfy CGER - Civics & Perspectives: Communities of the United States (CGER CP-CU).

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. 628)

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 request an admission GPA waiver 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. 482) page.

Post-baccalaureate initial teacher certification

At this time, UWL does not offer a pathway to post-baccalaureate initial teacher certification.

School of Education re-entry and re-admission policy

This policy applies to:

- Education majors who have been unenrolled in classes for at least one semester and seek to re-enter an School of Education (SOE) program
- Education majors who have been admitted to SOE and wish to change to a different education major (continuous enrollment or pause in enrollment)

Step 1: Students identified above complete the SOE re-entry/re-admission application. The application collects basic information on the student's situation such as:

- Name, email address, last academic advisor
- Current/most recent education major
- Desired education major
- SOE admission status if previously admitted to SOE
- Last semester attended if not continuously enrolled
- A brief description of the reason for pausing if not continuously enrolled

Step 2: The SOE Dean's Office notifies the aligned program director of the student's application, and completes the first review of the application to determine the circumstances of the request and what factors need to be considered.

Step 3: The SOE Dean's Office consults with program faculty/staff, the Office of Field Experience, and/or the Teacher Certification Officer/Academic Services Director to review the situation and make recommendations to the SOE Dean concerning the re-entry/re-admission request.

Criminal background check policy

The Department of Public Instruction and WI state statute 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 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 SOE 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. 632). Teacher candidates successfully completing one of these programs earn a Bachelor of Science (B.S.) degree from UWL.

Required courses that may also fulfill Core General Education Requirements (CGER) (6 credits)

Code	Title	Credits
EDS 203	Foundations of Education [1]	3
EDS 206	Society and Schools [2]	3
Total Credits		**6**

Courses not requiring admission to School of Education

Code	Title	Credits
Child/motor development [3]		**3**
ECE 216	Child Development Birth Though Age 8	
PSY 212	Lifespan Development	
ESS 207	Human Motor Behavior	
Preparation in teaching students with disabilities [3, 4]		**3**
SPE 200	Foundations of Special Education	
ESS 231	Introduction to Teaching Adapted Physical Education	
Total Credits		**6**

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		
Demonstrate content knowledge through benchmark assessment prior to student teaching [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 May also satisfy CGER - Social & Behavioral Science: Social & Behavioral Studies (CGER SBS-BS). Also satisfies Wis. Admin. Code § PI 34.022(3).
2 May also satisfy CGER - Civics & Perspectives: Communities of the United States (CGER CP-CU). Also satisfies Wisconsin Act 31 and 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. See SOE's benchmark assessments (https://www.uwlax.edu/soe/undergrad/benchmark-assessments/) website for information about these assessments. For more information on student teaching, 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 Wisconsin Teacher Standards (WTS).

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/)).

General education waivers or substitutions do not exempt SOE students from WI statutory requirements of SOE-required courses.

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 courses for all teacher education programs

The following courses are required and may also fulfill Core General Education Requirements (CGER). Individual programs may have additional required courses that may satisfy CGER, as specified on the appropriate program catalog page.

Code	Title	Credits
ENG 110	College Writing II [1,2]	
Satisfies Wis. Admin. Code § PI 34.021(1)(a) requirement: Communication Skills		
CST 110	Communicating Effectively [1,3]	
Satisfies Wis. Admin. Code § PI 34.021(1)(a) requirement: Communication Skills		
EDS 206	Society and Schools [4]	
Satisfies Wis. Admin. Code § PI 34.022(3) requirement: Equity & Minority Group Relations		
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	Foundations of Education [5]	
Satisfies Wis. Admin. Code § PI 34.022(3) requirement: Equity & Minority Group Relations		

1. Must earn a grade of "C" or better to satisfy this requirement.
2. May also satisfy CGER - Communication & Literacy: Written Literacy (CGER CL-WL).
3. May also satisfy CGER - Communication & Literacy: Spoken Literacy (CGER CL-SL).
4. May also satisfy CGER - Civics & Perspectives: Communities of the United States (CGER CP-CU).
5. May also satisfy CGER - Social & Behavioral Science: Social & Behavioral Studies (CGER SBS-BS).

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 SOE.

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/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 faculty or staff member will discuss the referral with the candidate and provide him/her with a copy of the referral form via email.
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 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.
   b. 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/tepdl/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-experience/frequently-asked-questions/#tab-70829) 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-experience/handbooks/sthandbook/) 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. 629) 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/our-commitments/studentteachingopportunities/) 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-experience/handbooks/) 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 Wisconsin Teacher 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 Wisconsin Teacher 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-experience/handbooks/sthandbook/#tm-375165) 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. 70) 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/tepdl/licensing/). When all certification requirements are satisfactorily completed, the Academic Services Director/Teacher Certification Officer will upload program completer 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/tepdl/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
Educational Studies Department (https://www.uwlax.edu/academics/department/educational-studies/)
Department Chair: Heather Linville
335 Morris Hall; 608.785.8142
Email: hlinville@uwlax.edu

Early Childhood Education (birth-grade 3) and Special Education (birth-grade 3) Program
Director: Val Krage
Email: vkrage@uwlax.edu (aepstein@uwlax.edu)

Elementary/Middle Education (grades K-9) Program
Director: Matthew McParker
Email: mmcparker@uwlax.edu

Elementary/Middle Education (grades K-9) and French Education (grades K-12) Program
Elementary/Middle Education (grades K-9) and Spanish Education (grades K-12) Program
Director: Kimberly Morris
Email: kmorris2@uwlax.edu

Elementary/Middle Education (grades K-9) and Special Education (grades K-12) Program
Director: Lema Kabashi
Email: lkabashi@uwlax.edu

Elementary/Middle Education (grades K-9) and TESOL (grades K-12) Program

Director: Heather Linville
Email: hlinville@uwlax.edu (wchen@uwlax.edu)

Educational Studies Department main office
335 Morris Hall; 608.785.8151
Email: edstudies@uwlax.edu

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 Educational Studies Department (EDS) 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. EDS 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 Education, Special Education, and Teaching English to Speakers of Other Languages (TESOL).

2026-27 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

Yuko Iwai

Lema Kabashi

Heather Linville

Associate Professor

James (Jim) Carlson

Wen-Chiang (Rita) Chen

Matthew (Matt) McParker

Amy Lein

Assistant Professor

Rosalie (Rosie) DeFino

Abby Hardy

Valerie (Val) Krage

Emily Miller

Jesse Mossholder

Mariah Pfundheller

Charlotte Roberts

Denise Rueter

Joe Spurlock

Jackie Viotto

Assistant Teaching Professor

Tracie Bosch

Jennifer Pierce

Lecturer

Diane Block

Megan Burke

Janet Koll

Jodie Novak

Caryn Peterson

McKenzie Rabenn

Jenny Ruetten

Julie Welch

Administrative Support

Tracie Banning

Majors

- Early childhood education (birth-grade 3) and special education (birth-grade 3) major - BS (p. 634) *(dual licensure)*
- Elementary/middle education (grades K-9) major - BS (p. 637)
- Elementary/middle education (grades K-9) and French education (grades K-12) major - BS (p. 640) *(dual licensure)*
- Elementary/middle education (grades K-9) and Spanish education (grades K-12) major - BS (p. 644) *(dual licensure)*
- Elementary/middle education (grades K-9) and special education (grades K-12) major - BS (p. 648) *(dual licensure)*
- Elementary/middle education (grades K-9) and teaching English to speakers of other languages (grades K-12) major - BS (p. 651) *(dual licensure)*

Minor

- Teaching English to speakers of other languages minor (p. 655) *(does not lead to teaching license)*

Microcredential

- Teaching English to speakers of other languages microcredential (p. 656) *(does not lead to teacher licensure)*

Early Childhood Education (birth-gr 3) & Special Education (birth-gr 3) Major – Bachelor of Science

Teachers have a positive and profound impact on future generations unlike any other profession. The **Early Childhood Education and Special Education (ECE/SPE) Program** prepares educators and future leaders of our global society to teach the core subjects (literacy, math, science, and social studies) to young learners (birth through grade 3) including those with identified special education needs. Through this rigorous education program, teacher candidates learn how to reach all students with relevant curriculum, utilizing strategies that are geared toward young learners' innate curiosity about the world around them. We collaborate with K-12 schools and early childhood centers to provide multiple practical experiences in classrooms where our teacher candidates learn to differentiate teaching approaches with the end goal of honoring the individuality of all students. Graduates of this program are confident, reflective practitioners who value academically rigorous teaching for all and who continuously improve their skills in response to best practices.

Major requirements

Completion of the Early Childhood - 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 license(s):

- Early Childhood - Regular Education, birth - grade 3 (2088), and
- Early Childhood - Special Education, birth - grade 3 (1809).

Students in all teacher education programs must satisfy the School of Education (SOE) core requirements (p. 629).

Students in all teacher education programs must be admitted to the School of Education (https://www.uwlax.edu/soe/undergrad/admission-to-soe/) 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) and early childhood education and special education (birth - grade 3) must meet specific program admission criteria (p. 624).

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/).

Grade of "C" or better requirement

All courses required in the Early Childhood Education Program with ECE, EDS, SPE, and TSL prefixes must be passed with a minimum grade of "C" or better.

Curriculum

The Early Childhood Education Program is aligned with Wisconsin Teacher Standards (WTS) and the National Association for the Education of Young Children (NAEYC) Standards.

Program requirement courses that may also fulfill Core General Education Requirements (CGER) (26 credits)

Code	Title	Credits
EDS 203	Foundations of Education [1, 2, 3]	3
EDS 206	Society and Schools [1, 2, 4]	3
EDS 309	Global Perspectives in Education [5]	3
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [1, 6]	2
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [1, 6]	2
HIS 110	World History [7]	3
GEO 200	Conservation of Global Environments [8]	3
Select one physical science course [9]		4
CHM 103	General Chemistry I	
GEO 101	Earth Environments	
PHY 103	Fundamental Physics I	
PHY 106	Physical Science for Educators (recommended)	
PHY 155	Solar System Astronomy	
PHY 160	Stars, Galaxies and the Universe	
PHY 203	General Physics I	
Select one English literature course [10]		3
ENG 200	Literature and Human Experience	
ENG 201	American Literature before 1865	
ENG 202	American Literature after 1865	
ENG 203	British Literature before 1800	
ENG 204	British Literature after 1800	
ENG 205	Western Literature before 1700	
ENG 206	Western Literature after 1700	
Total Credits		**26**

1. Must pass all ECE, EDS, SPE, and TSL courses with a grade of "C" or better.
2. Satisfies an SOE core requirement.
3. May also satisfy CGER - Social & Behavioral Science: Social & Behavioral Studies (CGER SBS-BS).
4. May also satisfy CGER - Civics & Perspectives: Communities of the United States (CGER CP-CU).
5. May also satisfy CGER - Civics & Perspectives: Cultures of Our World (CGER CP-CW).
6. May also satisfy CGER - Mathematics & Quantitative Reasoning: Quantitative Reasoning (CGER MQR-QR).
7. May also satisfy CGER - Humanities & Arts: Pasts that Define Us (CGER HA-PDU).
8. May also satisfy CGER - Natural Science & Wellness: Mind, Body, & Planet (CGER NSW-MBP).
9. May also satisfy CGER - Natural Science & Wellness: Experiential Science (CGER NSWL-ES).
10. May also satisfy CGER - Communication & Literacy: Stories We Tell (CGER CL-SWT).

Courses not requiring admission to the School of Education (27 credits) [1]

Code	Title	Credits
ECE 216	Child Development Birth Though Age 8 (Child Development)	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
SPE 200	Foundations of Special Education [2]	3
TSL 250	Educating Multilingual Learners	3
EDS 308	Foundations of Literacy	3
EDS 311	Curriculum and Pedagogy: Elementary/Middle Education	3
EDS 318	Literacy Methods I	3
Total Credits		**27**

Courses requiring admission to the School of Education (54 credits)

Code	Title	Credits
SPE 300	Designing Sustainable Inclusive Classrooms [1]	3
ECE 435	Creative Arts and Play in ECE [1]	3
ECE 342	Emergent Literacy and Language Development in Young Children [1]	3
ECE 424	Curriculum and Assessment for Preschool-Kindergarten [2]	3
ECE 460	School, Family and Community Partnerships [1, 2]	3
Field I block courses (must be taken concurrently) [1]		
ECE 413	Teaching Social Studies: Early Childhood/Elementary Education	3

ECE 415	Field Experience I in Early Childhood Education: Grades K-3 [2]	3
ECE 418	Literacy Methods II: Early Childhood/Elementary Education	3
ECE special education field block courses (must be taken concurrently) [1]		
ECE 428	Intervention and Assessment for Children Birth through Age 3	3
ECE 445	Early Childhood Special Education Field Experience	3
Field II block courses (must be taken concurrently) [1, 2]		
ECE 421	Science Methods: Early Childhood/Elementary Education	3
ECE 422	Mathematics Methods: Early Childhood/ Elementary Education	3
ECE 426	Intervention and Assessment for Children PreK through Grade 3	3
ECE 455	Field Experience II in Early Childhood Education: Birth-Kindergarten	3
Student teaching semester		
Demonstrate content knowledge through benchmark assessment prior to student teaching [11]		
EDS 492	Student Teaching Seminar [2]	1
One of the following: [2]		11
EDS 490	Student Teaching: Early Childhood Education (birth-grade 3)	
EDS 495	Teaching Internship	
Total Credits		**54**

[11] Must complete all course requirements and benchmarks prior to student teaching. See SOE's benchmark assessments (https://www.uwlax.edu/soe/undergrad/benchmark-assessments/) website for information about these assessments. For more information on student teaching, 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. 622) catalog page.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- School of Education requirements (p. 622)
- Baccalaureate degree requirements (p. 636)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
EDS 203 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	EDS 206 (CGER CP-CU Civics & Perspective: Communities of the United States)	3
GEO 200 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3	English Literature (see list CGER CL-SWT Communication & Literacy: Stories We Tell)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	Physical Science (CGER NSWL-ES Natural Science & Wellness: Experiential Science)[1]	4
HIS 110 (CGER HA-PDU Humanities & Arts: Pasts that Define Us)	3	MTH 116 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	2
MTH 115 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	2		
	16		**15**

Year 2			
Fall	**Credits**	**Spring**	**Credits**
ECE 216	3	EDS 311	3
EDS 308	3	EDS 318	3
EDS 309 (CGER CP-CW Civics & Perspective: Cultures of Our World)	3	ECE 330	3
SPE 200	3	ECE 335	3
TSL 250	3	ECE 342	3
		Apply for admission to School of Education[3]	
		Apply for Field I[4]	
	15		**15**

Year 3			
Fall	**Credits**	**Spring**	**Credits**
ECE 413	3	ECE 426	3
ECE 415	3	ECE 428	3
ECE 418	3	ECE 445	3
ECE 424	3	ECE 435	3
SPE 300	3	CGER HA-AA	3
Apply for SPE Field or Field Experience II[4]		Apply for Field Experience II or SPE Field[4]	
		Apply for Student Teaching[5]	
	15		**15**

Year 4			
Fall	**Credits**	**Spring**	**Credits**
ECE 316	3	All course requirements and other benchmarks must be completed prior to student teaching.[6]	
ECE 421	3	EDS 492	1
ECE 422	3	EDS 490	11
ECE 455	3		
ECE 460	3		
University Elective	2		
	17		**12**

Total Credits: 120

1. PHY 106 Physical Science for Educators (4 cr.) is recommended.
2. PH 207 Youth Health Issues (3 cr.) is recommended.
3. See the SOE admissions website (https://www.uwlax.edu/soe/undergrad/admission-to-soe/) for complete admission and application details. Students are required to complete a criminal background check (p. 628) at the time of application for admission.
4. Students applying for field and student teaching placements will be asked to disclose any criminal charges (p. 632).
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 Internships Policy (p. 632).

Elementary/Middle Education Major (Grades K-9) - Bachelor of Science (BS)

Teachers have a positive and profound impact on future generations unlike any other profession. The **Elementary/Middle Education (EME) Program** prepares educators and future leaders of our global society to teach learners in kindergarten through grade 9. Grounded in the core subjects (literacy, math, science, and social studies), future teachers learn to reach all students with curriculum relevant to their lives and utilize developmentally appropriate strategies. We collaborate with K-12 school partners to provide multiple practical experiences in classrooms where our teacher candidates learn to differentiate teaching approaches with the end goal of honoring the individuality of all students. Graduates of this program are confident, reflective practitioners who value academically rigorous teaching for all and who continuously improve their skills in response to best practices.

Teacher candidates in the EME program may choose a pathway to an additional license in one of the following high-demand areas: special education, teaching English to speakers of other languages (TESOL), world language education (Spanish or French).

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. 629).

Students in all teacher education programs must be admitted to the School of Education (https://www.uwlax.edu/soe/undergrad/admission-to-soe/) 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. 624).

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/).

Grade of "C" or better requirement

All courses required in the Elementary/Middle Education with EDS, SPE, and TSL prefixes must be passed with a minimum grade of "C" or better.

Curriculum

The Elementary/Middle Education Program is aligned with Wisconsin Teacher Standards (WTS) and the national CAEP (elementary) and AMLE (middle-level) Standards.

Program requirement courses that may also fulfill Core General Education Requirements (CGER) (32 credits)

Code	Title	Credits
EDS 203	Foundations of Education [1, 2, 3]	3
EDS 206	Society and Schools [1, 2, 4]	3
EDS 309	Global Perspectives in Education [5]	3
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [6]	2
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [6]	2
HIS 110	World History [7]	3
GEO 200	Conservation of Global Environments [8]	3
ART 302	Visual Language in the Global Classroom [9]	3
Select one health course [10]		3
PH 207	Youth Health Issues (recommended)	
HPR 105	Creating A Healthy, Active Lifestyle	
MIND 110	Introduction to Mindfulness	
REC 150	Leisure, Quality of Life, and Well Being	
Select one physical science course [11]		4
CHM 103	General Chemistry I	
GEO 101	Earth Environments	
PHY 103	Fundamental Physics I	
PHY 106	Physical Science for Educators (recommended)	
PHY 155	Solar System Astronomy	
PHY 160	Stars, Galaxies and the Universe	
PHY 203	General Physics I	
Select one English literature course [12]		3
ENG 200	Literature and Human Experience	
ENG 201	American Literature before 1865	
ENG 202	American Literature after 1865	
ENG 203	British Literature before 1800	
ENG 204	British Literature after 1800	
ENG 205	Western Literature before 1700	
ENG 206	Western Literature after 1700	
Total Credits		**32**

1. Must pass all EDS, SPE, and TSL courses with a grade of "C" or better.
2. Satisfies an SOE core requirement.
3. May also satisfy CGER - Social & Behavioral Science: Social & Behavioral Studies (CGER SBS-BS).
4. May also satisfy CGER - Civics & Perspectives: Communities of the United States (CGER CP-CU).
5. May also satisfy CGER - Civics & Perspectives: Cultures of Our World (CGER CP-CW).
6. May also satisfy CGER - Mathematics & Quantitative Reasoning: Quantitative Reasonsing (CGER MQR-QR).
7. May also satisfy CGER - Humanities & Arts: The Pasts That Define Us (CGER HA-PDU).
8. May also satisfy CGER - Natural Science & Wellness: Mind, Body & Planet (CGER NSW-MBP).
9. May also satisfy CGER - Humanities & Arts: Arts & Aesthetics (CGER HA-AA).
10. May also satisfy CGER - Natural Science & Wellness: Mind, Body, & Planet (CGER NSW-MBP).
11. May also satisfy CGER - Natural Science & Wellness: Experiential Science (CGER NSW-ES).
12. May also satisfy CGER - Communication & Literacy: The Stories We Tell (CGER CL-SWT).

Courses not requiring admission to the School of Education (29 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
MTH 215	Mathematics for Middle School Teachers I	2
MTH 216	Mathematics for Middle School Teachers II	2
PSY 212	Lifespan Development [2]	3
SPE 200	Foundations of Special Education	3
TSL 250	Educating Multilingual Learners [1]	3
Choose one biological science		4
BIO 100	Biology for the Informed Citizen	
BIO 105	General Biology	
MIC 100	Microbes and Society	
Select one of the following:		3
POL 101	American National Government	
POL 102	State and Local Government	
Total Credits		**29**

Courses requiring admission to the School of Education (36 credits)

Code	Title	Credits
SPE 300	Designing Sustainable Inclusive Classrooms [1]	3
Field I block courses (must be taken concurrently) [1, 2]		
EDS 402	Field Experience I: Elementary Level	3
EDS 413	Social Studies Methods	3
EDS 418	Literacy Methods II	3
Field II block courses (must be taken concurrently) [1]		
EDS 421	Science Methods [2]	3
EDS 422	Mathematics Methods [2]	3
EDS 446	Field Experience II: Middle Level [2]	3
EDS 452	Philosophy and Curriculum for Young Adolescent Learners	3
Student teaching semester		
Demonstrate content knowledge through benchmark assessment prior to student teaching [13]		
EDS 492	Student Teaching Seminar [2]	1
One of the following: [2]		11
EDS 491	Student Teaching: Elementary/Middle Education (K-9)	
EDS 495	Teaching Internship	
Total Credits		**36**

[13] Must complete all course requirements and benchmarks prior to student teaching. See SOE's benchmark assessments (https://www.uwlax.edu/soe/undergrad/benchmark-assessments/) website for information about these assessments. For more information on student teaching, 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. 622) catalog page.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- School of Education requirements (p. 622)
- Baccalaureate degree requirements (p. 639)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success

(UWL 100, 2 cr.) or 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 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	EDS 206 (CGER CP-CU Civics & Perspective: Communities of the United States)	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	MTH 116 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	2
MTH 115 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	2	GEO 200 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3
HIS 110 (CGER HA-PDU Humanities & Arts: Pasts that Define Us)	3	English Literature (see list CGER CL-SWT Communication & Literacy: Stories We Tell)	3
University Elective	2	TSL 250	3
	15		**17**

Year 2

Fall	Credits	Spring	Credits
EDS 309	3	EDS 308	3
EDS 311	3	SPE 200	3
PSY 212	3	MTH 216	2
POL 101 or 102	3	Physical Science (CGER NSWL-ES Natural Science & Wellness: Experiential Science)[2]	4
MTH 215	2	University Elective	3
Health Course (see list)[1]	3		
	17		**15**

Year 3

Fall	Credits	Spring	Credits
ART 302 (CGER HA-AA Arts and Aesthetics)	3	SPE 300	3
Biological Science (see list)[4]	4	EDS 402	3
EDS 318	3	EDS 413	3
University Elective	4	EDS 418	3
Apply for School of Education		University Elective	3
Apply for Field Experience I[5]		Apply for Field Experience II[5]	
		Apply for Student Teaching[6]	
	14		**15**

Year 4

Fall	Credits	Spring	Credits
EDS 421	3	All course requirements and other benchmarks must be completed prior to student teaching.[7]	
EDS 422	3	EDS 492	1
EDS 452	3	EDS 491	11
EDS 446	3		
University Elective	3		
	15		**12**

Total Credits: 120

1. PH 207 Youth Health Issues (3 cr.) is recommended.
2. BIO 100 Biology for the Informed Citizen (4 cr.) 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. PHY 106 Physical Science for Educators (4 cr.) is recommended.
5. 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).
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. 632).

Elementary/Middle Education (K-9) and French Education (K-12) Major - Bachelor of Science (BS)

Teachers have a positive and profound impact on future generations unlike any other profession. The **Elementary/Middle Education and French Education (EME/FRE) Program** prepares educators and future leaders of our global society to teach the core subjects (literacy, math, science, and social studies) to kindergarten through grade 9 learners and French to kindergarten through grade 12 learners. Future teachers, including those who are interested in teaching at an immersion or bilingual school, will learn to reach all students with relevant curriculum, utilizing strategies that are developmentally appropriate for each age, and follow the theories of second language acquisition. We collaborate with public school partners to provide multiple practical experiences in classrooms where our teacher candidates learn to differentiate teaching approaches with the end goal of honoring the individuality of all students. Graduates of this program are confident, reflective practitioners who value academically rigorous teaching for all and who continuously improve their abilities in response to best practices.

The EME/FRE program requires a French minor, an immersion experience, and a minimum language proficiency level. Teacher candidates may earn retroactive credits (p. 185) in French by placing into 200 or 300-level French courses.

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 Education, grades K-9 (2088) and
- French Education, grades K-12 (1355).

Students in all teacher education programs must satisfy the School of Education (SOE) core requirements (p. 629).

Student in all teacher education programs must be admitted to the School of Education (https://www.uwlax.edu/soe/undergrad/admission-to-soe/) 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 (graded K-12) must meet specific program admission criteria (p. 624).

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/).

Grade of "C" or better requirement

All courses required in the Elementary/Middle Education and French Education Program with EDS, SPE, and TSL prefixes must be passed with a minimum grade of "C" or better.

Beginning language proficiency

All students with French language on their transcripts and/or prior experience in French must take the Universities of Wisconsin 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 Wisconsin Teacher Standards (WTS), 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 Education, grades K-12 (1355) teaching license.

Program requirement courses that may also fulfill Core General Education Requirements (CGER) (32 credits)

Code	Title	Credits
EDS 203	Foundations of Education [1, 2, 3]	3
EDS 206	Society and Schools [1, 2, 4]	3
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [5]	2
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [5]	2
HIS 110	World History [6]	3
GEO 200	Conservation of Global Environments [7]	3
ART 302	Visual Language in the Global Classroom [8]	3
FRE 202	French Language and Cultures in Action II [9]	3
Select one physical science course [10]		4
CHM 103	General Chemistry I	
GEO 101	Earth Environments	
PHY 103	Fundamental Physics I	
PHY 106	Physical Science for Educators (recommended)	
PHY 155	Solar System Astronomy	
PHY 160	Stars, Galaxies and the Universe	
PHY 203	General Physics I	
Select one English literature course [11]		3
ENG 200	Literature and Human Experience	
ENG 201	American Literature before 1865	
ENG 202	American Literature after 1865	
ENG 203	British Literature before 1800	
ENG 204	British Literature after 1800	
ENG 205	Western Literature before 1700	
ENG 206	Western Literature after 1700	
Select one health course [12]		3
PH 207	Youth Health Issues (recommended)	
HPR 105	Creating A Healthy, Active Lifestyle	
MIND 110	Introduction to Mindfulness	
REC 150	Leisure, Quality of Life, and Well Being	
Total Credits		**32**

1. Must pass all EDS, SPE, and TSL courses with a grade of "C" or better.
2. Satisfies SOE Core requirement
3. May also satisfy CGER - Social and Behavioral Science: Social and Behavioral Studies (CGER SBS-BS).
4. May also satisfy CGER - Civics & Perspectives: Communities of the United States (CGER CP-CU).
5. May also satisfy CGER - Mathematics & Quantitative Reasoning: Quantitative Reasoning (CGER MQR-QR).
6. May also satisfy CGER - Humanities & Arts: The Pasts That Define Us (CGER HA-PDU).
7. May also satisfy CGER - Natural Science & Wellness: Mind, Body, & Planet (CGER NSW-MBP).
8. May also satisfy CGER - Humanities & Arts: Arts & Aesthetics (CGER HA-AA).
9. May also satisfy CGER - Civics & Perspectives: The Cultures of Our World (CGER CP-CW). Course required in French minor.
10. May also satisfy CGER - Natural Science & Wellness: Experiential Science (CGER NSWL-ES).
11. May also satisfy CGER - Communication & Literacy: The Stories We Tell (CGER CL-SWT).
12. May also satisfy CGER - Natural Science & Wellness: Mind, Body, & Planet (CGER NSW-MBP).

Courses not requiring admission to the School of Education (41 credits) [1]

Elementary/middle education and French education majors must complete the following additional content courses to meet accreditation standards and/or WI statutory requirements.

Code	Title	Credits
EDS 308	Foundations of Literacy	3
EDS 311	Curriculum and Pedagogy: Elementary/Middle Education	3
EDS 318	Literacy Methods I	3
MTH 215	Mathematics for Middle School Teachers I	2
MTH 216	Mathematics for Middle School Teachers II	2
PSY 212	Lifespan Development [2]	3
SPE 200	Foundations of Special Education	3
TSL 250	Educating Multilingual Learners [1]	3

TSL 345	Intercultural Interactions	3
Select one biological science course		4
BIO 100	Biology for the Informed Citizen	
BIO 105	General Biology	
MIC 100	Microbes and Society	
POL 101	American National Government	3
or POL 102	State and Local Government	
FRE 320	Global French Cultures: Past, Present, and Future [13]	3
FRE 337	French 3.0: Focus on Science and Technology [13]	3
French electives [13]		**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		**41**

Courses requiring admission to the School of Education (45 credits)

Code	Title	Credits
SPE 300	Designing Sustainable Inclusive Classrooms [1]	3
Field I block courses (must be taken concurrently) [1, 2]		
EDS 402	Field Experience I: Elementary Level [14]	3
EDS 413	Social Studies Methods	3
EDS 418	Literacy Methods II	3
Field II block courses (must be taken concurrently) [1, 2]		
EDS 446	Field Experience II: Middle Level [14]	3
EDS 421	Science Methods	3
EDS 422	Mathematics Methods	3
EDS 452	Philosophy and Curriculum for Young Adolescent Learners	3
World language education courses		
GCL 310	Theories and Research in Second Language Acquisition	3
GCL 400	Teaching World Languages: Methods and Approaches [2]	3
GCL 420	Teaching World Languages: Design and Application [2, 15]	3
Student teaching semester		
Demonstrate content knowledge through benchmark assessment prior to student teaching [16]		
EDS 492	Student Teaching Seminar [2]	1
A combination of the following: [2]		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		**45**

[13] Credits taken to satisfy another requirement in this major cannot be used to meet French minor requirements.

[14] Field experience will be blended between regular education (elementary or middle) and French education.

[15] Includes experience with high school (grades 9-12) lesson planning and observations.

[16] Must complete all course requirements and benchmarks prior to student teaching. See SOE's benchmark assessments (https://www.uwlax.edu/soe/undergrad/benchmark-assessments/) website for information about these assessments. For more information on student teaching, 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" or better rating on the American Council Teaching of Foreign Languages Oral Proficiency test (ACTFL-OPIc) and
2. Demonstrate proficiency with an "Intermediate High" or better 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. 622) catalog page.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- School of Education requirements (p. 622)
- Baccalaureate degree requirements (p. 642)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.

3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	EDS 206 (CGER CP-CU Civics & Perspective: Communities of the United States)	3
CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
MTH 115 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	2	MTH 116 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	2
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	GEO 200 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3
HIS 110 (CGER HA-PDU Humanities & Arts: Pasts that Define Us)	3	Engish literature (see list CGER CL-SWT Communication & Literacy: Stories We Tell)	3
FRE 300[1]	3	FRE 301	3
	16		**17**

Year 2

Fall	Credits	Spring	Credits
EDS 308	3	SPE 200	3
EDS 311	3	EDS 318	3
PSY 212	3	MTH 215	2
FRE 307	3	ART 302 (CGER HA-AA Arts and Aesthetics)	3
TSL 250	3	Biological Science (select from Experiential Science list)[2]	4
		FRE Elective	3
		Apply for admission to School of Education[3]	
	15		**18**

Year 3					
Fall	**Credits**	**Spring**	**Credits**	**Summer**	**Credits**
MTH 216	2	FRE 337	3	Study Abroad Semester (Transfer Electives)[7]	
FRE 320	3	TSL 345	3	FRE Culture Category	3
GCL 310	3	Health Course (see list)[5]	3	FRE Elective	3
Physical Science (CGER NSWL-ES Natural Science & Wellness: Experiential Science)[4]	4	FRE Electives	6	FRE Elective	3
POL 101	3	Apply for Field Experience I[6]			
	15		**15**		**9**

Year 4			
Fall	**Credits**	**Spring**	**Credits**
SPE 300	3	EDS 421	3
EDS 402	3	EDS 422	3
EDS 413	3	EDS 452	3
EDS 418	3	EDS 446	3
GCL 400	3	GCL 420	3
Apply for Field Experience II[6]			
Apply for Student Teaching[8]			
	15		**15**

Additional year	
Fall	**Credits**
All course requirements and other benchmarks must be completed prior to student teaching.[9]	
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. Students who place into a French course at the 300-level and earn a grade of "B" or better will receive 12 retroactive credits. Students earning retroactive credits in French may count up to three credits towards the CGER CP-CW Cultures of Our World.
2. BIO 100 Biology for the Informed Citizen (4 cr.) is recommended.
3. 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. 628) at the time of application for admission.
4. PHY 106 Physical Science for Educators (4 cr.) is recommended.
5. PH 207 Youth Health Issues (3 cr.) is recommended.
6. Students applying for field and student teaching placements will be asked to disclose any criminal charges (p. 632).
7. The summer Direct Enroll Program (at the Université de Caen Normandie) only allows students to transfer 6 FRE credits as it runs only for 5 weeks. To earn the 9 credits, students will have to choose a different study abroad program that is longer.
8. 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.
9. For more information, please see the Student Teaching and Internship Policy (p. 632).

Elementary/Middle Education (K-9) and Spanish Education (K-12) Major - Bachelor of Science (BS)

Teachers have a positive and profound impact on future generations unlike any other profession. The **Elementary/Middle Education and Spanish Education (EME/SPA) Program** prepares educators and future leaders of our global society to teach the core subjects (literacy, math, science, and social studies) to kindergarten through grade 9 learners and Spanish to kindergarten through grade 12 learners. Future teachers, including those who are interested in teaching at an immersion or bilingual school, will learn to reach all students with relevant curriculum, utilizing strategies that are developmentally appropriate for each age, and follow second language acquisition theories. We collaborate with public school partners to provide multiple practical experiences in classrooms where our teacher candidates learn to differentiate teaching approaches with the end goal of honoring the individuality of all students. Graduates of this program are confident, reflective practitioners who value academically rigorous teaching for all, and who continuously improve their skills in response to best practices.

The EME/SPA program requires a Spanish minor, an immersion experience, and a minimum language proficiency level. Teacher candidates may earn retroactive credits (p. 185) in Spanish by placing into 200- or 300-level Spanish courses.

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 Education, grades K-9 (2088) and
- Spanish Education, grades K-12 (1365).

Students in all teacher education programs must satisfy the School of Education (SOE) core requirements (p. 629).

Students in all teacher education programs must be admitted to the School of Education (https://www.uwlax.edu/soe/undergrad/admission-to-soe/) 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. 624).

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/).

Grade of "C" or better requirement

All courses required in the Elementary/Middle Education and Spanish Education Program with EDS, SPE, and TSL prefixes must be passed with a minimum grade of "C" or better.

Beginning language proficiency

All students with Spanish language on their transcripts and/or prior experience in Spanish must take the Universities of Wisconsin 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 Wisconsin Teacher Standards (WTS), 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 Education, grades K-12 (1365) teaching license.

Program requirement courses that may also fulfill Core General Education Requirements (CGER) (33 credits)

Code	Title	Credits
EDS 203	Foundations of Education [1, 2, 3]	3
EDS 206	Society and Schools [1, 2, 4]	3
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [5]	2
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [5]	2
HIS 110	World History [6]	3
GEO 200	Conservation of Global Environments [7]	3
ART 302	Visual Language in the Global Classroom [8]	3
SPA 202	Spanish Language and Cultures in Action II [9]	4
Select one physical science course [10]		4
CHM 103	General Chemistry I	
GEO 101	Earth Environments	
PHY 103	Fundamental Physics I	
PHY 106	Physical Science for Educators (recommended)	
PHY 155	Solar System Astronomy	
PHY 160	Stars, Galaxies and the Universe	
PHY 203	General Physics I	
Select one English literature course [11]		3
ENG 200	Literature and Human Experience	
ENG 201	American Literature before 1865	
ENG 202	American Literature after 1865	
ENG 203	British Literature before 1800	
ENG 204	British Literature after 1800	
ENG 205	Western Literature before 1700	
ENG 206	Western Literature after 1700	
Select one health course [7]		3
PH 207	Youth Health Issues (recommended)	
HPR 105	Creating A Healthy, Active Lifestyle	
MIND 110	Introduction to Mindfulness	
REC 150	Leisure, Quality of Life, and Well Being	
Total Credits		**33**

1. Must pass all EDS, SPE, and TSL courses with a grade of "C" or better.
2. Satisfies an SOE requirement.
3. May also satisfy CGER - Social and Behavioral Science: Social and Behavioral Studies (CGER SBS-BS).
4. May also satisfy CGER - Civics & Perspectives: Communities of the United States (CGER CP-CU).
5. May also satisfy CGER - Mathematics & Quantitative Reasoning: Quantitative Reasoning (CGER MQR-QR).
6. May also satisfy CGER - Humanities & Arts: The Pasts That Define Us (CGER HA-PDU).
7. May also satisfy CGER - Natural Science & Wellness: Mind, Body, & Planet (CGER NSW-MBP).
8. May also satisfy CGER - Humanities & Arts: Arts & Aesthetics (CGER HA-AA).
9. May also satisfy CGER - Civics & Perspectives: The Cultures of Our World (CGER CP-CW). Course required in Spanish minor.
10. May also satisfy CGER - Natural Science & Wellness: Experiential Science (CGER NSWL-ES).
11. May also satisfy CGER - Communication & Literacy: The Stories We Tell (CGER CL-SWT).

Courses not requiring admission to the School of Education(41 credits)[1]

Elementary/middle education and Spanish education majors must complete the following additional content courses to meet accreditation standards and/or WI statutory requirements.

Code	Title	Credits
EDS 308	Foundations of Literacy	3
EDS 311	Curriculum and Pedagogy: Elementary/Middle Education	3
EDS 318	Literacy Methods I	3
MTH 215	Mathematics for Middle School Teachers I [1]	2
MTH 216	Mathematics for Middle School Teachers II [1]	2
PSY 212	Lifespan Development [2]	3
SPE 200	Foundations of Special Education	3
TSL 250	Educating Multilingual Learners [1]	3
TSL 345	Intercultural Interactions	3
Select Biological science course from this list		4
BIO 100	Biology for the Informed Citizen	
BIO 105	General Biology	
MIC 100	Microbes and Society	
Select one of the following:		3
POL 101	American National Government	
POL 102	State and Local Government	
Spanish content courses: Identities and perspectives [12]		
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 [12]		**3**
Select one of the following:		
SPA 403	Studies in Hispanic Literature	
SPA 443	Studies in Hispanic Linguistics	
Total Credits		**41**

Courses requiring admission to the School of Education (45 credits)

Code	Title	Credits
SPE 300	Designing Sustainable Inclusive Classrooms [1]	3
Field I block courses (must be taken concurrently) [1, 2]		
EDS 402	Field Experience I: Elementary Level [13]	3
EDS 413	Social Studies Methods	3
EDS 418	Literacy Methods II	3
Field II block courses (must be taken concurrently) [1, 2]		
EDS 421	Science Methods	3
EDS 422	Mathematics Methods	3
EDS 446	Field Experience II: Middle Level [13]	3
EDS 452	Philosophy and Curriculum for Young Adolescent Learners	3
World language education courses		
GCL 310	Theories and Research in Second Language Acquisition	3
GCL 400	Teaching World Languages: Methods and Approaches [2]	3
GCL 420	Teaching World Languages: Design and Application [2, 14]	3
Student teaching semester		
Demonstrate content knowledge through benchmark assessment prior to student teaching [15]		
EDS 492	Student Teaching Seminar [2]	1
A combination of the following: [2]		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		**45**

[12] 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.

[13] Field experience will be blended between regular education (elementary or middle) and Spanish education.

[14] Includes experience with high school (grades 9-12) lesson planning and observations.

[15] Must complete all course requirements and benchmarks prior to student teaching. See SOE's benchmark assessments (https://www.uwlax.edu/soe/undergrad/benchmark-assessments/) website for information about these assessments. For more information on student teaching, please see the Student Teaching and Internship Policy (p. 632).

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" or better rating on the American Council Teaching of Foreign Languages Oral Proficiency test in Spanish (ACTFL-OPIc) and
2. Demonstrate proficiency with an "Intermediate High" or better 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. 622) catalog page.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- School of Education requirements (p. 622)
- Baccalaureate degree requirements (p. 646)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.

5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CL-WL Communication & Literacy: Written Literacy)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
EDS 203 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	EDS 206 (CGER CP-CU Civics & Perspective: Communities of the United States)	3
MTH 115 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	2	MTH 116 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	2
HIS 110 (CGER HA-PDU Humanities & Arts: Pasts that Define Us)	3	GEO 200 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	English literature (see list CGER CL-SWT Communication & Literacy: Stories We Tell)	3
SPA Level 3 Course: Communities-Oral Proficiency[1]	3	SPA Level 3 Course: Communities-Writing Proficiency	3
	16		**17**

Year 2

Fall	Credits	Spring	Credits
EDS 308	3	SPE 200	3
EDS 311	3	EDS 318	3
PSY 212	3	MTH 215	2
POL 101 or 102	3	SPA Level 3 Course: Communities-Writing Proficiency (not already used)	3
TSL 250	3	Biological Science (from Experiential Science list)[2]	4
SPA Level 3 Course: Communities-Oral Proficiency (not already used)	3	Apply for admission to School of Education[3]	
	18		**15**

Year 3

Fall	Credits	Spring	Credits	Summer	Credits
MTH 216	2	SPA 403	3	Study Abroad Semester (Transfer Courses)	
GCL 310	3	ART 302 (CGER HA-AA Humanities & Arts: Arts & Aesthetics)	3	SPA 443	3
TSL 345	3	SPA Level 4 Course: Identities and Perspectives (not already used)	3	SPA Level 4 Course: Identities and Perspectives Course (not already used)	3
SPA Level 4 Course: Identities and Perspectives	3	SPA Level 4 Course: Identities and Perspectives (not already used)	3		
Physical Science (CGER NSWL-ES Natural Science & Wellness: Experiential Science)[4]	4	Health Course (see list)[5]	3		
		Apply for Field Experience I[6]			
	15		**15**		**6**

Year 4

Fall	Credits	Spring	Credits
SPE 300	3	EDS 421	3
EDS 402	3	EDS 422	3
EDS 413	3	EDS 452	3
EDS 418	3	EDS 446	3
GCL 400	3	GCL 420	3
SPA Level 4 Course: Identities and Perspectives (not already used)	3		
Apply for Field Experience II[6]			
Apply for Student Teaching[7]			
	18		**15**

Additional year

Fall	Credits
All course requirements and other benchmarks must be completed prior to student teaching.[8]	
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 a SPA 300-level course. Students earning retroactive credits in Spanish may count up to three credits towards the CGER CP-CW Cultures of Our World.
2. BIO 100 Biology for the Informed Citizen (4 cr.) is recommended.
3. 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. 628) at the time of application for admission.
4. PHY 106 Physical Science for Educators (4 cr.) is recommended.
5. PH 207 Youth Health Issues (3 cr.) is recommended.
6. Students applying for field and student teaching placements will be asked to disclose any criminal charges (p. 632).
7. 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.
8. For more information, please see the Student Teaching and Internship Policy (p. 632).

Elementary/Middle Education (K-9) and Special Education (K-12) Major - Bachelor of Science (BS)

Teachers have a positive and profound impact on future generations unlike any other profession. The **Elementary/Middle Education and Special Education (EME/SPE) Program** prepares educators and future leaders of our global society to teach the core subjects (literacy, math, science, and social studies) to kindergarten through grade 9 learners and kindergarten through grade 12 learners who have identified special education needs. Future teachers in this program will be be equipped with the skills to understand, assess, and support students with different needs in general education classrooms. EME/SPE teacher candidates will learn to reach all students with relevant curriculum, utilizing strategies that are developmentally appropriate for each age. We collaborate with public school partners to provide multiple practical experiences in inclusive classrooms and specialized settings where our teacher candidates learn to differentiate teaching approaches with the end goal of honoring the individuality of all students. Teacher candidates have the additional option of completing their special education field experience abroad in Luxembourg or participating in the Teacher Residency Program. Graduates of this program are confident, reflective practitioners who value academically rigorous teaching for all and who continuously improve their skills in response to best practices.

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 Education, 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. 629).

Students in all teacher education programs must be admitted to the School of Education (https://www.uwlax.edu/soe/undergrad/admission-to-soe/) 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 education (grades K-12) must meet specific program admission criteria (p. 624).

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/).

Grade of "C" or better requirement

All courses required in the Elementary/Middle Education and Special Education Program with EDS, SPE, and TSL prefixes must be passed with a minimum grade of "C" or better.

Curriculum

The Elementary/Middle Education and Special Education Program aligns with Wisconsin Teaching Standards (WTS), the national CAEP (elementary) and AMLE (middle-level) Standards, and the CEC Special Education Professional Preparation Standards.

Program requirement courses that may also fulfill Core General Education Requirements (CGER) (32 credits)

Code	Title	Credits
EDS 203	Foundations of Education [1, 2, 3]	3
EDS 206	Society and Schools [1, 2, 4]	3
EDS 309	Global Perspectives in Education [5]	3
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [6]	2
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [6]	2
HIS 110	World History [7]	3
GEO 200	Conservation of Global Environments [8]	3
ART 302	Visual Language in the Global Classroom [9]	3
Select one physical science course [11]		4
CHM 103	General Chemistry I	
GEO 101	Earth Environments	
PHY 103	Fundamental Physics I	
PHY 106	Physical Science for Educators (recommended)	
PHY 155	Solar System Astronomy	
PHY 160	Stars, Galaxies and the Universe	
PHY 203	General Physics I	
Select one English literature course [12]		3
ENG 200	Literature and Human Experience	
ENG 201	American Literature before 1865	
ENG 202	American Literature after 1865	
ENG 203	British Literature before 1800	
ENG 204	British Literature after 1800	
ENG 205	Western Literature before 1700	
ENG 206	Western Literature after 1700	
Select one health course [10]		3
PH 207	Youth Health Issues (recommended)	
HPR 105	Creating A Healthy, Active Lifestyle	
MIND 110	Introduction to Mindfulness	
REC 150	Leisure, Quality of Life, and Well Being	
Total Credits		**32**

1. Must pass all EDS, SPE, and TSL courses with a grade of "C" or better.
2. Satisfies an SOE core requirement.
3. May also satisfy CGER - Social & Behavioral Science: Social & Behavioral Studies (CGER SBS-BS).
4. May also satisfy CGER - Civics & Perspectives: Communities of the United States (CGER CP-CU).
5. May also satisfy CGER - Civics & Perspectives: Cultures of Our World (CGER CP-CW).
6. May also satisfy CGER - Mathematics & Quantitative Reasoning: Quantitative Reasoning (CGER MQR-QR).
7. May also satisfy CGER - Humanities & Arts: The Pasts That Define Us (CGER HA-PDU).
8. May also satisfy CGER - Natural Science & Wellness: Mind, Body, & Planet (CGER NSW-MBP).
9. May also satisfy CGER - Humanities & Arts: Arts and Aesthetics (CGER HA-AA).
10. May also satisfy CGER - Natural Science & Wellness: Mind, Body, & Planet (CGER NSW-MBP).
11. May also satisfy CGER - Natural Science & Wellness: Experiential Science (CGER NSW-ES).
12. May also satisfy CGER - Communication & Literacy: The Stories We Tell (CGER CL-SWT).

Courses not requiring admission to the School of Education (25 credits)

Code	Title	Credits
EDS 308	Foundations of Literacy [1]	3
EDS 311	Curriculum and Pedagogy: Elementary/Middle Education [1]	3
EDS 318	Literacy Methods I [1]	3
MTH 215	Mathematics for Middle School Teachers I	2
MTH 216	Mathematics for Middle School Teachers II	2
PSY 212	Lifespan Development [2]	3
SPE 200	Foundations of Special Education [1]	3
SPE 340	Collaborative Partnerships and Transitions for Students with Disabilities [1]	3
TSL 250	Educating Multilingual Learners [1]	3
Select one biological science course		
BIO 100	Biology for the Informed Citizen	
BIO 105	General Biology	
MIC 100	Microbes and Society	
Select one of the following:		
POL 101	American National Government	
POL 102	State and Local Government	
Total Credits		**25**

Courses requiring admission to the School of Education (50-51 credits)

Code	Title	Credits
Field I block courses (must be taken concurrently) [1, 2]		
EDS 402	Field Experience I: Elementary Level	3
EDS 413	Social Studies Methods	3
EDS 418	Literacy Methods II	3

Field II block courses (must be taken concurrently) [1]		
EDS 446	Field Experience II: Middle Level [2]	3
EDS 421	Science Methods [2]	3
EDS 422	Mathematics Methods [2]	3
EDS 452	Philosophy and Curriculum for Young Adolescent Learners	3
Special education courses [1]		
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 courses (must be taken concurrently) [1]		**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) [13]		
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 semester		
Demonstrate content knowledge through benchmark assessment prior to student teaching [14]		
EDS 492	Student Teaching Seminar [2]	1
A combination of the following: [2]		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		**50-51**

[13] This experience occurs during the summer on-site in Luxembourg. Students are responsible for the costs associated with the study abroad experience.

[14] Must complete all course requirements and benchmarks prior to student teaching. See SOE's benchmark assessments (https://www.uwlax.edu/soe/undergrad/benchmark-assessments/) website for information about these assessments. For more information on student teaching, 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. 622) catalog page.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- School of Education requirements (p. 622)
- Baccalaureate degree requirements (p. 650)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the

core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success (UWL 100, 2 cr.) or 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 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3	ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3
EDS 203 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	EDS 206 (CGER CP-CU Civics & Perspective: Communities of the United States)	3
MTH 115 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	2	MTH 116 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	2
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	GEO 200 (CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet)	3
HIS 110 (CGER HA-PDU Humanities & Arts: Pasts that Define Us)	3	English literature (see list CGER CL-SWT Communication & Literacy: Stories We Tell)	3
POL 101 or 102	3	Health Course (see list)[1]	3
	16		**17**

Year 2

Fall	Credits	Spring	Credits
EDS 308	3	EDS 318	3
EDS 311	3	EDS 309 (CGER CP-CW Civics & Perspective: Cultures of Our World)	3
Biological Science (select from Experiential Science list)	4	MTH 216	2
MTH 215	2	Physical Science (CGER NSWL-ES Natural Science & Wellness: Experiential Science)[2]	4
SPE 200	3	PSY 212	3
TSL 250	3	Apply for Field Experience I[3]	
		Apply for admission to School of Education[4]	
	18		**15**

Year 3

Fall	Credits	Spring	Credits
SPE 300	3	SPE 340	3
EDS 402	3	SPE 424	3
EDS 413	3	SPE 452	3
EDS 418	3	SPE 455	3
ART 302 (CGER HA-AA Humanities & Arts: Arts & Aesthetics)	3	SPE 460	3
Apply for Special Education Field Experience[3]		Apply for Field Experience II[3]	
		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	3	EDS 492	1
EDS 452	3	EDS 491	6
EDS 446	3	EDS 497	5
SPE 420	3		
	15		**12**

Total Credits: 123

1. PH 207 Youth Health Issues (3 cr.) is recommended.
2. PHY 106 Physical Science for Educators (4 cr.) is recommended.
3. Students applying for field and student teaching placements will be asked to disclose any criminal charges (p. 632).
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. 628) at the time of application for admission.
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. 632).

Elementary/Middle Education (Grades K-9) and TESOL (Grades K-12) Major - Bachelor of Science (BS)

Teachers have a positive and profound impact on future generations unlike any other profession.The **Elementary/Middle Education and Teaching English to Speakers of Other Languages (TESOL) Education (EME/TSL) Program** prepares educators and future leaders of our global society to teach the core subjects (literacy, math, science, and social studies) to kindergarten through grade 9 learners and English as a second language to multilingual learners (MLs) in kindergarten through grade 12. There is a critical need for such teachers in our state. Future teachers in this program learn to reach all students with curriculum relevant to their lives and to utilize developmentally appropriate strategies based in second language acquisition theories. We collaborate with K-12 school partners, including in the specialized TESOL field experience in Puerto Rico, to provide multiple practical experiences in inclusive classrooms and specialized settings where our teacher

candidates learn to differentiate teaching approaches with the end goal of honoring the individuality of all students. Graduates of this program are confident, reflective practitioners who value academically rigorous teaching for all and who continuously improve their teaching skills in response to best practices.

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 Education, 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. 629).

Students in all teacher education programs must be admitted to the School of Education (https://www.uwlax.edu/soe/undergrad/admission-to-soe/) 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. 624).

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/).

Grade of "C" or better requirement

All courses required in the Elementary/Middle Education and Teaching English to Speakers of Other Languages Program with EDS, SPE, and TSL prefixes must be passed with a minimum grade of "C" or better.

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 world language course at UWL beyond the first course (e.g., placing into FRE 102 as FRE 101 is the first course; placing into SPA 201 as SPA 103 is the first course)
- **For non-native speakers of English or heritage language speakers**: Consultation with the administrator of the TESOL Program.
- A grade of "B" or better in a 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 course list: [1]		
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
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 course also count toward Core General Education Requirements (CGER).

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 courses:		
ENG 110	College Writing II	3
ENG 303	Special Topics in Writing and Rhetoric Studies	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 Wisconsin Teaching Standards (WTS), the national CAEP (elementary) Standards and AMLE (middle level) Standards, and CAEP/TESOL (ESL) Standards.

Program requirement courses that may also fulfill Core General Education Requirements (CGER) (32 credits)

Code	Title	Credits
EDS 203	Foundations of Education [2, 3, 4]	3
EDS 206	Society and Schools [2, 3, 5]	3
EDS 309	Global Perspectives in Education [6]	3
MTH 115	Mathematics for Early Childhood and Elementary Teachers I [7]	2
MTH 116	Mathematics for Early Childhood and Elementary Teachers II [7]	2
HIS 110	World History [8]	3
GEO 200	Conservation of Global Environments [9]	3
ART 302	Visual Language in the Global Classroom [10]	3
Select one health course [11]		3
PH 207	Youth Health Issues	
HPR 105	Creating A Healthy, Active Lifestyle	
MIND 110	Introduction to Mindfulness	
REC 150	Leisure, Quality of Life, and Well Being	
Select one physical science course [12]		4
CHM 103	General Chemistry I	
GEO 101	Earth Environments	
PHY 103	Fundamental Physics I	
PHY 106	Physical Science for Educators	
PHY 155	Solar System Astronomy	
PHY 160	Stars, Galaxies and the Universe	
PHY 203	General Physics I	
Select one English literature course [13]		3
ENG 200	Literature and Human Experience	
ENG 201	American Literature before 1865	
ENG 202	American Literature after 1865	
ENG 203	British Literature before 1800	
ENG 204	British Literature after 1800	
ENG 205	Western Literature before 1700	
ENG 206	Western Literature after 1700	
Total Credits		**32**

[2] Must pass all EDS, SPE, and TSL courses with a grade of "C" or better.
[3] Satisfies an SOE core requirement.
[4] May also satisfy CGER - Social & Behavioral Science: Social & Behavioral Studies (CGER SBS-BS).
[5] May also satisfy CGER - Civics & Perspectives: Communities of the United States (CGER CP-CU).
[6] May also satisfy CGER - Civics & Perspectives: Cultures of Our World (CGER CP-CW).
[7] May also satisfy CGER - Mathematics & Quantitative Reasoning: Quantitative Reasoning (CGER MQR-QR).
[8] May also satisfy CGER - Humanities & Arts: The Past that Defines Us (CGER HA-PDU).
[9] May also satisfy CGER - Natural Science & Wellness: Mind, Body, & Planet (CGER NSW-MBP).
[10] May also satisfy CGER - Humanities & Arts: Arts & Aesthetics (CGER HA-AA).
[11] May also satisfy CGER - Natural Science & Wellness: Mind, Body, & Planet (CGER NSW-MBP).
[12] May also satisfy CGER - Natural Science & Wellness: Experiential Science (CGER NSW-ES).
[13] May also satisfy CGER - Communication & Literacy: The Stories We Tell (CGER CL-SWT).

Courses not requiring admission to the School of Education (44 credits)

Code	Title	Credits
EDS 308	Foundations of Literacy [2]	3
EDS 311	Curriculum and Pedagogy: Elementary/Middle Education [2]	3
EDS 318	Literacy Methods I [2]	3
SPE 200	Foundations of Special Education [2, 3]	3
PSY 212	Lifespan Development [3]	3
MTH 215	Mathematics for Middle School Teachers I	2
MTH 216	Mathematics for Middle School Teachers II	2
TSL 250	Educating Multilingual Learners [2]	3
Select one biology course		4
BIO 100	Biology for the Informed Citizen	
BIO 105	General Biology	
MIC 100	Microbes and Society	
Select one course		3
POL 101	American National Government	
POL 102	State and Local Government	
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 [2]	3
TSL 400	Teaching English to Speakers of Other Languages (TESOL) Policies and Program Models [2]	3
TSL 463	Teaching English to Speakers of Other Languages (TESOL) Methods [2, 3]	3
Total Credits		**44**

Courses requiring admission to the School of Education (39 credits)

Code	Title	Credits
SPE 300	Designing Sustainable Inclusive Classrooms [2]	3
Field I block courses (must be taken concurrently) [2, 3]		
EDS 402	Field Experience I: Elementary Level	3

EDS 413	Social Studies Methods	3
EDS 418	Literacy Methods II	3
Field II block courses (must be taken concurrently) [2]		
EDS 421	Science Methods [3]	3
EDS 422	Mathematics Methods [3]	3
EDS 446	Field Experience II: Middle Level [3]	3
EDS 452	Philosophy and Curriculum for Young Adolescent Learners	3
TESOL Field (taken in Winter intersession in Puerto Rico)		
TSL 460	TESOL Field Experience [2, 14]	3
Student teaching semester		
Demonstrate content knowledge through benchmark assessment prior to student teaching [15]		
EDS 492	Student Teaching Seminar [3]	1
A combination of the following: [3]		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		**39**

[14] Includes experience with high school learners (grades 9-12).

[15] Must complete all course requirements and benchmarks prior to student teaching. See SOE's benchmark assessments (https://www.uwlax.edu/soe/undergrad/benchmark-assessments/) website for information about these assessments. For more information on student teaching, 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. 622) catalog page.

Degree requirements

All students must complete the general education, college core, major/minor, and university degree requirements to qualify for a degree. All enrolled students have access to a degree audit to track all of these requirements.

- Core general education requirements (p. 72)
- School of Education requirements (p. 622)
- Baccalaureate degree requirements (p. 654)

Baccalaureate degree requirements

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

1. Fulfill the Core General Education Requirements (CGER) (p. 72).
2. Complete the courses prescribed by the Undergraduate Curriculum Committee for the degree desired in the respective school or college.
3. Earn a minimum of 120 semester credits with at least a 2.00 cumulative GPA.[1, 2]
4. 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.
5. 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).
6. A minimum of 30 semester credits in residence at UWL is required for graduation. (See undergraduate resident requirement (p. 47).)
7. Submit an application for graduation via the "Submit Intent to Graduate" link in the WINGS Student Center as soon as the student has registered for his or her final semester 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 to 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 their degree audit and work closely with their advisor(s) and college dean's office to ensure declaration and completion of all requirements in a timely manner.

Core General Education Program

The Core General Education Requirement (CGER) is the common educational experience for all undergraduates at UWL. Sample degree plans include CGER placeholders to ensure completion of the core general education requirements. The CGER category listed in parentheses indicated the recommended course to help complete CGER and the program requirements. Transferred courses may alter the plan. Courses may be rearranged to fit the needs or recommendations of the student's program of study. CGER courses may be taken during winter term (January between 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 Core General Education Requirements (p. 72) 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 less than 12 credits earned are required to take The Eagle Advantage for College Success

(UWL 100, 2 cr.) or 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 (CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies)	3	CST 110 (CGER CL-SL Communication & Literacy: Spoken Literacy)	3
ENG 110 (CGER CL-WL Communication & Literacy: Written Literacy)	3	EDS 206 (CGER CP-CU Civics & Perspective: Communities of the United States)	3
UWL 100 or FYS 100 (CGER SBS-FS Social & Behavioral Science: Social Foundation for Success)	2	MTH 116 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	2
MTH 115 (CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning)	2	HIS 110 (CGER HA-PDU Humanities & Arts: Pasts that Define Us)	3
Biological Science (select from Experiential Science list)[1]	4	English literature (see list CGER CL-SWT Communication & Literacy: Stories We Tell)	3
	14		**14**

Year 2

Fall	Credits	Spring	Credits
TSL 250	3	TSL 345	3
EDS 308	3	EDS 311	3
EDS 309 (CGER CP-CW Civics & Perspective: Cultures of Our World)	3	EDS 318	3
ENG 331	3	MTH 216	2
PSY 212	3	POL 101	3
MTH 215	2	Health Course[2]	3
		Apply for School of Education[3]	
		Apply for TESOL Field[5]	
	17		**17**

Year 3

Fall	Credits	Winter	Credits	Spring	Credits
ART 302 (CGER HA-AA Humanities & Arts: Arts & Aesthetics)	3	TSL 460[6]	3	SPE 300	3
GCL 310	3			EDS 402	3
TSL 463	3			EDS 413	3
SPE 200	3			EDS 418	3
Physical Science (CGER NSWL-ES Natural Science & Wellness: Experiential Science)[4]	4			TSL 400	3
Apply for Field Experience I[5]				Apply for Field Experience II[5]	
				Apply for Student Teaching[7]	
	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.[8]	
EDS 422	3	EDS 492	1
EDS 452	3	EDS 497	5
EDS 446	3	EDS 491	6
GEO 200 (CGER NSW-MBP Mind, Body, & Planet)	3		
	15		**12**

Total Credits: 123

1. BIO 100 Biology for the Informed Citizen (4 cr.) is recommended.
2. PH 207 Youth Health Issues (3 cr.) 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. PHY 106 Physical Science for Educators (4 cr.) is recommended.
5. Students applying for field and student teaching placements will be asked to disclose any criminal charges (p. 632).
6. Includes study away in Puerto Rico.
7. 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.
8. For more information, please see the Student Teaching and Internship Policy (p. 632).

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]		
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
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 may also satisfy Core General Education Requirements.

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 II	3
ENG 303	Special Topics in Writing and Rhetoric Studies	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
PSY 436	Psychology of Language	3

[2] Offered during Winter session as a study abroad in Puerto Rico.

Teaching English to Speakers of Other Languages Microcredential

This microcredential offers Education majors and others the opportunity to increase their knowledge and skills to teach MLs or work with multilingual populations in other capacities. The microcredential indicates a higher level of preparation and the valuable contributions these students will make to their schools and communities in the future.

Microcredential requirements

(All colleges; open only to degree-seeking UWL students)

6 credits

Curriculum

Code	Title	Credits
Recommended prerequisite course		**3**
TSL 250	Educating Multilingual Learners	

Code	Title	Credits
Select two courses from the following:		**6**
ENG 331	Introduction to Linguistics: Sounds and Words [1]	
TSL 345	Intercultural Interactions [1]	
TSL 400	Teaching English to Speakers of Other Languages (TESOL) Policies and Program Models [1]	

TSL 463	Teaching English to Speakers of Other Languages (TESOL) Methods [1]	
Total Credits		**6**

[1] Course may have additional prerequisites.

- This microcredential **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 more information on the elementary-middle and TESOL education, English and TESOL education, French and TESOL education, and Spanish and TESOL education programs.
- Students must earn a minimum 2.75 cumulative GPA in the microcredential's coursework.
- All credits required for the microcredential must be resident (UWL) credits.

Graduate & Extended Learning - Undergraduate

Graduate & Extending Learning Department (https://www.uwlax.edu/gel/)
Dean: Meredith Thomsen
205 Morris Hall
608.785.6500 or 866.895.9233
Email: gel@uwlax.edu

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

Murphy Library Department (https://www.uwlax.edu/murphylibrary/)
Murphy Library Director: John Jax
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

Departments/units (p. 659) **Mission & values (p. 659)**
Services to students (p. 659)

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. 660)

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
  - Universities of Wisconsin 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 *(*https://www.uwlax.edu/murphylibrary/about-the-library/library-department/*)*
Department Chair: Teri Holford
269 Murphy Library; 608.785.8944
Email: tholford@uwlax.edu

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.

2026-27 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

Michael Current

Teri Holford

David Mindel

Assistant Professor

Jason Anfinsen

Laura Godden

Madan Mohan

Kendall Morgan

Michael Olson

Kelly Peter

Scott Pfitzinger

University Staff

Elizabeth Bass

Kevin Dinsmore

Sean Hurtubise

Lauren Klitzke

Jonathan Majak

Shealyn McMahon

Dirck Nagy

Nikki Pegarsch

Sam Steingraeber

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, Winter, Spring, Summer.

ACC 222 Cr.3
Accounting Principles II
Emphasis is on reporting to internal constituencies: managers in all functional areas of the firm. An introduction to accounting principles used to prepare internal financial reports used for management decision-making. Topics include cost determination and flow, cost-volume-profit analysis, absorption and variable costing, capital budgeting, and cash flow analysis. Prerequisite: ACC 221 completed with a grade of "C" or better. Offered Fall, Winter, Spring, Summer.

ACC 303 Cr.3
Tax Planning
The course analyzes various aspects of income tax as contained in the CFP Board's Principal Knowledge Topics of Tax Planning. The major topics include income tax fundamentals and calculations for individuals, business entities, and trusts and estates. The course also explores tax consequences and strategies for property transactions, charitable giving, and special circumstances. Prerequisite: FIN 355. Offered Fall, Spring.

ACC 311 Cr.3
Intermediate Accounting I
The first course in the financial accounting course sequence 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, and fixed assets. Prerequisite: grade of "C" or better in ACC 221 and accountancy major/minor; or grade of "C" or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160 or MTH 175 or MTH 207, STAT 145 or STAT 245, and 54 credits earned. Offered Fall, Spring.

ACC 312 Cr.3
Intermediate Accounting II
This course extends the application and analysis of the Financial Accounting Standards Board's (FASB) conceptual framework, focusing on assets, liabilities, and stockholders' equity in financial reporting. Prerequisite: grade of "C" or better in ACC 311; accountancy major/minor. Offered Fall, Spring.

ACC 313 Cr.3
Intermediate Accounting III
This course is a review of the accounting cycle, financial reporting framework, statement of cash flows, comprehensive income, investments, revenue recognition, pensions and post-retirement benefits, changes in accounting principles and estimates, accounting errors, full disclosure, and the financial reporting implications of income taxes. Prerequisite: grade of "C" or better in ACC 312; accountancy major/minor. Offered Fall, 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, and data analytics. Prerequisite: grade of "C" or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160 or MTH 175 or MTH 207, and STAT 145 or STAT 245; 54 credits earned. 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; grade of "C" or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160 or MTH 175 or MTH 207, and STAT 145 or STAT 245; 54 credits earned. 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 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
This course examines 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, and ethics. Prerequisite: ACC 330; accountancy major. Offered Fall, Spring.

ACC 421 Cr.3
Advanced Accounting
This course examines the principles and theories of financial accounting and reporting for consolidated groups of entities and state and local governmental 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. Offered Fall, Spring.

ACC 430 Cr.3
Business Taxation
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. 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. CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies. 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. CGER NSWL-ES Natural Science & Wellness: Experiential Science. Lect. 3, Lab. 2. Offered Fall, Spring.

ANT 103 Cr.3
The Human Story: Evolution, Environment, and Shared Ancestries
This course explores humanity's evolutionary history, tracing our journey from early hominins to modern Homo sapiens. Through an interdisciplinary lens, this course examines how anatomical, cultural, and technological changes shaped adaptation, migration, and survival over seven million years. Environmental and climate shifts influenced evolution, migration, and societal change. The dispersal of humans across Africa, Eurasia, East Asia, Southeast Asia, Australasia, the Pacific, and the Americas reveals forces driving diversity and interconnectedness. Globalization continues to reshape ecosystems, resource use, and cultural exchange. Archaeology, genetics, history, and anthropology provide insights into humanity's enduring connections across time, place, and culture. CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet. Offered Fall, Spring.

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 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/HIS 312 Cr.3
Peoples and Cultures of Eastern Europe and the Former Soviet Union
This survey course 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, students critically reflect on their own cultural experience and values in reference to the major concerns of postsocialism - including how the people of Eastern Europe understand the role of government, what it means to be a citizen, and how they view themselves as members of communities. In so doing, students gain a better understanding and appreciation of how and why different cultures experience, manage, and challenge political, economic, and social change. CGER CP-CW Civics & Perspective: Cultures of Our World. (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 Occasionally.

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 Occasionally.

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 103 or ANT 195 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 takes students on a journey across this vast landscape to uncover the stories behind its ongoing histories, the dynamic influences shaping its cultures, and the vibrant lives of its peoples. Issues affecting the daily lives of Southeast Asians are explored in relation to national, regional, and global trends. Students critically reflect on their own cultural experience and values relative to the various cultures of Southeast Asia. CGER CP-CW Civics & Perspective: Cultures of Our World. 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. While emphasis is on Pre-Hispanic Maya, the course also explores life ways of contemporary Maya people. (Cross-listed with ANT/ARC/HIS, may only earn credit in one department.) Offered Summer.

ANT 358 Cr.3
Language Policy and Activism in Europe
Language is central to understanding culture. How language is allowed to be used, therefore, can affect the current and future cultural beliefs and practices of a community. This course focuses on Europe and examines the history, development, and contemporary role of language within different European societies. We begin by defining "language" and some widely held myths about human communication. Then we examine how minority languages are regulated and embedded within relations of power, focusing on examples from Europe. We explore issues of language and ethnic/national identity; citizenship; language policies in governmental, workplace, and educational spheres; language endangerment and revitalization; and minority language activist movements. Case examples may include Irish and Welsh in the U.K.; Basque, Corsican, and Arabic in France; Catalan and Arabic in Spain; Turkish in Germany; and Russian in Estonia and Latvia. 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. CGER CP-CU Civics & Perspective: Communities of the United States. (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 Occasionally.

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. CGER CP-CU Civics & Perspective: Communities of the United States. 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 103 or ANT 195. Offered Every Third Semester.

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 specifically looks 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 are also 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 103. Offered Fall.

ANT/ARC 479 Cr.1-2
Archaeology/Anthropology Laboratory Assistant
An opportunity to assist in the preparation and instruction of an archaeology/anthropology laboratory. Students will be expected to assist in preparation of course materials, demonstrate proper techniques, and evaluate student performance. Repeatable for credit - maximum four. Not applicable to the archaeology major or anthropology minor. (Cross-listed with ANT/ARC, may only earn credit in one department.) Consent of instructor. Pass/Fail grading. Offered Annually.

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.

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. CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet. 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. CGER HA-PDU Humanities & Arts: Pasts that Define Us. Offered Fall, Spring.

ARC 203 Cr.3
Archaeology Lab Methods
Taking a hands-on approach to analyzing and interpreting archaeological remains, this class integrates lectures and readings with demonstrations, experiments, and supervised laboratory projects. Students learn to identify, document, and analyze material culture including lithics, ceramics, food remains, and historic-era objects. Applications of chemical and physical analysis methods are introduced and highlight the potential for interpreting past human lifeways, adaptations to environments, and intercultural interactions. Prerequisite: ARC 100 or ARC 196 or ANT 101. Offered Occasionally.

ARC 280 Cr.3
The Incas and their Ancestors: Archaeology of the Andes
This course reviews the prehistory and early historic periods of the Andean regions of South America. Emphasis will be placed on tracing the rise of civilization in the Andes which culminated in the Inca Empire and the extraordinary events that led to the conquest of the Inca by the Spanish conquistadors. Topics to be explored include the controversial evidence of early man in South America, the role of the ocean and mountains in shaping pre-hispanic life, the origin of domesticated plants and animals, and the rise of the complex societies of Moche, Tiwanaku, Wari, Chimu, and of course, the Inca. Offered Occasionally.

ARC/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, students 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, students 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 Occasionally.

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 Spring.

ARC/HIS 302 Cr.3
Egyptian Hieroglyphs: The Language and Culture of Ancient Egypt
This course is an introduction to the language and culture of Ancient Egypt including an investigation of the birds, snakes and other symbols on Ancient Egyptian monuments. Students 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, students explore aspects of Egyptian culture through their own words. Through translating sentences and basic texts, students 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 covered are the origins of writing in Egypt; historical development of the language, daily religion, and beliefs in the afterlife; and the family, social structure, literature, and the role of writing in Egyptian culture. 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. (Cross-listed with HIS/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 provides students with a comparative understanding and appreciation of urban life and its long history by examining the origins and development of urban life. Students explore the character of modern cities from an anthropological perspective. Students 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 (e.g., Mesopotamia, Egypt, Indus Valley, China, Andes, and Mesoamerica). With a focus on archaeological cities, this course draws heavily on ethnographic and sociological studies of urban forms. (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 103 or ANT 195 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. While emphasis is on Pre-Hispanic Maya, the course also explores 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 Caucaucus) from its prehistoric origins in the Neolithic period, the rise of urbanism, Assyrian mercantilism, Pre-Hattic 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 203. 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 Spring.

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
This course is an intensive study of a specific area or problem of archaeology. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Repeatable for credit - maximum 12 credits. Departmental option for pass/fail grading. Prerequisite: junior standing. 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. CGER HA-AA Humanities & Arts: Arts & Aesthetics. 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. CGER HA-AA Humanities & Arts: Arts & Aesthetics. 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. CGER HA-AA Humanities & Arts: Arts & Aesthetics. 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. CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies. 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, Spring.

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, Spring.

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. CGER CP-CW Civics & Perspective: Cultures of Our World. 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. CGER HA-AA Humanities & Arts: Arts & Aesthetics. Lect. 2, Studio 4. Offered Fall, Spring.

ART 301 Cr.3
World Art
This course is 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 explore issues, approaches and controversies in cross cultural civilizations through art as a primary source of understanding. Students experience how, through art, the values and ideas of many cultures have evolved and new patterns of globalization have shaped the modern world. CGER CP-CW Civics & Perspective: Cultures of Our World. Prerequisite: junior standing. Offered Occasionally.

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. CGER HA-AA Humanities & Arts: Arts & Aesthetics. 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 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, Spring.

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. Students 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. CGER HA-AA Humanities & Arts: Arts & Aesthetics. Prerequisite: junior standing. Offered Spring - Every Third Year.

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. Students 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, and 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 - Every Third Year.

ART 336 Cr.3
Art in the Public - Community, Place, and Engagement
This course is an introduction to the social, political, and artistic issues surrounding the creation and interpretation of art in the public. This course covers topics such as monuments, memorials, murals, graffiti, community engaged practices, site-specificity, patronage. The course emphasizes hands-on learning through site visits to local works of art and visits with administrators and artists working in the field of public art today. Building on these experiences, students have the opportunity to put local works in larger national and global contexts through individual and group projects throughout the semester. Offered Spring - Every Third Year.

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 Spring.

ART 360 Cr.1-3
Travel/Study in Visual Art
Travel courses are conducted to various parts of the nation and world and may be led by one or more faculty members. Course work may include studio/professional practice, research, or seminar topics. Prior trip arrangements, financial deposit, and consent/orientation with International Education (if applicable) are required. May be repeated to different locations. Repeatable for credit - maximum six. Prerequisite: sophomore standing. Consent of instructor. Offered Occasionally.

ART 361 Cr.3
Art Education Field Experience I
Field experience for art education teacher candidates at the intermediate level. This is a two-part course requiring participation in a campus course component as well as a consistent schedule within the K-12 placement school. Art Education teacher candidates examine and develop scaffolded teaching approaches and procedures that shape student behaviors along with building professional skills within the classroom environment. 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
Digital Photography Studio
In this hands-on studio course, students explore techniques of digital photographic capture, photographic editing software, image compositing and manipulation, large-scale ink-jet printing, and studio lighting basics. Class time consists of demonstrations, hands-on studio time, lectures, discussions, and group critiques. To successfully complete course assignments, students must have access to 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 Spring - Odd Numbered Years.

ART 373 Cr.4
Documentary Strategies in Photography
This course introduces students to various strategies in documentary photography. Students examine 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 272. Offered Fall - Even Numbered Years.

ART 374 Cr.4
Darkroom Photography
This intermediate hands-on course is an introduction to black and white film-based photography. Students learn to operate a manual 35mm camera, expose and process film, make black and white prints, and explore other darkroom and experimental photography techniques. Coursework includes hand-on studio projects, group critiques, discussions, and demonstrations. To successfully complete course assignments, students must have access to a 35mm film camera with manual exposure control. A limited number of cameras are available for rent through the UWL Photography Lab. Lect. 2, Studio 4. Offered Fall - 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
Studio Lighting for Photography
In this intermediate hands-on course, students explore various strategies of studio lighting, portraiture, and object photography. Coursework includes hand-on studio projects, group critiques, discussions, and demonstrations. To successfully complete course assignments, students must have access to 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 Spring - Even Numbered Years.

ART 401 Cr.3
Foundational Methods in Art Education
Advanced preparation for teaching the visual arts within the K-12 classroom based on foundational, student-centered approaches. Studies also consider how standards, theories, and guiding supports shape teaching and learning. 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
Contemporary Methods in Art Education
Advanced preparation for teaching the visual arts within today's K-12 classroom and beyond. Studies consider how teaching standards as well as student centered learning models and culturally relevant approaches shape instruction, artistic development, and behaviors. Prerequisite: concurrent enrollment in ART 361 or ART 461; declared art education major; admission to teacher education. Consent of instructor. 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
Art Education Field Experience II
Field experience for art education teacher candidates at the advanced level. This is a two-part course requiring participation in a campus course component as well as a consistent schedule within the K-12 placement school. Teacher candidates further develop scaffolded procedures to shape teaching, learning, and behaviors with focus on procedures and practices for lead teaching. 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 credits. Prerequisite: ART 272. Consent of instructor. Offered Occasionally.

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. CGER NSWL-ES Natural Science & Wellness: Experiential Science. Lect. 3, Lab. 2. Prerequisite: Students with credit in 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. CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet. 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. CGER NSWL-ES Natural Science & Wellness: Experiential 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, protistans, 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 241 Cr.2
Introduction to Water Pollution
This course introduces students to the impacts of water pollution on aquatic organisms and human health. This course is a general overview of sources, transport, fate, bioaccumulation, and toxicity of water pollutants, including legacy contaminants and emerging contaminants of concern. Students gain an understanding of the principles of toxicity testing and how effects may be examined at different levels of biological organization (molecular to ecosystem). Students also learn how toxicity data can be used to regulate and reduce water pollution. Prerequisite: BIO 105, CHM 103. Consent of instructor. Offered Annually.

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 291 Cr.2
Advancing Biological Science
This discussion-based course is designed to introduce biology undergraduate students to scientific literacy and writing, data presentation, and the scientific process. Students explore diverse careers in the biological sciences. Students are expected to actively participate in journal article discussions on major issues and developments in the biological sciences. Students develop a short literature review and present a seminar on a contemporary biological topic using primary literature to articulate their understanding of research findings. Prerequisite: completed one biology course at UW-La Crosse; biology major/minor. Offered Fall, Spring.

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
This course introduces the identification of local native and cultivated trees, shrubs, and herbaceous plants of both local native and cultivated species. The course provides a practical introduction to plant nomenclature, external morphology, sight identification of locally important species, genera, or families, plant collection techniques, and the use of reference materials such as taxonomic keys, herbaria, and databases. Field trips are required. Lect. 1, Lab 3. Prerequisite: BIO 105. Offered Fall.

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 survey of the diversity of land plants from the perspectives of structure and function, ecology and evolution, and plant-human interactions. This course provides a strong foundation for further study in any aspect of plant biology or ecology. Lect. 2, Lab 2. Prerequisite: BIO 203. Offered Fall - Even Numbered Years.

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 308 Cr.3
Conservation Biology
This course introduces the concept of biodiversity, explains its complexity and functions, explores how the disappearance of biodiversity threatens all of us, and examines strategies and methods for its conservation. Offered Occasionally.

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 320 Cr.4
Forest Pathology
This course covers the study of diseases in forest trees and ecosystems including the biology, identification, and management of pathogens. Students explore fungal, bacterial, viral, and insect pathogens affecting forest ecosystems, as well as host-pathogen interactions and disease management practices. This is a field intensive course with a mandatory overnight weekend field trip. Lect. 2, Lab 3. Prerequisite: BIO 105, BIO 203. Offered Fall - Odd Numbered Years.

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 Systematics and Evolution
This course comprises four broad themes: the evolutionary history and trajectory of major lineages of plants, worldwide diversity within these groups, the scientific tools and questions that inform this knowledge, and a survey of the vascular flora of Wisconsin. Principles of phylogenetic biology, plant taxonomy, evolution of plant diversity, as well as current research areas are covered. Lab activities and required field trips focus on practical identification. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Lect. 1, Lab 4. Prerequisite: BIO 203; junior standing. Offered Spring.

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
This course introduces the ecology and taxonomy of the metazoan, non-parasitic freshwater invertebrates. This is 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 focus on ecology; labs on taxonomy and quantitative skills. A student reference collection and field trips are required. Graduate students have additional course requirements/expectations. Lect. 2, Lab. 2. Prerequisite: BIO 203 or BIO 210 or BIO 341; junior standing. Offered Fall - Even Numbered Years.

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 420/520 Cr.3
Applied Mycology
In this course students study the history of fungi within the context of commercial industry. The course is broadly organized under four units: 1) fungal cultivation techniques and the production of fungal food products such as tempeh, blue cheeses, and cured meats; 2) fungal fermentation and products (e.g., alcohol, miso, soy sauce); 3) use of fungi as antimicrobial-producing agents through selective screening of environmental samples against common bacteria; and 4) the issues fungi cause in commercial industries (i.e., agricultural pathogens, post-harvest rots, food spoilage, etc.). Additionally, the role of fungi in production of textiles as enzyme washes, dye agents, and production of packing materials from fungi are discussed. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: BIO 105, BIO 203, CHM 103, or MIC 230; junior standing. Offered Spring - Even Numbered Years.

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 423/523 Cr.3
21st Century Mycology
This course covers an in-depth examination of contemporary research on fungi, including systematics and evolution, genetics, molecular ecology, biotechnology, bioremediation, physiology, plant or animal pathology, and/or developmental biology, through critical analysis and discussion of primary literature sources. Readings exemplify major questions, experimental approaches, and methods, and are analyzed to identify important contemporary research themes, paradigm shifts, and unanswered questions. Graduate students have additional course requirements/expectations. Prerequisite: BIO 306; BIO 412. Offered Occasionally.

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 Spring.

BIO 435/535 Cr.3
Molecular Biology
This course is a study of molecular biology with an emphasis on eukaryotic systems. The course focuses on the molecular aspects controlling biological processes. The impact of recombinant DNA technology on biotechnology and medicine are also examined. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: BIO 306 or MIC 416; BIO 315 or CHM 325 or CHM 417 or MIC 425; junior standing. 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
Aquatic Toxicology
This course studies the lethal and sublethal effects of chemical contaminants on aquatic 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, fish and aquatic invertebrate populations, communities and ecosystems, and toxicity of specific chemical groups. This course is taught largely at an undergraduate level. Graduate students 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 explores in depth various ways that plants interact with microbes in the environment, at the macroscopic, cellular, and molecular levels. Case studies 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 have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: BIO 203 or 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 446/546 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 focuses 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 draws 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 plan and teach lessons within the designated grade range of 4-12. Candidates are introduced to classroom management and conflict resolution. A multi-day, consistent schedule in the middle or high school field experience classroom is 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 plan and teach lessons within the designated grade range of 4-12. Candidates are introduced to classroom management and conflict resolution. A multi-day, consistent schedule in the middle or high school field experience classroom is 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 461 Cr.1
River Navigation and Sampling Techniques
This course provides authentic, real-world learning to students interested in careers in natural resource management. The course is taught by professionals from the Wisconsin DNR, US Fish and Wildlife Service, and UWL. It is an introduction to the primary techniques used in the collection and interpretation of fish and wildlife population and habitat information to inform the management of harvested and at-risk populations. Emphasis is placed on population-level parameter estimation (e.g., recruitment, growth, mortality) and the development of necessary outdoor skill sets to navigate and sample large river environments (e.g., large river navigation, boat maintenance and trailering, water safety). Prerequisite: four semesters of biology; junior standing. Consent of instructor. Offered Summer.

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 488/588 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, Winter, Spring, Summer.

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 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. CGER NSWL-ES Natural Science & Wellness: Experiential Science. 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 introduces the topics of chemical kinetics, equilibrium, acid-base and aqueous chemistry, thermodynamics, 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; grade of "C" or better in MTH 150 or placement into MTH 151 or higher. 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 271 Cr.1
The Chemical Community
This course provides an opportunity for students to network with their peers and develop a community through group activities and discussions. Topics include scientific communication, career paths, ethics, and recent advances in chemistry and biochemistry. This course is required for all chemistry and biochemistry majors and is not applicable to a minor in chemistry. Completing the course in the second year is recommended. Prerequisite: CHM 103. 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
This course offers a broad survey of common methods and scientific instruments used for chemical analysis. Instrumental methods include the topics of spectroscopy, chromatography, and electrochemistry. Quality assurance and calibration techniques are emphasized. Lect. 3, Lab 6. Prerequisite: CHM 104. 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. 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
This course is a study of real gases, equations of state, 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; grade of "C" or better in MTH 208. Offered Fall.

CHM 310 Cr.3
Physical Chemistry Theory II
This course is a study of quantum mechanical models of matter. Topics include particle/wave duality of light and matter; translational, rotational, vibrational, and electronic energies; physical interpretations of wavefunctions; atomic and molecular spectroscopy; quantum mechanical models of molecular structure and bonding; and other special topics. 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. 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 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 the biochemical basis for the flow of genetic information, 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: CHM 300 or CHM 304. Students with credit in CHM 325 cannot earn credit in CHM 417. Offered Fall.

CHM 418 Cr.3
Biochemistry II: Metabolism
This course provides a comprehensive and integrative approach to fundamental metabolism. In particular, the course emphasizes the chemical principles governing metabolite inter-conversions, energy flow, and regulation of metabolic pathways. Prerequisite: CHM 417. Offered Spring.

CHM 419 Cr.3
Advanced Biochemistry Lab
This capstone biochemistry laboratory course provides students with the opportunity to undertake hypothesis-driven research. Students use a variety of contemporary biochemical and biophysical techniques to study biomolecular structure and function. Students give written and oral reports of their work that incorporate the primary literature. Lect. 1, Lab 6. Prerequisite: CHM 417; CHM 418 or concurrent enrollment. Offered Spring.

CHM 421 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
This is an in-depth course covering the operational principles, design, and application of instrumentation used for chemical analysis. Topics include instrumental methods for separations, mass spectrometry, spectroscopic, and electrochemical analysis; and specific instrumentation for materials characterization. Lect. 3, Lab 3. Prerequisite: CHM 301. 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 focuses 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 draws 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 plan and teach lessons within the designated grade range of 4-12. Candidates are introduced to classroom management and conflict resolution. A multi-day, consistent schedule in the middle or high school field experience classroom is 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 plan and teach lessons within the designated grade range of 4-12. Candidates are introduced to classroom management and conflict resolution. A multi-day, consistent schedule in the middle or high school field experience classroom is 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
This course is a study of the decay of radioactive nuclides with emphasis on the theory of nuclear decay. The laboratory includes 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. 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
In this course students engage in laboratory research under the direction and supervision of a member of the chemistry departmental staff. A written or oral report is required. Students using this course to satisfy the elective laboratory requirement in the Chemistry major with American Chemical Society (ACS) certification must prepare a well-written, comprehensive, and well-documented research report following ACS guidelines. Repeatable for credit - maximum six credits. Consent of instructor. 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
Designed for beginners, this course builds foundational skills in Chinese through meaningful communication and cultural exploration. Students learn to understand basic texts and conversations, engage in simple interactions with cultural sensitivity, and present ideas on familiar topics. Emphasizing cultural context, this course guides students to discover perspectives of Chinese-speaking communities and to develop curiosity and openness toward diverse viewpoints. No prior knowledge of Chinese required. CGER CP-CW Civics & Perspective: Cultures of Our World. 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. CGER CP-CW Civics & Perspective: Cultures of Our World. 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. CGER CP-CW Civics & Perspective: Cultures of Our World. 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. CGER CP-CW Civics & Perspective: Cultures of Our World. 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. CGER CL-SWT Communication & Literacy: Stories We Tell. 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 historical 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. CGER HA-PDU Humanities & Arts: Pasts that Define Us. 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 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. CGER CL-SL Communication & Literacy: Spoken Literacy. 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 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 213 Cr.3
Public Advocacy and Dialogue
This course is an introduction to the study of public communication, advocacy, and dialogue. The course examines a variety of perspectives on the nature of public communication, or rhetoric, and how it functions persuasively in society. As an introduction to the practice of advocacy, topics in this course allows students to explore functions and uses of rhetorical communication and its relation to knowledge, community, civic participation, justice, and social power in a range of communication contexts. Students consider various ways to interpret rhetoric and to use it skillfully and ethically as participants and advocates in public life. 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. CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies. 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 Fall, Spring.

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 Fall, Spring.

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 Fall.

CST 312 Cr.3
Environmental Communication
This course critically analyzes how climate change discourses permeate our daily lives by way of politics, culture, and media. Discourses concerning the environment are multifaceted as public understanding of science is complicated by lived experience, political values, and cultural identities. Throughout this course, students explore the central role that discourse plays in understanding and addressing climate change, and examine the discursive dynamics of a complex network of stakeholders and an often uninterested or uninformed citizenry. Climate change is a collective (shared) problem that requires collective and deliberative problem-solving. The course invites students into the realm of environmental advocacy as we develop strategies for entering "glocal" conversations about the fate of the Earth and the fate of the places we live, work, and enjoy everyday life. Prerequisite: CST 110. Offered Alternate Years.

CST 315 Cr.3
Communication Criticism
Communication criticism, a fundamental practice in communication studies, describes, explains and evaluates why messages succeed or fail in achieving their intended purposes. Participants learn to conduct systematic analysis of persuasive messages to describe their key elements: language, organization, content, persuasive communication strategies, visual images, and choice of medium. Analysis is use to explain why particular elements were used in adapting messages to intended audiences and specific cultural contexts of those messages. Participants apply various qualitative methods of communication criticism to significant cultural discourse, such as speeches, commercials, public service announcements, and webpages to evaluate messages for effectiveness, ethical acceptability, cultural impact, and aesthetic value. Prerequisite: CST 190. Offered Alternate Years.

CST 319 Cr.3
Communication and Public Memory
This course explores the concept of public memory and its role in our experiences of places, events, and eras. Students explore the communicative foundations of individual, collective, and public memory by engaging the literature of rhetorical memory studies. In doing so, students analyze how these different forms of memory are malleable and therefore have the potential to sustain us, direct us, lead us astray, and/or even promote conflict. Students are encouraged to engage the local landscapes of the Midwest as we explore the rich relations between rhetoric, memory, and place. Prerequisite: CST 110. Offered Alternate Years.

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 examines sports discourse from a public communication and rhetorical perspective. The course is designed to unpack sports discourse, messages, the sports industry, and organizations using a variety of rhetorical concepts and theories. Students in this course learn to evaluate and develop arguments about representations of athletes, organizations, and other sports media figures. Prerequisite: CST 110. Offered Alternate Years.

CST 330 Cr.3
Nonverbal Communication
This course provides a comprehensive overview of the forms and functions of nonverbal communication in human interaction. Nonverbal communication is the exchange of signs, other than words, that are other-directed and used with some degree of volition as part of a message. The course covers how individual nonverbal codes affect communication, including kinesics (body movement), proxemics (space), haptics (touch), and vocalics (voice). Emphasis is placed on the functions of nonverbal communication, including displaying identities, expressing emotion, developing closeness, coordinating interaction, and influencing others. Course content is interdisciplinary in nature, addresses bio-evolutionary and sociocultural influences on nonverbal behavior, and emphasizes both theory and practical application. Prerequisite: CST 110. Offered Alternate Years.

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
This course is an in-depth exploration of deception and lying in human interaction, grounded in communication theory and research. This course examines forms of deceptive communication and their causes and consequences in a wide range of contexts including romantic relationships, digital and mediated environments, criminal justice, advertising, mass media, and politics. Particular attention is given to the opportunities, limitations, and pitfalls involved in assessing potentially deceptive behavior. Prerequisite: CST 110. Offered Alternate Years.

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 Alternate Years.

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 Annually.

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: CST 110. Offered Alternate Years.

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 Alternate Years.

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 Occasionally.

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 an overview of health communication in research, industry, and practice. Students explore the central role that communication plays in health care delivery, health promotion, disease prevention, risk communication, media and mass communication, and technology. Students learn to analyze and respond to a variety of health-related messages using multiple perspectives. Prerequisite: CST 110. Offered Annually.

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 Occasionally.

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 Occasionally.

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 medial studies and design minor. Offered Annually.

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 Annually.

CST 380 Cr.3
Communicating Leadership
An in-depth exploration of the communicative phenomenon of leadership. Theories and research methods used by noted communication and leadership scholars will be discussed and critiqued. Topics covered may include notions of leadership and organizations as places of leadership. Additional topics will focus on leaders as communicators, creators and sustainers of organizational culture, decision makers, change agents, and facilitators. Offered Fall, Spring.

CST 387 Cr.3
Social Networks, Influences, and Virality
By using theories and methods of social network analysis (SNA), this course explores the dynamic processes of message exchanges, public-opinion formation, and social influence, especially in the digital media environment. Students learn the structural mechanisms behind media and communication phenomena, such as the spread of viral videos, the power of micro-influencers, the failure and success of social movements, the formation of online communities. In addition, students learn to conduct basic network analyses and create visually-stunning network graphs using various computer programs. Prerequisite: CST 190. Offered Occasionally.

CST 388 Cr.3
AI in Communication and Media
This course explores the transformative role of Artificial Intelligence (AI) within communication and media, focusing on how AI remediates message creation, social interactions, and audience engagement in digitally mediated environments across interpersonal, organizational, and mass communication contexts. Students examine AI's influence on human-machine communication (HMC) and the media industry, critically analyzing the socio-cultural implications specific to communication processes and media production. Students also learn to apply AI tools in media production and message strategies, gaining essential skills for careers in media and communication. Prerequisite: CST 271 or CST 378. Offered Alternate Years.

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 Fall, Spring.

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 Fall, Spring.

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
This course is 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 are 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 331, CST 332, CST 333, CST 334, CST 336, CST 337, 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 Fall, Spring.

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 Fall, Spring.

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 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 Fall, Spring.

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; 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. Offered Fall, Spring.

Community Health Education (CHE) - Courses

Courses

CHE 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.

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 309 Cr.1
Stress Management and Relaxation Skills
This course is an introduction to the detrimental effects of stress on an individual and the corresponding benefits of regular relaxation. This course emphasizes the basic skills of relaxation and provides an experience that focuses on the practical application of these skills in one's life. Offered Fall, Spring.

CHE 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 also explores current issues confronting the health care system, raises important concerns and questions related to the different approaches to health care delivery, and identifies key ethical issues. Prerequisite: PH 310, PH 340. Offered Fall, Spring.

CHE 325 Cr.3
Violence and Injury Prevention
This course involves a review of risk and protective factors for violence and injury and examines the impact of violence and injury on individuals, families, and communities. Local, state, national, and global trends regarding violence and injury are presented. Violence and injury prevention strategies are reviewed, resulting in the development of prevention and intervention proposals using the social ecological model. Offered Fall, Spring.

CHE 345 Cr.3
Issues in Mental and Emotional Health
This course examines the determinants of mental and emotional health which form a basis for health and healthy decisions. A variety of concepts that form the foundation for mental and emotional health (e.g., self-esteem, resilience, personality, social support and communication, mindfulness, mental health literacy, etc.) are presented and discussed. Factors that compromise mental and emotional health (e.g., stigma, addiction, grief, stress, trauma, etc.) are also examined. 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 gain an understanding of the various ways in which people learn and develop a variety of skills to create effective learning strategies. Participants 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 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 369 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 are introduced. Offered Fall, Spring, Summer.

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 learn the process of exploring and resolving the ambivalence that often creates barriers to change in various populations. Participants also learn how to properly share information, give advice, and plan for action using the spirit and methods of MI. Additionally, participants 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 or declared health coaching certificate. Offered Fall, Spring.

CHE 372 Cr.3
Sexual Health Promotion
This course is 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. 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: CHE 360, CHE 370; PH 310, PH 340; junior standing. Offered Fall, Spring.

CHE 400 Cr.3
Health Policy, Advocacy, and Community Organizations
This course focuses on the process of engaging communities in health education and behavior change programs of various kinds. Several organizing paradigms for fostering healthy communities are examined, and their practical and ethical implications are considered. Skill development for community assessment, constituency-building, and leadership of participatory planning efforts is emphasized. Students are paired with health and human services, health policy and social justice agencies, and coalitions to gain an in-depth knowledge of agenda setting, legislative research, and legislative advocacy in relation to specific legislation being proposed in the Wisconsin state legislature. Prerequisite: CHE 360, CHE 370; PH 310, PH 340. 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 412 Cr.3
Women's Health Issues
This course provides an opportunity for participants to identify major health issues confronting women today and to examine appropriate health prevention and health promotion lifestyle choices. It explores health issues from the traditional medical model to the holistic model and provides a comprehensive overview of critical, contemporary women's health issues. Offered Occasionally.

CHE 430 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. Prerequisite: CHE 320, CHE 380, CHE 400; PH 335. Offered Fall, Spring.

CHE 450 Cr.3
Implementation, Administration, and Evaluation of Health Education Programs
In this course students implement, administer, and evaluate a community health education program. Interventions are based on professional best practices and social and behavioral theories and models. Data is collected that allow students to evaluate goals, objectives, and activities. Students are 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 320, CHE 380, CHE 400, PH 335. Offered Fall, Spring.

CHE 471 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 Responsibility 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. Prerequisite: junior standing. Offered Fall, Spring.

CHE 473 Cr.3
Health Aspects of Aging
This course is 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 also includes a service-learning component. Offered Fall, Spring.

CHE 474 Cr.3
Nutrition Education
This course explores nutrition principles, current issues in the field, and evidence-based educational methodologies. Students examine contemporary nutritional trends, dietary behaviors, cultural influences on eating patterns, and topics relevant to both personal and community nutrition. Designed for individuals working in or preparing for roles in health education and behavior change, this course is well suited for clinical health professionals, public health practitioners, fitness and wellness professionals, community nutrition educators, and food and nutrition science professionals. 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 476 Cr.3
Infectious and Chronic Disease Prevention Strategies For Population Health
This course provides an in-depth review and discussion of primordial, primary, and secondary prevention strategies for current and emerging infectious and chronic diseases, focusing on endemic, epidemic, and pandemic prevention and control. The course incorporates scientifically accurate resources, particularly from the Center for Disease Control and Prevention (CDC) and World Health Organization, along with real-world examples and respected expert presenters. Collaboration among health and human service professionals drives the development of health-enhancing strategies aimed at improving population well-being. Students explore prevention applications in public health and examine potential future health challenges on the horizon. This collaborative experience with regional and national experts underscores the importance of effective preventive measures in addressing global health issues. Prerequisite: PH 340. Offered Fall, Spring.

CHE 480 Cr.3
Senior Capstone
This culminating course engages participants in applying the skills and concepts that they develop throughout the program curriculum. In particular, students apply the profession's areas of responsibility as well as ethical standards in various activities, discussions, and projects. In addition, participants 1) review selected community health topics in our Public Health and Community Health Education program; 2) are introduced to current issues in community health education, public health, and population health; 3) are 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 320, CHE 380, CHE 400; PH 335. 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. CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning. 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 227 Cr.1
Introduction to Prototyping
This course is an introduction to use of the equipment in the department projects lab. Different offerings of the course covers the use of different equipment. Topics rotate between 3D printing, 3D scanning, printed circuit board design and assembly, laser cutting, and use of basic hand tools. Students learn basic lab safety as it relates to the equipment. Students must complete a project by the end of the course. Repeatable for credit when different equipment is covered - maximum three credits. Prerequisite: computer engineering major or computer science major. Offered Fall, 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. CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning. 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. CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning. 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. CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning. 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.4
Discrete Computational Structures
This course introduces mathematical reasoning and proof with an emphasis on its role in computation. Propositional and first-order logic are presented along with methods of formal proof with applications to sets, functions, and relations. Mathematical induction and its relationship to recursion are emphasized. Additional topics include combinatorics, discrete probability, and basic graph theory. 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 220. Offered Fall, Spring.

CS 272 Cr.3
Digital Circuit Design for Microcontrollers I
This course is an introduction to digital circuit design in the context of embedded microcontroller devices. This course includes 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 Occasionally.

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 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 Occasionally.

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 also discusses 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 Fall.

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 Spring.

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 select and contribute to the software development of an existing open source project. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: CS 340; junior standing. Offered Occasionally.

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 have additional course requirements/expectations. Prerequisite: CS 340; junior standing. Offered Occasionally.

CS 440/540 Cr.3
Software Design IV: Software Engineering
This course is 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. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 340, CS 364; junior standing. Offered Fall, Spring.

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
This course 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 have additional course requirements/expectations. Prerequisite: CS 440; junior standing. Offered Occasionally.

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 have additional course requirements/expectations. Prerequisite: CS 340; junior standing. Offered Occasionally.

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 have additional course requirements/expectations. Prerequisite: CS 340; junior standing. Offered Occasionally.

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 have additional course requirements/expectations. Prerequisite: CS 356; junior standing. Offered Spring - Even Numbered Years.

CS 457/557 Cr.3
Machine Learning
This course explores how to design and build software agents that are able to learn from experience and decide on courses of action without being explicitly programmed. Topics include regression algorithms, decision trees, support vector machines, neural networks, deep learning, Markov decision processes, and reinforcement learning. Emphasis is placed on algorithmic implementation. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: CS 340; MTH 207; 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 are emphasized, and techniques for working with big data are introduced. Students 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 have additional course requirements/expectations. Prerequisite: CS 340; MTH 207; junior standing. Offered Occasionally.

CS 464/564 Cr.3
Advanced Database Management Systems
This course covers 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, and object-oriented databases. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: CS 364; junior standing. Offered Occasionally.

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 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 are examined. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: CS 270; CS 340; junior standing. Offered Occasionally.

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 have additional course requirements/expectations. Prerequisite: CS 340; CS 372; junior standing. Offered Occasionally.

CS 475/575 Cr.3
Computer Graphics and Modeling
This course is 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, modeling, and GPGPU computing. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: CS 340; MTH 207; junior standing. Offered Occasionally.

CS 476/576 Cr.3
Data Visualization
This course is an introduction to visualizing various forms of data (abstract and concrete) using computer graphics. The course considers 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 have additional course requirements/expectations. Prerequisite: CS 340; MTH 207; junior standing. Offered Occasionally.

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.

Criminology (CRIM) - Courses

Courses

CRIM 115 Cr.3
Criminology and Criminal Justice through the Ages
This introductory course provides an overview of the evolution of criminology and the criminal justice system tracing their roots to justice systems around the world. Students explore the historical, social, and political factors that have shaped the criminal justice system and our understanding of crime. Topics include the development of policing, courts, and correctional systems; the evolution of the discipline of criminology and our understanding of crime; and the impact of major historical events on criminal justice practices. CGER HA-PDU Humanities & Arts: Pasts that Define Us. Offered Fall, Spring.

CRIM 312 Cr.3
Courts, Crime, and Justice
This course provides an overview of the American judicial system and its relationship with crime, justice, and society. Students learn about courts at the local, state, and federal level. Different types of courts such as criminal and civil courts as well as specialized courts including family court and juvenile court are covered. Students additionally learn about the basic history of the court system to understand its larger position in society. Prerequisite: one of the following: CRIM 115, SOC 110, SOC 120, SOC 225, RGS/SOC 150, ANT 101, ANT 102, PSY 100, POL 101, POL 102, or POL 110. Offered Spring.

CRIM 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: CRIM 115 or SOC 110 or SOC 120 or ANT 101. Offered Annually.

CRIM 318 Cr.3
Surveillance and Society
Surveillance is now a prominent feature in the contemporary, post-9/11 world. This course explores the concept of surveillance, its development, and the various ways that surveillance exists within the social world. This includes 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: CRIM 115 or SOC 110 or SOC 120. Offered Spring.

CRIM 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 pays special attention to gender delinquency, gangs, current events regarding delinquency, and the U.S. juvenile justice system. Prerequisite: CRIM 115 or SOC 110 or SOC 120 or ANT 101. Offered Annually.

CRIM 322 Cr.3
Criminology
This course examines the sociological study of crime in the United States focusing on patterns of criminality, competing theoretical explanations, and societal responses to crime. Students explore the definitions, measurement, and patterns of criminal behavior, including homicide, hate crimes, assault, and white-collar crime. The course analyzes the roles of the victim and offender and the implications of public policy on crime and social control. Prerequisite: CRIM 115 or SOC 110 or SOC 120 or ANT 101. Offered Fall, Spring.

CRIM 323 Cr.3
Corrections and Penology
This course provides an interdisciplinary review of criminal punishment and correctional systems in the U.S. Students examine 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: CRIM 115 or SOC 110 or SOC 120 or ANT 101. Offered Fall - Odd Numbered Years.

CRIM 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: CRIM 115 or SOC 110 or SOC 120 or ANT 101. Offered Fall, Spring.

CRIM 325 Cr.3
Juvenile Justice
This course provides an overview of the United States juvenile justice system. Issues relating to various segments of the juvenile justice system, such as the administration of juvenile justice, policing juveniles, juvenile courts, and juvenile correctional systems are explored. Prerequisite: CRIM 115, SOC 110, SOC 120, or PSY 100. Offered Annually.

CRIM 326 Cr.3
Sociopharmacology
This course examines the social structural factors related to drug use with emphasis on change at the societal level in dealing with the drug problem. Students examine the current and historical patterns of drug use in society. An emphasis is placed on understanding the sequence of initiation, use, and misuse of psychoactive drugs. This course focuses on the social problems and social policy aspects of drugs. Questions 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: CRIM 115 or SOC 110 or SOC 120 or ANT 101. Offered Spring.

CRIM 327 Cr.3
Victimology
This course provides an overview of the field of victimology. Students learn 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: CRIM 115, SOC 110, SOC 120, RGS/SOC 150, SOC 225, PSY 100, or RGS 100. Offered Spring.

CRIM 328 Cr.3
Youth Rebellion
This course applies critical and cultural criminology to the study of youth resistance subcultures, examining how young people engage in deviant, delinquent, and criminalized forms of cultural rebellion. Students investigate how race, class, and gender shape subcultural experience, how criminal justice institutions and media construct and criminalize youth deviance, and how commercial culture absorbs oppositional subcultures. The course situates youth rebellion within criminological frameworks of deviance, social control, moral panic, and labeling theory, encouraging students to understand crime and deviance as cultural and political phenomena responding to broader social inequalities. Prerequisite: one of the following: CRIM 115, SOC 110, SOC 120, or ANT 101. Offered Annually.

CRIM 329 Cr.3
Crimes of the Powerful
This course examines crimes committed by political leaders, corporations, and nation-states, including economic exploitation, environmental destruction, war crimes, and corruption. Students analyze how laws, media, and institutions protect elites while criminalizing marginalized groups. Students critically evaluate the structures that enable powerful actors to break rules with impunity, understanding crime as a social and political phenomenon rather than solely individual wrongdoing. Prerequisite: CRIM 115 or SOC 110 or SOC 120. Offered Fall - Even Numbered Years.

CRIM 331 Cr.3
Restorative Justice
This course explores the fundamental principles and practices of restorative justice along with its theoretical and historical underpinnings. Students examine 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: CRIM 115, SOC 110, SOC 120, RGS/SOC 150, SOC 225, PSY 100, or RGS 100. Offered Annually.

CRIM 333 Cr.3
Human Rights Policing
This course analyzes the concept of human rights and the application to the field of criminal justice with a particular focus on policing. Students review the historical roles and functions of policing including its sinister beginnings in the United States to challenge mainstream thought and dominant discourses surrounding the criminal justice system. The class scrutinizes structures of power and the age of mass incarceration while exploring alternative and creative solutions to contemporary issues in policing. Ultimately, students learn to apply human rights principles to their understanding of police work and future careers as criminal justice professionals. Prerequisite: CRIM 115 or SOC 110 or SOC 120 or ANT 101. Offered Spring - Even Numbered Years.

CRIM 340 Cr.3
Corrections Administration
This course provides a comprehensive overview of the American correctional system. Both community and institutional corrections are covered, including diversion, probation, parole, jails, and prisons. Particular attention is given to the administrative and operational aspects of corrections, including the roles of community and institutional corrections employees. Prerequisite: CRIM 115, SOC 110, or SOC 120. Offered Annually.

CRIM 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 explores 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 explores the intersections of these social statuses as they relate to key issues in the criminal justice system. Prerequisite: one of the following: CRIM 115, SOC 110, SOC 120, RGS/SOC 150, SOC 225, PSY 100, or RGS 100. Offered Fall.

CRIM 399 Cr.3
Special Topics in Criminology
In this course students investigate areas and topics of current criminology interest not covered in the regular curriculum ranging from local to transnational issues. Repeatable for credit under different topics - maximum 12 credits. Offered Occasionally.

CRIM 409 Cr.1-3
Readings and Research in Criminology
In this course students engage in directed readings or research under the supervision of an instructor. Repeatable for credit - maximum six credits. Prerequisite: junior standing. Offered Fall, Spring.

CRIM 422 Cr.3
Seminar in Criminology
This course is designed to bridge academic learning with professional practice through community-engaged research and service learning. Students collaborate with local organizations to conduct research that addresses pressing issues in criminal justice, applying criminological theories and data analysis to develop evidence-based solutions. The course integrates guest speakers from various sectors, providing students with insight into the field and opportunities for professional networking. In addition to research and service work, students participate in career development activities including resume building and job market preparation workshops. Repeatable for credit - maximum six credits. Prerequisites: CRIM 115, SOC 200, SOC 250, CRIM 322, SOC 350. Consent of instructor. Offered Fall, Spring.

CRIM 423 Cr.3
Queer Criminology
In this course students learn about LGBTQ+ people across the fields of criminology and criminal justice by centering on their experiences. Instead of treating LGBTQ+ people as an afterthought or assuming they fit neatly into existing heteronormative understandings of crime and justice, this course will "queer" a variety of traditional topics within criminology and criminal justice including police, law, violence, juvenile justice, public health, and the media. Prerequisite: one of the following: CRIM 115, SOC 110, SOC 120, SOC 225, RGS/SOC 105, RGS/SOC 150, ANT 101, ANT 102, or PSY 100. Offered Fall.

CRIM 450 Cr.1-15
Internship in Criminology or Criminal Justice
This course is an academically relevant field experience for criminology majors and criminal justice minors. The field experience is supervised by the sociology staff. No more than six credits may be applied to the criminology major. Repeatable for credit - maximum 15 credits. Prerequisites: cumulative GPA of at least 2.50. Pass/Fail grading. Offered Annually.

Data Science (DSC) - Courses

Courses

DSC 210 Cr.3
Foundations of Data Science
This course is an introduction to the data science workflow covering project formulation, data pre-processing, algorithm application, and result interpretation. Students learn to select and apply appropriate data science techniques, differentiate between supervised and unsupervised problems, and process incomplete datasets for analysis. The course emphasizes comparing model performance and communicating methods and results effectively to both technical and non-technical audiences. Prerequisite: STAT 145 or STAT 245; MTH 160 or MTH 175 or MTH 207. Offered Fall, Spring.

DSC/MTH/STAT 271 Cr.1
Mathematics and Statistics Seminar
In this course, a weekly seminar features short talks and events highlighting the breadth of mathematics, statistics, data science, and mathematics education. Presenters include faculty, visiting speakers, industry professionals, recent graduates, and students. Topics may include program overviews, undergraduate research, career paths, and graduate school opportunities. Open to all students. Mathematics, statistics, and data science majors and minors are encouraged to enroll early. Pass/Fail grading. Offered Fall.

DSC 420 Cr.3
Supervised Learning
This course is an introduction to machine and statistical learning techniques for making predictions using large and complex data. Supervised learning methods are discussed such as linear and logistic regression, linear discriminant analysis, linear model selection and regularization, decision trees, support vector machines, and artificial neural networks. The uncertainty of the predictions are analyzed using cross-validation and bootstrapping. Prerequisite: grade of "C" or better in CS 120, MTH 308, and STAT 305. Offered Fall.

DSC 430 Cr.3
Unsupervised Learning
This course provides an in-depth introduction to unsupervised learning techniques for analyzing and interpreting unlabeled data. Students explore key concepts such as clustering, dimensionality reduction, and anomaly detection, using both traditional and modern approaches. The curriculum emphasizes practical applications across various domains such as market basket analysis, customer segmentation, music genre classification, and fraud detection. Optional topics in graph-based learning and manifold learning allow further exploration of advanced methods used in social network analysis and high-dimensional data visualization. Prerequisite: CS 120; MTH 308; STAT 305. Offered Spring.

Diagnostic Medical Sonography (DMS) - Courses

Courses

DMS 301 Cr.3
Introduction to Diagnostic Medical Ultrasound
In this course students 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 have the opportunity to demonstrate their knowledge of sterile technique. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Fall.

DMS 302 Cr.3
Vascular Sonography I
Hemodynamics of the arterial and venous vasculature are discussed. Lower extremity venous normal and abnormal are discussed. Extracranial and intracranial cerebrovascular anatomy, normal and abnormal are discussed. Students become familiar with the clinical symptoms and specific ultrasound protocols for normal and abnormal cases associated with lower extremity venous and cerebrovascular disease. 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 discusses 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. 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. Prerequisite: admission to Diagnostic Medical Sonography Program. Offered Fall.

DMS 331 Cr.3
OB/GYN Sonography II
The student gains 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 are also discussed. Students 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 have the opportunity to practice biometric measurements on an obstetrical phantom during this course. 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 are assigned clinical competencies and objectives to complete. Prerequisite: admission to Diagnostic Medical Sonography Program. Consent of instructor. 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 Fall.

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 Spring.

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 Summer.

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 216 Cr.3
Child Development Birth Though Age 8
This course is a study of the development of children from birth through age eight (third grade). Cognitive, social-emotional, physical, and language development are emphasized. Diverse family structures, cultural variance, linguistic diversity, and factors that enhance or inhibit development are also studied. ECE 216 is required for admission into the Early Childhood Education program. Prerequisite: EDS 203; EDS 206 or concurrent enrollment; declared ECE-SPE major or permission from department. Offered Fall.

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 216; EDS 318 or concurrent enrollment. Offered Fall.

ECE 330 Cr.3
Social and Emotional Foundations of Learning
This course addresses the foundations of learning in early childhood through social and emotional foundations as well as curriculum planning and assessment from a social and emotional perspective. Environmental influences on child mental health, including toxic stress and poverty, are explored, along with the role of the teacher in responding to child trauma. Guidance strategies founded on the democratic classroom and Pyramid Model are examined and applied. Anti-bias, social justice, and equity education in the birth-grade 3 setting are addressed. Prerequisite: ECE 216; EDS 318 or concurrent enrollment. Offered 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 prepares 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 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 learn life/earth science content and pedagogical methods in outdoor settings as weather allows, as well as attend field trips. Prerequisite: ECE 216. Offered Fall, Spring.

ECE 342 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 are studied. The course also addresses 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. 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 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 are introduced to best practices around diversity and inclusive classrooms, professionalism, classroom management, and social justice. Teacher candidates 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 is 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 focuses on teaching literacy development (i.e., reading and writing) for K through grade 3 learners. This course covers pedagogy and application of evidence-based 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.3
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.3-4
Curriculum and Assessment for Preschool-Kindergarten
In this course students demonstrate understanding and effective use of instructional strategies and authentic assessments for children in preschool through kindergarten. The course addresses early learning from both developmental and content perspectives. Students 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 experience a variety of curriculum approaches and evaluate authentic assessment procedures that monitor young children's learning and inform instruction. Prerequisite: must be taken concurrently with a field experience course (ECE 415, ECE 445, or ECE 455); admission to teacher education. Consent of department. Offered Fall, Spring.

ECE 426 Cr.3
Intervention and Assessment for Children PreK through Grade 3
This course addresses research-based interventions to support young children from preschool through third grade who have identified disabilities and/or developmental or academic delays. Students study high impact interventions and teaching strategies that meet universal design requirements and can be implemented in centers and school classrooms. Students study informal assessments and progress monitoring. They also investigate developmentally appropriate standardized screenings and assessments. Prerequisite: ECE 415, SPE 200. Offered Fall, Spring.

ECE 428 Cr.3
Intervention and Assessment for Children Birth through Age 3
This course addresses early intervention services for infants, toddlers, and young preschoolers with or at risk for developing disabilities. The course includes skills and techniques to promote learning and development while empowering families. Service coordination, screenings, assessments, and progress monitoring are addressed in home, early care, and education settings. Federal and state regulations and research-based practices are emphasized. High impact partnerships with families, including due process rights, are also addressed. Prerequisite: ECE 415, SPE 200. 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 explore the classroom teacher's role in supporting the development of creativity through arts integration across the early childhood and primary curricular areas. Students 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 Spring.

ECE 445 Cr.3
Early Childhood Special Education Field Experience
Under the direction of a university supervisor and in cooperation with an approved teacher or service provider, teacher candidates engage in a professional experience in a selected inclusive early childhood setting. This experience may be located in a center or home setting or shadowing a service provider (e.g., a speech/language pathologist). Part of this experience includes observing a service coordinator who supports a family of a child with a disability. Field placements include programs for children from birth through age 3. Teacher candidates develop and implement learning activities that address children's specific needs. They also assess children's developmental and early academic progress. Prerequisite: ECE 415, SPE 200. 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 engages in a professional experience in a selected early childhood, infant/toddler through kindergarten setting. Teacher candidates develop their professionalism, guidance techniques, and conflict resolution skills. Teacher candidates 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 are explored. The role of the teacher in advocating for and supporting families using a strengths-based approach are addressed, effective strategies for two-way communication and collaborative approaches to meeting the diverse needs of children and families. Social justice, equity, and cultural competence is 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 470 Cr.1
Special Topics in Early Childhood Education
This course presents specialized topics in early childhood education. Repeatable for credit - maximum six. Prerequisite: admission to teacher education. Offered Occasionally.

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. CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies. Prerequisite: grade of "C" or better in MTH 051, or completion of MTH 115 or MTH 116 or MTH 123 or STAT 145, 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. CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies. Prerequisite: grade of "C" or better in MTH 051, or completion of MTH 115 or MTH 116 or MTH 123 or STAT 145, 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 Fredrich Hayek. From there the course will explore human rights and economics, the role of formal and informal institutions and the role of globalization. Students will be exposed to examples of women's rights and how the expansion of personal justice relates to economic development. Lastly, students will be exposed to data and other tools used to measure economic justice, freedom and individual rights through an analysis of different databases on human rights and institutions. CGER CP-CW Civics & Perspective: Cultures of Our World. Students may only earn credit in one of the following: ECO 212, ENG 212, or PHL 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 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. 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. CGER CP-CU Civics & Perspective: Communities of the United States. 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. CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies. Prerequisite: sophomore standing. (Cross-listed with ECO/THA; may only earn credit in one department.) Offered Spring - Odd Numbered Years.

ECO 380 Cr.3
International Financial Economics
This course examines 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 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 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 Studies (EDS) - Courses

Courses

EDS 203 Cr.3
Foundations of Education
The 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. Students explore 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 begin to articulate their personal philosophies of education through analysis of social class, race, gender, conflicting aims of education, and formal and hidden curricula. The 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. CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies. Offered Fall, Spring, Summer.

EDS 206 Cr.3
Society and Schools
This introductory diversity course explores the role that multiculturalism plays in schools and broader society. The course examines aspects of identity from anthropological, sociological, historical, political, and economic perspectives and how they intersect in school settings. It prepares students for teaching and working in increasingly diverse and pluralistic schools and communities, and specifically with minoritized cultures. As part of the course, students learn about Wisconsin Act 31, which refers to the requirement that education programs provide instruction on the history, culture, and tribal sovereignty of Wisconsin's federally-recognized American Indian nations and tribal communities. This course maintains a concerted focus on how students, teachers, parents, and community members experience and perceive schooling in the United States. 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. 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. CGER CP-CU Civics & Perspective: Communities of the United States. Prerequisite: EDS 203 recommended. Offered Fall, Winter, Spring, Summer.

EDS 308 Cr.3
Foundations of Literacy
The course focuses on the language and language arts/literacy development for all learners. The course provides students with the theories, principles, goals, and pedagogical skills for teaching language arts/literacy for elementary and middle level learners. The course covers key components of literacy including phonological awareness, phonemic awareness, phonics, fluency, vocabulary, reading comprehension, and writing. Emphasis is given to critical literacy including but not limited to effective practices from multicultural and multilingual literacy perspectives. Prerequisite: EDS 203; EDS 206 or concurrent enrollment; declared early childhood education major, elementary middle education major, or English education and TESOL major; sophomore standing. Offered Fall, Spring.

EDS 309 Cr.3
Global Perspectives in Education
This course prepares 21st century globally responsive citizens through an exploration of global issues as they interact within systems of education. Students examine the cultural, economic, political, and social layers of global challenges, such as global migration, poverty, and climate change. Using a case study approach, students analyze diverse educational perspectives on these challenges, exploring how local education responds (or not) to global issues. Students develop a reflective stance related to varying cultural perspectives on and understandings of education. CGER CP-CW Civics & Perspective: Cultures of Our World. Prerequisite: 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 is examined along with the history and politics of school curriculum. Possible levels of curriculum use in schools from knowledge reproduction to curriculum integration is discussed. Culturally responsive teaching and conflict resolution are emphasized. Prerequisite: EDS 203, EDS 206; declared education major. Offered Fall, Spring.

EDS 318 Cr.3
Literacy Methods I
The course focuses on the major components of reading/literacy theories and research. Explicit instruction in the essential components of reading: oral language development, phonological awareness, phonemic awareness, phonics, fluency, vocabulary, and reading comprehension; and how to apply this knowledge to effective teaching practices is 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 evidence-based resources. 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 are introduced to best practices around diversity and inclusive classrooms, professionalism, classroom leadership, and social justice. Teacher candidates plan and teach lessons within the designated developmental range. A multi-day, consistent schedule (typically 3 consecutive half days) in the field experience classroom is 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.

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 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 418 Cr.3
Literacy Methods II
The course focuses on teaching reading/literacy strategies and techniques for K-9 classrooms. Students learn pedagogy and application of best practices in literacy instruction. The course covers key components of literacy including phonological awareness, phonemic awareness, phonics, fluency, vocabulary, reading comprehension, and writing. The course is taken concurrently with the Field Experience I 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.

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 are investigated regarding 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 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, Summer.

EDS 422 Cr.3
Mathematics Methods
This course is designed to introduce teacher candidates to current methods and practices for teaching mathematics in elementary and middle 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: 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, Summer.

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 further develop best practices around diversity and inclusive classrooms, professionalism, classroom management, conflict resolution, and social justice. Teacher candidates 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 is 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, Summer.

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 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) 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, Summer.

EDS 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 is 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.

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 have additional course requirements/expectations. Repeatable for credit - maximum 18. Offered Fall, Winter, Spring, Summer.

EDS 478 Cr.1
Teaching Assistantship in Educational Studies
The course offers students the opportunity to assist a faculty member in the teaching and learning process in an educational foundations class. Responsibilities may include preparation of materials; one-on-one, small group, or whole class discussion leading/instruction; and administering and providing feedback on formative assessments. Repeatable for credit - maximum six credits. Prerequisite: admission to teacher education program; minimum 3.25 cum GPA; grade of "AB" or higher in the TA class; appropriate education faculty reference. Consent of instructor. Pass/Fail grading. Offered Fall, Spring.

EDS 479 Cr.1-6
Individual Study
In this course students perform independent reading and research under the direction of an education instructor. This course is open to education students in good academic standing. Repeatable for credit - maximum six credits. Prerequisite: junior standing. Consent of department. Offered Fall, Winter, Spring, Summer.

EDS 490 Cr.1-11
Student Teaching: Early Childhood Education (birth-grade 3)
This course 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; passing content competency benchmarks; passing score on 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)
In this course 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; pass content competency benchmarks; meet reading competency benchmarks as appropriate to the program requirements. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

EDS 492 Cr.1-3
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 the course teacher candidates discuss current issues experienced within their student teaching experiences as well as issues around the areas of professionalism, conflict resolution, and classroom management. Prerequisite: taken concurrently with EDS 490, EDS 491, EDS 495, EDS 496, EDS 497, and/or EDS 499; admission to teacher education; pass content competency benchmarks; meet reading competency requirements as appropriate for the program; ACTFL oral & written proficiency rating of "Intermediate-High" for world language certification candidates. Consent of department. Pass/Fail 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; pass content competency benchmarks; ACTFL oral & written proficiency rating of "Intermediate-High" for world language certification teacher candidates; meet reading competency requirements as appropriate to the program requirements; 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; pass 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; pass content competency benchmarks; meet reading competency requirements as appropriate to the program requirements; ACTFL oral and written proficiency rating of "Intermediate-High" for world language certification candidates. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

EDS 498 Cr.6
Student Teaching: Teacher Residency Program Semester I
The course is the first of two student teaching semesters for students in the Teacher Residency Program. Student teaching is a culminating professional experience that ranges from full days to half days of teaching for two full semesters (per WI licensing statute 118.19(3)(a) with the equivalency as outlined in PI 34.023(2)(f)1.c). Student teaching occurs in selected K-12 schools with qualified, approved cooperating teachers, following the calendar of the host school district. Orientation, seminars, and other professional experiences are also required. Registration occurs through the Office of Field Experience only. Prerequisite: EDS 402; taken concurrently with EDS 421, EDS 422, and EDS 452; admission to teacher education; completion of education requirements; appropriate education faculty recommendation; 2.75 cum GPA; pass content competency benchmarks; meet reading competency benchmarks as appropriate for the program. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall.

EDS 499 Cr.9
Student Teaching: Teacher Residency Program Semester 2
Student teaching is a culminating professional experience that ranges from full to half days of teaching for two full semesters (per WI licensing statute 118.19(3)(a) with the equivalency as outlined in PI 34.023(2)(f)1.c). Student teaching occurs in selected K-12 schools with qualified, approved cooperating teachers. Orientation, seminars, and other professional experiences are also required. Registration occurs through the Office of Field Experience only. Repeatable for credit - maximum 18 credits. Prerequisite: completion of education requirements, including special methods courses; appropriate education faculty recommendation; 2.75 cum GPA; pass content competency benchmarks; meet reading competency benchmarks as appropriate for the program. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

English (ENG) - Courses

Courses

ENG 100 Cr.3
College Writing I
This course offers students practice in and strategies for developing writing skills in post-secondary academic contexts. Students read, write, and engage in a variety of activities that provides them with opportunities to practice effective writing processes, to develop flexible habits of mind, and to engage in writing research practices. Prerequisite: Wisconsin English Placement Test score less than or equal to 335. Offered Fall.

ENG 110 Cr.3
College Writing II
In this college-level writing course, students practice writing for a wide range of audiences within and outside the university. Students develop skills in analysis, work with a variety of genres, and engage in both primary and secondary research practices. This course emphasizes revision, reflection, collaboration, research ethics, and the use of rhetorical strategies as key components of the writing process. CGER CL-WL Communication & Literacy: Written Literacy. Prerequisite: ENG 100 or English Placement Test (EPT) score greater than 335. Offered Fall, Spring, Summer.

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. CGER CL-SWT Communication & Literacy: Stories We Tell. Prerequisite: ENG 110. 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. CGER CL-SWT Communication & Literacy: Stories We Tell. Prerequisite: ENG 110. 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. CGER CL-SWT Communication & Literacy: Stories We Tell. Prerequisite: ENG 110. 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. CGER CL-SWT Communication & Literacy: Stories We Tell. Prerequisite: ENG 110. 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. CGER CL-SWT Communication & Literacy: Stories We Tell. Prerequisite: ENG 110. 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. CGER CL-SWT Communication & Literacy: Stories We Tell. Prerequisite: ENG 110. 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. CGER CL-SWT Communication & Literacy: Stories We Tell. Prerequisite: ENG 110. 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. CGER CP-CU Civics & Perspective: Communities of the United States. Prerequisite: ENG 110. (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. CGER CP-CW Civics & Perspective: Cultures of Our World. Prerequisite: ENG 110. 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. CGER CP-CU Civics & Perspective: Communities of the United States. 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. CGER CP-CW Civics & Perspective: Cultures of Our World. Students may only earn credit in one of the following: ECO 212, ENG 212, or PHL 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. CGER CP-CU Civics & Perspective: Communities of the United States. 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. CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies. Prerequisite: ENG 110. 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. 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. Offered Fall, Spring.

ENG 301 Cr.3
Introduction to 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: one of the following; ENG 200, ENG 201, ENG 202, ENG 203, ENG 204, ENG 205, or ENG 206. Offered Fall, Spring.

ENG 302 Cr.3
Intermediate Topics in Literature
This is 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 credits. Only three credits may be applied to an English major or minor. Prerequisite: one of the following; ENG 200, ENG 201, ENG 202, ENG 203, ENG 204, ENG 205, or ENG 206. Offered Fall, Spring.

ENG 303 Cr.3
Special Topics in Writing and Rhetoric Studies
This is an intermediate topics course engaging disciplinary conversations in writing and rhetoric studies. Topics vary by instructor. Repeatable for credit - maximum six credits. Prerequisite: ENG 110. Offered Fall, Spring.

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. Offered Fall, Spring.

ENG 307 Cr.3
Workplace Writing
This course is an advanced writing course designed to introduce students to concepts and practices in workplace writing, which involve thinking rhetorically and ethically about diverse audiences and genres. Students work independently and collaboratively to address the needs of internal and external stakeholders. Through this work, students also learn project management strategies and to respond successfully to rapidly-changing workplace contexts and technologies. Prerequisite: ENG 110; sophomore standing. Offered Fall, Spring.

ENG 308 Cr.3
Technical Writing
This is an advanced writing course designed to introduce students to theories and practices of writing and designing technical information through multiple media, technologies, and genres. Students work independently and collaboratively to address the needs of diverse users and communicate technical information in an ethical and accessible way. Through this work, students also learn project management strategies and to respond effectively to local and global contexts. Prerequisite: ENG 110; 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; sophomore standing. Offered Annually.

ENG 310 Cr.3
Digital Content and User Experience Writing
This course focuses on developing the skills needed to write user-centered web content that is rhetorically effective, accessible, and ethically responsible, balancing organizational priorities with user needs. Students learn to analyze user needs and write long-form and short-form content for digital platforms such as websites, apps, and social media. Through user testing and feedback, students evaluate content effectiveness and make evidence-based recommendations for improvements. Emphasizing accessible language, the course teaches students to write and structure content for easy navigation and readability for diverse audiences. Students also develop time management and project planning skills. The course also explores ethical considerations in user experience (UX) and content writing. Additionally, students learn to integrate AI tools responsibly into their writing process. Prerequisite: ENG 110; 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. one of the following; ENG 200, ENG 201, ENG 202, ENG 203, ENG 204, ENG 205, or ENG 206. 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. 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. Offered Fall.

ENG 315 Cr.3
Rhetoric, Health, and Medicine
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 (e.g., experimental articles and research reviews) and popular media (e.g., newspaper articles, television programs, blogs, and social media posts), students 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 develop strategies for ethically contributing to technical and public debates about health and medicine. Specific content might include the following: how scientific communities achieve consensus about medical knowledge; how medical knowledge makes its way into peoples' daily lives; how the overwhelming amount of contradictory information about what it means to be healthy makes it difficult to make informed decisions about their healthcare; how people acquire medical literacies given the complexity of medical knowledge; and develop an understanding of what medical "expertise" means. Prerequisite: ENG 110. 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. 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 is placed on interdisciplinary and multicultural content and participation. Repeatable for credit - maximum six credits. 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. 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. 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; 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. 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; at least sophomore standing. Offered Fall, Spring.

ENG 335 Cr.3
Introduction to Professional and Technical Writing
This introductory course in professional and technical writing explores how writing mediates knowledge, values, and action in both social and organizational contexts. Students investigate key concepts and enduring questions in the field, drawing from historical and theoretical perspectives to inform contemporary writing practices. The course also explores ethical considerations and the impact of emerging technologies like artificial intelligence on writing practices. Prerequisite: ENG 110; 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. 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. Offered Occasionally.

ENG 341 Cr.3
Young Adult Literature and Culture
Young adult literature has experienced a surge in popularity since the mid-1990s, but its roots actually trace back much farther than that. In this course, students explore the authors and texts that have contributed to the evolution of this genre since the 1950s by reading across a range of literary styles, voices, and time periods. Major units in the course pay close attention to issues of literary value and publishing markets; representations of gender, race, sexuality, and disability; debates over censorship and the definition of "appropriate" content; and inclusion of adolescent literature in today's secondary English Language Arts classrooms. While a majority of the course is devoted to the study of primary texts including novels, poetry, nonfiction, and/or graphic novels; students are also expected to work closely with secondary materials as they situate this ever-expanding genre in multiple social, historical, and political contexts. one of the following; ENG 200, ENG 201, ENG 202, ENG 203, ENG 204, ENG 205, or ENG 206. Offered Annually.

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. Offered Every Third Semester.

ENG 350 Cr.3
Genre in Literature and Culture
This class invites students to examine and appreciate the unique features, evolutions, and influences of one or more of the genres of literary and cultural studies, ranging from the classic allure of the novel, the orchestrated dialogues of drama, the rhythmic elegance of poetry, the mythic grandeur of epic, and the introspective depths of the essay, to the vivid storytelling in graphic novels, the enchanting simplicity of fairy tales, the multidimensional storytelling of film, and the episodic richness of the TV miniseries. Each course varies by instructor, but students may expect to encounter canonical works that have defined the focus genre(s) as well as more recent pieces that challenge and expand the boundaries of traditional forms. one of the following; ENG 200, ENG 201, ENG 202, ENG 203, ENG 204, ENG 205, or ENG 206. 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 353 Cr.3
Topics in Literature and Culture before 1800
This intermediate-level English course is a study of literary and cultural works of the British Middle Ages, British Renaissance, British Restoration and Long 18th Century, and/or early American periods. This course may address such issues as the following: the way literary works reflect the attitudes, values, and beliefs of the cultures in which they were produced; how the genres and content of literary works of this/these period(s) reflect the values and beliefs of their authors and their milieu; how cultural institutions (e.g., religious, political, social) inform and impact the authors and their works; how and why authorship has changed from the [Middle Ages, Early Modern Period, Restoration Period, Early American period] to today; how literary theory enables us to problematize and critically examine these texts and cultures. The specific course time period and focus varies by instructor. one of the following; ENG 200, ENG 201, ENG 202, ENG 203, ENG 204, ENG 205, or ENG 206. Offered Annually.

ENG 354 Cr.3
Topics in Literature and Culture after 1800
This intermediate-level English course reads primarily British and/or American literary and cultural works of the Romantic, Victorian, Pre- and Post-Civil War, Modern, Postmodern, and/or Contemporary periods. The course may address such issues as the following: the way literary and cultural works are shaped by the broader contexts in which they are produced; how such works and the interpretation of them contribute to what we make of the world; the place of difference and honoring of otherness in literature and culture; how literary and cultural theory contribute not only to expanding and deepening one's engagement with literature and culture but to living a thoughtful life. The specific time period and focus of the course varies by instructor. one of the following; ENG 200, ENG 201, ENG 202, ENG 203, ENG 204, ENG 205, or ENG 206. Offered Annually.

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; at least one 200-level English course; concurrent enrollment in ENG 351; admission to teacher education. Consent of department. Offered Fall, Spring.

ENG 357 Cr.3
Topics in World Literature and Culture
This course provides diverse perspectives through the study of literature and culture from around the world and throughout history. Geographical regions may range from ancient to modern Middle East, Africa, Asia, South Asia, Europe, and the Americas. The course may consider how literary and cultural texts reflect and challenge the values and local contexts of the cultures that produce them and the relevance of course texts in the global arena. Focus and content vary with instructor. However, each instructor covers at least two distinct regions, including works in translation. Prerequisites: one of the following; ENG 200, ENG 201, ENG 202, ENG 203, ENG 204, ENG 205, or ENG 206. Offered Annually.

ENG/THA 358 Cr.3
Scriptwriting
This course is designed for students interested in immersion into the practice of dramatic writing. In a collaborative atmosphere, students explore the fundamentals of plot, character, and setting as they write for stage, film, podcasts, or other narrative audio. Students read existing dramatic texts and complete regular exercises in dialogue, structure, theme, and conflict, working toward a longer final project. Students write, present their own work, and respond to pieces written by classmates. Prerequisite: ENG 110. Offered Fall - Even Numbered Years.

ENG 360 Cr.3
Topics in Race, Gender, and Multicultural Literature
This course explores the dynamic interplay of race, gender, sexual orientation, and multicultural issues through literary and cultural texts. Students critically analyze a variety of works that illuminate and challenge societal norms regarding identity. The course encompasses themes such as racial identity, gender roles, LGBTQ perspectives, intersectionality, and the limits of identity politics under present historical conditions. Through discussions, creative assignments, and critical reflection, students engage with contemporary and historical texts, preparing them to navigate and contribute thoughtfully to an increasingly diverse and globalized society. one of the following; ENG 200, ENG 201, ENG 202, ENG 203, ENG 204, ENG 205, or ENG 206. Offered Annually.

ENG 363 Cr.3
Shakespeare in the World
This course focuses on selected plays and/or sonnets from throughout Shakespeare's career as a writer and stage player, as well as contemporary and global adaptations and performances of his works to address Shakespeare as a global phenomenon and interrogate historical and present-day reception of The Bard around the world. Prerequisites: one of the following; ENG 200, ENG 201, ENG 202, ENG 203, ENG 204, ENG 205, or ENG 206. Offered Annually.

ENG 375 Cr.3
Writing Research
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 are discussed. Students critique examples of published studies as they develop their own scholarly or creative projects, which involves 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 complete a prospectus that they develop in the English capstone course. Prerequisite: ENG 110. Offered Fall, Spring.

ENG 387 Cr.3
Literature and Environmental Action
This course is 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: one of the following; ENG 200, ENG 201, ENG 202, ENG 203, ENG 204, ENG 205, or ENG 206. Offered Every Third Semester.

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 gives 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 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 operate on the workshop model, with as many individual conferences between students and teacher as possible. The class also includes 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 is on the creative process, from idea generation through composition, revision, and submission for literary publication. Readings include multiple creative genres, artistic processes, and professional development. Students workshop original works in fiction, poetry, creative non-fiction, and/or scripts. When possible, students 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 enables them to make effective choices as teachers of writing. Areas of study include a brief history of writing instruction in U.S. 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
Experiments in Form and Genre
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 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; 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 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 f or 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 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. CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet. 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 310 Cr.3
Food, Culture, and the Environment
This course provides an opportunity to investigate reasons for our food choices and impacts of the food system. Students meet professionals in the food system and ask questions that are both personal and societal. What led to our "normal" food options? Why is food waste a big deal for the planet? How are other people affected by our food choices? Is organic farming a solution? What can we do to reduce our carbon and water footprints? To investigate these kinds of questions, the course incorporates interviews, photography, video presentations, readings, service learning, food sampling, and discussion groups. Offered Occasionally.

ENV 311 Cr.3
The Mississippi River: Mighty and Managed
This course examines how land and river management of the "Mighty Mississippi" have resulted in both infrastructure we depend on and significant environmental damage. This course examines reasons for river management; underserved communities along the river; and controversies with river transportation, flooding, recreation, pollution, and invasive species. Students study this dynamic and highly manipulated part of our "natural" landscape through readings, field trips, guest lectures, and discussion to develop a personal connection to the river and foster an understanding of how changes in one part of a hydrologic system impact those upstream and downstream. Offered Spring - Odd Numbered Years.

ENV 312 Cr.3
Sustainability through Cinema
Cinema has long shaped American culture and conversation. In this course students watch drama, animated, or documentary films with sustainability themes to help examine environmental fears and options. Through readings, discussion, and critical writing, students reflect on the accuracy of the films, the strengths and limitations of the art form, and if films motivate anyone to make changes on behalf of the planet and/or people. Offered Spring - Even Numbered Years.

ENV 313 Cr.3
Woodlands of the Driftless: History, Ecology, and Management
Human dimensions have interacted with ecological processes throughout the history of the Driftless region forests. Understanding human interactions with woodlands brings greater meaning to our time in nature and leads to more informed choices for land management. In this course, students use a multi-disciplinary approach to examine competing values that influence management choices including forest products, rights of indigenous nations, biodiversity, recreation, aesthetics, and other ecosystem services. Students apply class concepts to real places through field trips, guest speakers, and an off-campus assignment. Offered Fall - Even Numbered Years.

ENV 314 Cr.3
Bicycling the Wisconsin Landscape
This course provides an intellectual and active engagement with bicycling by exploring local, national, and global trends in bicycling. Students examine the history and politics of bicycling in relation to other forms of transit and includes the cultural, economic, and social dimensions of bicycling. Local and state planning efforts to improve bicycling are discussed and compared with cases where improving bike-ability has been successful and those that have not been as effective. Offered Fall - Odd Numbered Years.

ENV 315 Cr.3
Sustainability: Principles and Practices
This seminar course approaches sustainability using multiple academic disciplines and practical experiences to examine how both individuals and society can meet current needs without harming future generations. Students discuss environmental sustainability for multiple scales, including personal lifestyles, organizations, businesses, and public infrastructure systems. Offered Annually.

ENV 316 Cr.3
Occupying the Driftless: Culture, Place, and Environment
This course examines the social, cultural, and ecological formations that shape the area popularly known as the Driftless, which includes northeastern Iowa, northern Illinois, southeastern Minnesota, and southwest Wisconsin, including La Crosse. The Driftless is marked physically by the action of glaciers and shaped by diverse human and non-human communities, including the enduring presence of indigenous nations. Students learn about the origins and effects of environmental and social challenges in the region through guest speakers including indigenous community leaders, farmers, scholars, activists, writers, and artists. Additionally, student learn how to engage with community partners using storytelling and oral histories for public good. Offered Spring - Even Numbered Years.

ENV 350 Cr.3
Justice, Injustice, and Activism
In this seminar course, students broadly examine social movements including the relationship between the history of environmental inequalities and the environmental movement, as well as recent political movements that seek to rectify environmental injustices and develop new possibilities for a more equitable future. This course draws on the work of scholars, activists, and local organizers to bring attention to the ways that race, ethnicity, class, and gender have been absent and disenfranchised by historic and present efforts to resolve environmental problems. The discussion-based format prepares students to grapple with and consider complex and often conflicting perspectives about the environmental movement. Students apply the theory and practical skills learned in class to develop a grassroots campus campaign with a focus on campus sustainability issues that tie into the La Crosse Climate Action Plan. Offered Spring - Odd Numbered Years.

ENV 351 Cr.3
Feeding the Planet: Environmental Justice of our Food Systems
The ways in which society uses and transforms the ecosystem to produce food has impacted the world more than any other environmental change. One of the biggest global challenges is to feed an ever-growing population under the growing pressure of climate change, pollution, health impacts, scarce resources, and species decline. This discussion-based course examines how the food system works, its failures, alternatives, and the ways it plays out unevenly for people on the planet. Related topics include industrial agriculture, the impacts of GMOs and pesticides, food security, food sovereignty, agroecology, food production, and governance, among other topics. Offered Fall - Odd Numbered Years.

ENV 352 Cr.3
Americans, Global Parks, and Wilderness
This course examines how concepts of wilderness have been envisioned historically, the ways in which views about parks and wilderness have evolved, and the extent to which the 1964 Wilderness Act is still relevant. The management, use, and access to wilderness areas have created great controversy especially regarding under-represented groups that include Native American, African American, Latina/o, LGBTQ+, disabled communities, and senior citizens. In addition, wilderness areas have created conflict among wilderness purists, loggers, hunters, sport outfitters, ranchers, and miners, among others. Students become familiar with the biophysical, social, and political economic drivers that influence wilderness and national park establishment and management and consider the role of dominant paradigms and social discourses in these processes. Students consider perspectives from political ecology, environmental history, and non-western science to examine these dynamics. Finally, students assess the exportation of the U.S. Park model to other parts of the world and the complications posed by issues such as co-management and fortress conservation. Offered Spring - Even Numbered Years.

ENV 353 Cr.3
Rural Livelihoods: Sustainability and the Environment in the Upper Midwest
This course examines the past, present, and future of sustainable rural communities in the Upper Midwest through the framework of race, identity, and sense of place. Focusing on rural people including indigenous leaders, farmers, miners, activists, and writers; students examine the origins and effects of environmental and social challenges in the region. Students analyze the connections and divisions that rural people perceive and experience in relation to urban spaces. Students interview rural residents in Wisconsin who are engaged in the dwindling tobacco industry, present maple syrup economy, and emerging cannabis production. Offered Fall - Even Numbered Years.

ENV 354 Cr.3
Sustainability, Indigenous Knowledge, and the Environment
This class explores sustainability through Indigenous perspectives, emphasizing relationships among people, place, and the more-than-human world. Students begin the semester by examining oral traditions and the impacts of colonialism on Indigenous people and the natural environment. Students then consider land and water management practices, traditional ecological knowledge (TEK), Indigenous food systems, the Land Back Movement, Nature's Rights, and climate adaptation. Through readings, discussions, and experiential learning, students critically engage with how Indigenous knowledge can inform sustainable futures while recognizing the importance of sovereignty and reciprocity. Offered Fall - Even Numbered Years.

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
Community-Engaged Sustainability Capstone
The first goal of this course is to take action locally on an environmental or sustainability 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 based on their environmental philosophy. Students learn from recent graduates and professionals in environmental fields with a wide variety of perspectives and ideas as they consider their future decisions. Prerequisite: nine credits from ENV; a sustainability & environmental studies or sustainable business minor. 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/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. CGER CP-CU Civics & Perspective: Communities of the United States. 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.

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. CGER HA-AA Humanities & Arts: Arts & Aesthetics. 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 learn to 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 develop common and specialized content knowledge related to adventure education and have opportunities to plan and teach peers and K-12 learners. In addition, teacher candidates learn to 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 144 Cr.2
Ethics and Leadership in Sport
Exploration of the current ethical issues in contemporary sport. This course utilizes current sport events to analyze the ethical implications of decisions made by athletes, coaches, sport managers, and sport organizations during points of crisis or critique. Building upon this ethical foundation, current trends in organizational sport leadership are introduced to develop a more sophisticated understanding of workplace dynamics. Course content includes, but not limited to topics such as cheating and gamesmanship, doping, sport and education, college sport, paying college athletes, youth sport, sportsmanship, concussions, gambling and sport betting, violence in sport, multinational sport organizations and global sport institutions. 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 begin creating developmentally appropriate lesson plans. Wisconsin Teacher Standards (WTS) 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 and Sport 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 is 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 and Sport Science II
This course is designed to cover the maintenance of homeostasis through study of the structure and function of the cardiovascular, respiratory, immune, digestive, endocrine, renal, and reproductive systems. It also covers metabolism and fluid/electrolyte balance. Lect. 2, Lab 2. 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 develop common and specialized content knowledge related to the development of fundamental movement skills, movement concepts, and gymnastics. In addition, teacher candidates learn to recognize and understand academic language and theory related to teaching and learning fundamental movements, educational games, and dance. Students 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
In this course, students 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 learn how to create, implement, and apply teaching strategies in the K-12 adapted aquatics setting. Teacher candidates 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 utilizes the Society of Health and Physical Education (SHAPE) National Physical and Health Education Standards and Grade Level Outcomes. Teacher candidates 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 are analyzed and discussed. Wisconsin Teacher Standards (WTS) 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
This course focuses on applied physiology which is a study of how normal physiological function (homeostasis) is altered, and subsequently restored, in response to various forms of stress (exercise and training). 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 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 develop common and specialized content knowledge related to outdoor pursuits, have opportunities to plan and teach, and learn about physical activity and fitness knowledge specific to each activity category. In addition, teacher candidates learn to 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: ESS 121; admission to physical, adapted, and school health education. Offered Fall, Spring.

ESS 317 Cr.2
Medical Terminology and Documentation
This course covers the study of the language of medicine used in clinics, hospitals, and other health agencies. The student develops 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 are covered as they pertain to health professions. Offered Fall, Winter, Spring, Summer.

ESS 320 Cr.3
Field Experience in Sport Management
This course provides a practical experience in a sport management setting. Experiences may include sport event facilitation, budget preparation and monitoring, preparing contracts, checking eligibility, and marketing and promotion. Repeatable for credit - maximum six credits. Prerequisite: admission into exercise sport science major - 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 Kinesiology
This course is a practical experience in an exercise science setting or formal observation in a clinical setting. Experiences may include activities such as exercise leadership, coaching, assisting with fitness assessment and exercise prescription, exercise research, clinical observation, etc. Students are required to complete a minimum of 72 volunteer hours. Repeatable for credit - maximum six credits. Prerequisite: declared major in exercise and sport science - kinesiology; junior standing. Offered Fall, Winter, Spring, Summer.

ESS 330 Cr.2
Skill Development in School Health Education
This course formally introduces the skill development model for skills-based health education. Students 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 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
Foundations of Fitness and Clinical Assessment
This course reviews the clinical and diagnostic approach to cardiovascular anatomy, physiology and pathophysiology, and provides basic knowledge in evaluation, methodology, and interpretation of fitness testing. Emphasis is placed on population characteristics, participant screening and referral process, alternatives of fitness assessment, and exercise prescription. Lect. 2, Lab 2. Prerequisite: ESS 206 or BIO 313; declared exercise and sport science - kinesiology major. 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 covers the methodology of developing, teaching, and leading sound exercise workouts for all levels of physiological fitness and for individual needs. Prerequisite: ESS 206 or BIO 313; declared major in exercise and sport science - kinesiology. 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 focuses on learning and implementing classroom management strategies and reflecting on planning and teaching practices within a professional learning community. During this course students teach 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 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 teach 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 develop common and specialized content knowledge related to teaching dance and rhythmic activities, have opportunities to plan and teach peers and K-12 learners, and learn about physical activity and fitness knowledge specific to each activity category. In addition, teacher candidates learn to 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 develop common and specialized content knowledge related to fitness, wellness, and physical activity. Students have opportunities to plan and teach peers and K-12 learners, learn about physical activity and fitness knowledge specific to improving or maintaining fitness and wellness. In addition, teacher candidates learn to 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 develop common and specialized content knowledge related to target and net/wall activity categories, have opportunities to plan and peer teach, and learn about physical activity and fitness knowledge specific to each activity category. In addition, teacher candidates learn to 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 develop common and specialized content knowledge related to invasion, striking and fielding activities; have opportunities to plan and peer teach; and learn about physical activity and fitness knowledge specific to each activity category. In addition, teacher candidates learn to 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
Foundational Exercise Program Design
This course is designed to provide the student with an overview of foundational exercise program design, working knowledge of proper lifting and spotting technique, an understanding of basic program design for the general population as well as special populations, and strategies for instructing resistance exercise techniques. This class will also prepare students to sit for the National Strength and Conditioning Association - Certified Personal Trainer Exam. Prerequisite: ESS 205 and ESS 206, or BIO 312 and BIO 313. 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 (PR) 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 releases, 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 Kinesiology
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: ESS 206 or BIO 313; declared major in exercise and sport science - kinesiology. 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 407 Cr.3
Sport Management and Society
This course is designed to provide a foundation of the social, cultural, and psychological aspects that are represented in U.S. sport culture. Students gain an understanding of how various identities affect the equitable or inequitable distribution of resources, influence, and prestige within particular sports, programs, and/or individuals in athletics, physical education, and fitness. Students learn to identify current structural, ideological, and ethical issues in sport and how to develop potential solutions to inequities. Prerequisite: admission to exercise sport science major - 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
This course addresses the legal aspects for the operation and administration of sport and athletic programs. Prerequisite: admission to the exercise and sport science - sport management major or a declared exercise and sport science - kinesiology major. Offered Fall, Spring.

ESS 411 Cr.3
Essentials of Strength and Conditioning
This course provides students with a comprehensive understanding of the scientific and practical foundations of strength and conditioning. Emphasis is placed on the application of key principles related to anatomy, physiology, biomechanics, and bioenergetics, as well as the development of practical skills in exercise technique, program design, and performance evaluation. Students learn test selection, administration, scoring, and data interpretation; warm-up and flexibility training; and exercise techniques using free weights, machines, and nontraditional methods. Additional topics include plyometric, speed, agility, and aerobic endurance training; periodization; rehabilitation and reconditioning; and facility design, layout, and policy development. The course also examines the role of nutrition, endocrine responses, and psychological factors in performance, as well as age- and sex-related considerations and the effects of ergogenic aids and performance-enhancing substances. Designed to prepare students for the National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialist (CSCS) examination, this course integrates concepts aligned with both the scientific foundations and practical/applied sections of the certification exam. Prerequisite: ESS 302; ESS 303 or ESS 304; ESS 368. Offered Fall, Spring.

ESS 413 Cr.3
Advanced Strength and Conditioning Methods
This course provides an in-depth exploration of the theory, application, and practical methods essential to the field of strength and conditioning. Students develop technical proficiency in foundational and Olympic lifts, warm-up and activation strategies, plyometrics, speed development, and energy system training. Emphasis is placed on integrating scientific principles into practical program design through the application of biomechanical concepts, SAID and GAS models, and evidence-based training methodologies. Throughout the course, students practice coaching and instructional progressions; identify and correct movement errors; and enhance their communication, leadership, and professionalism in the weight room. Advanced topics include manipulating training variables, incorporating periodization strategies, designing sport-specific resistance and conditioning programs, and utilizing Excel-based tools for program organization. Through hands-on learning, peer-led sessions, and the development of a comprehensive annual training plan, students build the skills and competencies necessary to improve movement efficiency, strength, power, and athletic performance. This course prepares students for professional roles in exercise science, coaching, and sports performance. Lect. 2, Lab. 2. Prerequisite: ESS 411. 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, Wisconsin Teacher Standards (WTS), 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 is 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, Wisconsin Teacher Standards (WTS), 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 is 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, Wisconsin Teacher Standards (WTS), 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 is 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 and Event Management
This course is designed to introduce students to principles and procedures for preparing, planning, operating, managing, and evaluating an event in sports settings. Grounded in a practical experience, students engage in all aspects of running a sport event. Students reflect upon their personal experience in the class and examine not only how they work as an individual, but also as part of a larger group. Application of learning is made to various sport levels and organizations. Prerequisite: admission to exercise sport 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 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 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 preparation and development, fundraising, and economic impact for use in the administration of sport and athletic programs. In addition, emphasis is placed on sources of revenue and expense for sport organizations and their use in sport management. Students learn why budget and finance in sport are critical components of all sports-related industries. Prerequisite: admission to exercise sport 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 are 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 331; 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. 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 explores 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 address the principles and procedures for designing physical fitness experiences for all ages. Lecture, practice, and field experiences are included. Prerequisite: ESS 206 or BIO 313; declared exercise and sport science - kinesiology major or gerontology certificate. Offered Fall, Spring.

ESS 444 Cr.3
Revenue Generation in Sport
This course provides a foundation for sales and revenue generation in sport. This course prepares students for the sport business workforce via the sales outlet with emphasis placed on students developing skills necessary for success in sport sales. Prerequisite: admission to exercise sports science - sport management emphasis; junior standing. Offered Fall, Spring.

ESS 445 Cr.3
Planning Facilities for Physical Activity and Sport
This course introduces students to the planning, design, development, and management for schools, athletic clubs, fitness centers, professional organizations, and other sport entities. Prerequisite: admission to exercise sport science - sport management emphasis; junior standing. Offered Fall, Spring.

ESS 446 Cr.3
Current Research and Trends in Kinesiology
This lecture/discussion-based course is designed to thoroughly review and analyze the relevant and current research/industrial trends within kinesiology. Significant emphasis is given toward the student learning how to present, critique, and defend research from a scientific perspective. Selected topics include content that is relevant to both students seeking to attain jobs in the research field or further education within the fitness realm and pre-professional careers. Students are encouraged to take this course near the end of their careers as undergraduate students in the exercise and sport science major-kinesiology emphasis. Prerequisite: declared major in exercise and sport science - kinesiology; junior standing. Offered Fall, Spring.

ESS 447 Cr.3
Administration in Fitness and Sport
This course covers 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 the exercise and sport science - sport management major or a declared exercise and sport science - kinesiology major. Offered Fall, Spring.

ESS 448 Cr.3
Promotion and Development of Fitness and Sport Programs
This course provides an understanding of the sport product and the application of the principles of promotion and marketing in the sport and fitness industry. Primary focus is on utilizing marketing theories and foundational principles to aid sport organizations. Prerequisite: MKT 309; admission to exercise sport science - sport management major or declared exercise sport science - kinesiology major. 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 458 Cr.6
Internship in Kinesiology
The internship is designed to be an intensive supervised practical work experience for students majoring in the exercise and sport science - kinesiology emphasis. Prerequisite: declared major in exercise and sport science - kinesiology; junior standing. Pass/Fail grading. Offered Fall, Spring, Summer.

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. CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning. 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: 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 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 work in teams to complete applied business consulting projects, while also engaging in smaller written assignments and exercises throughout the course. Prerequisite: students must take this course concurrently with integrated core sections of MGT 308, MKT 309, and FIN 355. (Cross-listed with FIN/MGT/MKT; may only earn credit in one department.) Consent of instructor. Offered Fall, Spring.

FIN 355 Cr.3
Principles of Financial Management
This course provides an introduction to financial management, offering a survey of finance from the corporate financial manager's perspective. Corporate finance examines the investing and financing decisions that financial managers encounter in their goal to maximize shareholders' wealth. This course aims at improving students' critical thinking and quantitative skills in the field of finance. Application of problem-solving techniques, along with discussions of the social and ethical issues that a firm encounters are also explored relative to the maximization of shareholder value. Key topics include financial markets and intermediaries, analysis of financial statements, time value of money, interest rates, capital structure, cost of capital, debt and equity valuation, and capital budgeting. Prerequisite: ECO 110, ECO 120, ACC 221, and ACC 222; declared in one of the following programs: CBA major, business administration minor, or any non-CBA program that lists FIN 355 as a requirement or elective. Offered Fall, Winter, Spring, Summer.

FIN 360 Cr.3
Principles of Insurance and Risk Management
This course introduces the fundamentals of risk management and insurance. The course examines risk management issues faced by firms and individuals and discusses ways to protect firm value and personal wealth. The course covers the areas of general risk management process, property and liability insurance, life and health insurance, annuities, and employee benefits. The insurance industry and regulatory concerns are also addressed. Prerequisite: ACC 221. Students with credit in FIN 363 cannot earn credit in FIN 360. Offered Fall, Spring, Summer.

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 Occasionally.

FIN 363 Cr.3
Insurance Planning
This course covers insurance planning concepts, tools, and strategies related to property and casualty insurance, health insurance, life insurance, long-term care insurance, and disability insurance. The course also covers the evaluation of risk exposure, insurance needs, insurance products, and insurance companies. This course is part of the Certified Financial Planner Board Registered academic program. Prerequisite: FIN 355. Students with credit in FIN 360 cannot earn credit in FIN 363. Offered Fall, Spring.

FIN 370 Cr.3
Corporation Finance
This course offers a thorough examination of theories on essential topics such as cash flow estimation, cost of capital, capital budgeting, risk analysis, dividend policies, and working capital management. Emphasis is placed on applying these concepts to real-world financial decision-making, with a focus on preparing students for careers in corporate finance. Prerequisite: FIN 355; STAT 145 or STAT 245; MTH 160 or MTH 175 or MTH 207. Offered Fall, Spring, Summer.

FIN 380 Cr.3
Principles of Investment
This course provides a foundational understanding of the investment process encompassing an exploration of the potential risks and rewards inherent in engaging with financial assets. This course explores various investment instruments and trading mechanisms prevalent in financial markets, risk assessment and its interplay with security returns, the application of analytical methodologies for evaluating financial assets, and strategic allocation of resources to construct portfolios aligned with diverse investment objectives. Prerequisite: FIN 355; STAT 145 or STAT 245; MTH 160 or MTH 175 or MTH 207. Offered Fall, Spring, Summer.

FIN 390 Cr.3
Financial Markets and Institutions
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 are also discussed in addition to risk measurement and management methods. Prerequisite: FIN 355; STAT 145 or STAT 245; MTH 160 or MTH 175 or MTH 207. Offered Fall, Spring, Summer.

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
The course analyzes various aspects of retirement planning spanning individuals, businesses, and tax authorities/regulators. The topics include planning for Social Security and Medicare, eldercare, and special needs, identifying various types of retirement plans - qualified and non-qualified, rules governing the distribution of retirement income and taxes, and succession planning for individually held businesses. Prerequisite: FIN 355. Offered Fall, Spring.

FIN 409 Cr.3
Estate Planning
This course provides students with in-depth applications of personal and family money management principles. An emphasis is placed on the estate planning process including the legal, tax, financial, and non-financial aspects of this process, covering topics such as property, wills, trusts, advanced directives, charitable giving, wealth transfers and related taxes, and the Certified Financial Planner Board's Professional Conduct and Fiduciary Responsibilities. This course is part of the Certified Financial Planner Board Registered academic program. Prerequisite: FIN 355. Offered Fall, Spring.

FIN 437 Cr.3
Financial Modeling
This course explores the application of financial theories and models using Microsoft Excel and other tools to make financial decisions. Students utilize financial spreadsheet functions, apply sensitivity and scenario analysis techniques, and develop proficiency in financial modeling for time value of money, investment evaluation, loan analysis, capital budgeting, asset valuation, and option strategies and arbitrage. Prerequisite: FIN 355; MTH 160 or MTH 175 or MTH 207; STAT 145 or STAT 245. 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 Fall, 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: FIN 355. 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 460 Cr.3
Case Studies in Financial Planning
In this course students integrate insurance planning, tax planning, investment planning, estate planning, and retirement planning. Students demonstrate their ability to analyze and apply knowledge of financial planning sub-disciplines through integrative cases. Additionally, this course covers the psychological and behavioral elements of personal financial planning. This course is part of the Certified Financial Planner Board Registered academic program. Prerequisite: FIN 360 or FIN 363; FIN 380; FIN 407 or FIN 408; senior standing. Offered Fall, Spring.

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
This course covers individual readings 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 credits. Prerequisite: FIN 355. Consent of instructor. 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 investigate enduring questions and reflect on the purpose and value of a liberal education. Topics vary by instructor. CGER SBS-FS Social & Behavioral Science: Social Foundation for Success. Prerequisite: degree-seeking student in their first year at UWL or a degree-seeking transfer with less than 12 credits earned. Not open to students with credit in UWL 100. Offered Fall, Spring.

Food and Nutrition Sciences (FNS) - Courses

Courses

FNS 100 Cr.1
Careers in Nutrition, Food Science, and Food Systems
This course introduces students to academic and career planning specific to nutrition, food science, and food systems fields. Experts from community and clinical health organizations, industry, government, private practice, and academia are invited to share their career preparation pathways, job details, and opportunities in their subfields. Self and program assessment platforms and soft skills that lead to academic and professional success are introduced. Offered Fall, Summer.

FNS/NUT 200 Cr.3
Human Nutrition
This course examines 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 are also investigated. (Cross-listed with FNS/NUT; may only earn credit in one department.) Offered Fall, Spring, Summer.

FNS/NUT 300 Cr.3
Lifecycle Nutrition
This course explores nutrition assessment and nutritional requirements/challenges during preconception, pregnancy, lactation, infancy, childhood, adulthood and older adulthood, and community nutrition programs targeted for each life stage. Prerequisite: FNS/NUT 200. (Cross-listed with FNS/NUT; may only earn credit in one department.) Offered Fall, Spring.

FNS 310 Cr.3
Food Systems and Security
This course provides an overview of the U.S. food system with particular focus on the food system's interrelationships with public health, the environment, equity, and society. Issues covered include food insecurity, social justice, community and worker health concerns, food marketing, nutrition, resource depletion, and ecological degradation. Further, this course examines the complex interrelationships between diet, food production, environment, and human health to advance an ecological perspective in reducing threats to the health of the public and to promote policies that protect health, the global environment, and the ability to sustain life for future generations. Prerequisite: FNS 200. Offered Fall, Spring.

FNS/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 are covered. Additionally, topics of discussion include specific functional components of food, herbals, and supplements. Prerequisite: FNS/NUT 200. (Cross-listed with FNS/NUT; may only earn credit in one department.) Offered Fall, Summer.

FNS 410 Cr.3
Food Safety
Food safety principles, concerns, and management practices across the flow of food from production to consumption are covered in this course. The focus is on understanding, identifying, analyzing, and preventing hazards of human food during production and compliance with the preventive controls rules for human food mandated by the Food Safety Modernization Act (FSMA). Food safety principles and preventive control rules for other animal food are covered. Principles for safety and inspection in food service are also covered as guided by the Food & Drug Administration (FDA) Food Code. Students completing the course may choose to obtain Food Safety Preventive Controls Alliance (FSPCA) certificates to become Preventive Controls Qualified Individuals (PCQI) for human food and/or ServeSafe certification. Certification exams are an extra cost to students and are not required for completion of the course. Prerequisite: MIC 230. Offered Fall.

FNS 420 Cr.3
Food Science
This course examines the principles of food science including the functional role of carbohydrates, protein, and fat in food. Subjective and objective methods of food evaluation are introduced and utilized throughout the course. Students explore the history of foods as well as current topics related to food. Methods of food preservation and packaging are also discussed. Prerequisite: BIO 105; FNS 200. Offered Fall, Spring.

FNS 450 Cr.2-3
Field Experience in Food and Nutrition Sciences
Working with a UWL instructor and field site supervisor, students identify a field site, develop a plan for exposure to appropriate experiences at the field site, participate in food and nutritionally-related professional activities at the field site, and submit a portfolio detailing field experiences. Prerequisite: nine credits completed in the food and nutrition science major or nutrition minor. Consent of instructor. Offered Fall, Winter, Spring, Summer.

FNS 479 Cr.1
Food and Nutrition Teaching Assistant
Working with a faculty mentor(s), students 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 the student will be assisting. Consent of instructor. Offered Fall, Winter, Spring, Summer.

FNS 491 Cr.1
Food and Nutrition Sciences Capstone
This course calls on students to synthesize concepts and ideas from the courses they have taken throughout their food and nutrition sciences curriculum. Students demonstrate the knowledge they have gained by completing a culminating project. Students also participate in assessment of the food and nutrition sciences major in coordination with assessment activities completed in an earlier course. Prerequisite: FNS 100, FNS 300, FNS 310, FNS 410, FNS 420; senior standing. Offered Spring, Summer.

FNS 499 Cr.1-2
Food and Nutrition Research
Working with a faculty mentor(s), students 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 fields of food and nutrition sciences, the student submits a manuscript for publication in an appropriate journal. Prerequisite: six credits of FNS core classes completed. Consent of instructor. Offered Fall, Winter, Spring, Summer.

French (FRE) - Courses

Courses

FRE 101 Cr.3
French in a Global Society I
Designed for beginners, this course builds foundational skills in French through meaningful communication and cultural exploration. Students learn to understand basic texts and conversations, engage in simple interactions with cultural sensitivity, and present ideas on familiar topics. Emphasizing cultural context, this course guides students to discover perspectives of French-speaking communities and to develop curiosity and openness toward diverse viewpoints. No prior knowledge of French required. CGER CP-CW Civics & Perspective: Cultures of Our World. 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. CGER CP-CW Civics & Perspective: Cultures of Our World. Prerequisite: FRE 101 or an appropriate placement test score. 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. CGER CP-CW Civics & Perspective: Cultures of Our World. Prerequisite: FRE 102 or an appropriate placement test score. 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. CGER CP-CW Civics & Perspective: Cultures of Our World. Prerequisite: FRE 201 or an appropriate placement test score. 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 Fall - Odd Numbered Years.

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 Spring.

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
Global French Cultures: Past, Present, and Future
A topical approach to French-speaking cultures and civilizations, the course guides students through historical, political, social, philosophical, and artistic perspectives. Students continue to develop language proficiency skills as they gain critical insights into past events and understand how they relate to the present and may inform the future. Repeatable for credit - maximum six credits. Prerequisite: FRE 300 or FRE 301. Offered Spring.

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 Spring - Odd Numbered Years.

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 Fall - Even 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). CGER CL-SWT Communication & Literacy: Stories We Tell. 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 Fall - 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 Occasionally.

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. CGER NSWL-ES Natural Science & Wellness: Experiential Science. 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. CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies. 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. CGER CP-CW Civics & Perspective: Cultures of Our World. 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. CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet. Offered Fall, Spring.

GEO 203 Cr.3
Urban Community Health: A Global Perspective
This course examines how rapid urbanization occurring around the world affects community health outcomes. A place-based approach is taken to evaluate social and spatial structures that contribute to health disparities. Contemporary issues including climate change, pandemics, and sustainable development are explored from the lens of community health by considering a variety of urban settings. As students develop an understanding of the forces that shape health in urban communities, students explore potential solutions for addressing health inequities. CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies. 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. CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet. 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 320 Cr.3
Energy, the Environment, and Sustainability
This course focuses on energy geographies and sustainability. Students explore the dynamics of human and environmental processes through the lens of social sciences applied to the production and consumption of energy landscapes. Key inquiries include defining energy related natural resources, understanding how their geographical distribution intersects with wealth, poverty, political influence, technology, and institutional capabilities, and how these factors impact actions towards sustainable development. Offered Spring - Odd 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. CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet. Offered Fall - Even Numbered Years.

GEO 401 Cr.1
Capstone Seminar in Geography and Environmental Science
This seminar-style course is designed to prepare students for graduate school and/or a career in geography and environmental science. This course covers the basic concepts of interviewing, cover letter and resume development, portfolios, and oral and written communication. Guest speakers discuss graduate and career opportunities available to geography and environmental science majors. Students are expected to actively participate in the assessment of their major and their programmatic learning outcomes. Prerequisite: GEO 305; 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 receive 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 also prepares students for the remote pilot exam conducted by the Federal Aviation Administration. Students 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 have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: GEO 305; junior standing. Offered Spring.

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
This course is 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 are explored as well as physical, geochemical, and biological methods associated with continuous and depositional environments. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: GEO 221 or GEO 222; junior standing. Offered Spring - Even Numbered 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 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 have additional course requirements/expectations. Prerequisite: GEO 222, BIO 341, or BIO 464; 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 Environmental Science
This internship experience is an academically relevant field experience in geography or environmental 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 Environmental 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 environmental science. Repeatable for credit - maximum 12 credits. Consent of instructor. Pass/Fail grading. Offered Fall, Winter, Spring, Summer.

GEO 455/555 Cr.3
Web Mapping
In this course, students 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) develop proficiency in the scripting languages and tools most frequently used to design and create these maps; and (2) teach the theory and concepts underlying good web map design so that as the technologies change in the future students are still be able to design effective web maps. At the end of this course, students are able to design a web map from scratch. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: GEO 405 or GEO 418; junior standing. Offered Spring - Even Numbered Years.

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
Geospatial Automation
In this course, students learn the power of automation to enhance their geospatial analysis skills. Students explore the principles, techniques, and significance of automating geospatial workflows, leveraging scripting languages, and harnessing the capabilities of automation tools. The course begins with an introduction to fundamental concepts in Geographic Information Systems (GIS) and scripting, providing a solid foundation for students with varying levels of experience. Students learn to navigate popular Geographic Information Systems libraries and Application Programming Interfaces (API) gaining practical skills in automating geospatial tasks and applying scripting techniques to automate routine Geographic Information Systems tasks, enhance data processing efficiency, and increase productivity to solve real-world spatial problems. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: GEO 405; junior standing. Offered Spring - Odd Numbered Years.

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 488/588 Cr.3
Quantitative Methods in Geography
This course introduces students to the essential skills and knowledge needed to apply quantitative techniques to geographical and environmental problems. Topics covered include descriptive and inferential statistical analysis, exploratory data analysis, correlation and regression, and spatial statistical analysis. Students develop a solid understanding of the theory behind quantitative methods and their practical applications in various geographic contexts. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: GEO 305; STAT 145; junior standing. Offered Spring - Odd Numbered Years.

GEO 490/590 Cr.1-3
Independent Study in Geography and Environmental Science
This course is a directed study of a topic in geography and/or environmental 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 Environmental Science faculty. This course is taught largely at an undergraduate level. Graduate students have additional course requirements and 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 499 Cr.1-3
Research in Geography and Environmental Science
Individual research by an advanced student under the supervision of a faculty member in the Department of Geography and Environmental Science. 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 Department of Geography and Environmental Science chairperson. Repeatable for credit - maximum three. Three credits may be applied to a major or minor offered by the Department of Geography and Environmental Science. Prerequisite: 12 credits of geography 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. CGER CP-CW Civics & Perspective: Cultures of Our World. Offered Occasionally.

GER 102 Cr.4
German in a Global Society II
The second introductory course in German comprehension, speaking, writing, reading, and culture. CGER CP-CW Civics & Perspective: Cultures of Our World. Prerequisite: GER 101 or an appropriate placement test score. 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. CGER CP-CW Civics & Perspective: Cultures of Our World. Prerequisite: GER 102 or an appropriate placement test score. 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. CGER CP-CW Civics & Perspective: Cultures of Our World. Prerequisite: GER 201 or an appropriate placement test score. 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. CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies. 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. CGER CL-SWT Communication & Literacy: Stories We Tell. 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 100 Cr.3
Cultural Encounters: Becoming a Global Citizen
In an increasingly interconnected world, understanding and appreciating cultural diversity is essential. This course invites students on a transformative journey of encountering different cultures, providing them with the knowledge, skills, and attitudes necessary for navigating and thriving in diverse environments. Through a blend of theoretical frameworks, experiential learning, and reflective practices, students navigate encounters of various cultures, including, but not limited to ethnic, religious, linguistic, and regional diversities. CGER CP-CW Civics & Perspective: Cultures of Our World. Offered Fall.

GCL 101 Cr.4
Elementary Languages I
This is the first of two introductory courses in target languages offered through the Collaborative Language Program (CLP) which covers oral and written language study, reading, and grammar. CGER CP-CW Civics & Perspective: Cultures of Our World. 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. CGER CP-CW Civics & Perspective: Cultures of Our World. 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. CGER CP-CW Civics & Perspective: Cultures of Our World. 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. CGER CP-CW Civics & Perspective: Cultures of Our World. 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. CGER CL-SWT Communication & Literacy: Stories We Tell. 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 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 is 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 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 learn about the complex processes of planning discipline-specific world language instruction, engaging students in learning, and assessing student learning. Candidates 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 is 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 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 prepares students to design and implement effective world language lessons. Students 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 Education (HED) - Courses

Courses

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: CHE 210 or teacher certification; junior standing. Offered Occasionally.

Health, Physical Education, and Recreation (HPR) - Courses

Courses

HPR 105 Cr.3
Creating A Healthy, Active Lifestyle
This course focuses 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. CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet. 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. CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet. 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 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. Students 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 are covered as they pertain to medical practice. Online course. Prerequisite: radiation therapy, radiologic technology, diagnostic medical sonography, or nuclear medicine technology major, or a student in a declared pre-physician assistant, pre-occupational therapy, or pre-medicine track. 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 313; admission to NMT program or declared DMS major. 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.

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. Students trace the development of one theme over multiple historical periods and places in the world. CGER HA-PDU Humanities & Arts: Pasts that Define Us. Offered Fall, Spring, Summer.

HIS 195 Cr.3
How We Got Here: History of Today's Global Issues
This course focuses on the historical roots of pressing current issues with global implications. Students engage with such transnational topics as climate change, pollution, food insecurity, healthcare, inequality, corruption, violence, or human migration. Students learn to think historically about complex challenges, preparing them to address problems in their communities and future careers. This class helps students develop a sense of who they are as global citizens. CGER CP-CW Civics & Perspective: Cultures of Our World. Offered Occasionally.

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 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. Students may not take HIS 210 if they've received credit for AP US History. Offered Annually.

HIS 220 Cr.3
Survey of Latin American and Latino History
This course provides 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 Alternate Years.

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 place European history within the context of global history. Students may not take HIS 240 if they've received credit for AP European History. Offered Alternate Years.

HIS 250 Cr.3
Survey of Asia
This course introduces students to various aspects of Asian history with special focus on the Modern period (i.e., post-1800). In particular, students 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 Alternate Years.

HIS 260 Cr.3
Survey of the Middle East
This is an introductory course designed for students who would like to better understand the history and cultures of the Middle East and who have had little to no 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 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. CGER HA-PDU Humanities & Arts: Pasts that Define Us. 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. To understand this relationship, this course explores 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 what kinds of questions science can answer. We consider human beings as students and practitioners of science, but also as subjects of scientific inquiry. While we consider science around the world, our focus is on science in the West. 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 is so important for us to do so. Offered Annually.

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. The course 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 Occasionally.

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, students 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, students 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 Occasionally.

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/ARC 302 Cr.3
Egyptian Hieroglyphs: The Language and Culture of Ancient Egypt
This course is an introduction to the language and culture of Ancient Egypt including an investigation of the birds, snakes and other symbols on Ancient Egyptian monuments. Students 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, students explore aspects of Egyptian culture through their own words. Through translating sentences and basic texts, students 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 covered are the origins of writing in Egypt; historical development of the language, daily religion, and beliefs in the afterlife; and the family, social structure, literature, and the role of writing in Egyptian culture. 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. (Cross-listed with HIS/ARC; may only earn credit in one department.) Offered Occasionally.

HIS 303 Cr.3
Money and Crime
In this course students explore what makes something money and when, why, and where money started and changed. Students also examine crimes based on money such as counterfeiting, embezzlement, forgery, fraud, identity theft, money laundering, and swindling. Students 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 Annually.

HIS 304 Cr.2
Schools and Learning in Social Studies and Field Experience I
This course is integrated with a field experience for secondary social studies teachers and provides a forum for reflection. Teacher candidates work collaboratively to design, enact, and assess activities to enhance student learning. This course is a multi-day, consistent schedule in the middle school field experience classroom. Teacher candidates collaborate with their assigned cooperating teacher to explore best practices. Prerequisite: EDS 203, EDS 206; admission to teacher education. Consent of department. Offered Fall, Spring.

HIS 307 Cr.3
Comic Books and History
This course examines how transregional historical events and experiences are depicted in visual sequential narratives (i.e., combinations of images and text designed to be read in a particular order) such as comic books, manga, graphic histories, graphic memoirs, and works of illustrated journalism. Students investigate how history is represented in these visual sources, particularly focusing on the complexity of human memory, identity, and human agency. Students evaluate the trade-offs of reading history in "comics" format by exploring how visual sequential narratives both enhance and complicate our understanding of the past. Offered Occasionally.

HIS 308 Cr.3
U.S. Reform Movements
In this course, students learn about reform movements in the U. S. which happen in waves around dramatic events such as a compelling story, shocking photograph, expose, scandal, investigative journalism, or the force of a charismatic person. Students also explore reforms that result from a slow evolution of policy and politics, legal changes, institutional bureaucracy, or data-driven decisions. Students discuss who initiated reforms, what their motives might have been, and whose lives were intentionally or unintentionally affected by reform. Students investigate how reform movements have shaped current American policies. Offered Alternate Years.

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. The course focuses 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 Fall - Every Third Year.

HIS 311 Cr.3
Peace and War in Northern Ireland
The course features an examination of the causes, consequences, and nature of both peace and war in Northern Ireland in the 19th and 20th centuries with an emphasis on the period known as 'The Troubles' that occurred between 1968-1998. This course considers peace and war in Northern Ireland through myriad theoretical lenses including cultural, political, and social histories. Offered Fall - Every Third Year.

HIS/ANT 312 Cr.3
Peoples and Cultures of Eastern Europe and the Former Soviet Union
This survey course 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, students critically reflect on their own cultural experience and values in reference to the major concerns of postsocialism - including how the people of Eastern Europe understand the role of government, what it means to be a citizen, and how they view themselves as members of communities. In so doing, students gain a better understanding and appreciation of how and why different cultures experience, manage, and challenge political, economic, and social change. CGER CP-CW Civics & Perspective: Cultures of Our World. (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 Fall - Every Third Year.

HIS 316 Cr.3
The Vietnam War Era
This course focuses on the era of United States involvement during the long Vietnamese wars. 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. Students examine 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 Spring.

HIS 318 Cr.3
Exhibition Development and Design I
This course explores 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 local institutions are 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 Occasionally.

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 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
Careers in Public History
This course is an introduction to the careers of public historians. The class covers such topics as cultural resource management, public policy, museums, oral history, archives, etc. As part of this class students have the opportunity to meet with professionals in the field which provides them with a sense of the various careers they may choose to pursue. This class also provides networking opportunities for future employment in public history. Offered Spring.

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
This course is 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 is 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 include social, cultural, diplomatic, and political aspects. Different theaters or themes are 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 Fall - Every Third Year.

HIS 325 Cr.3
The Global Cold War
The United States and the Soviet Union spent almost half of the twentieth century engaged in a hostile confrontation, which had profound effects on the rest of the world. This course explores the origins of the Cold War from its development in 1945 to the collapse of the Soviet Union in 1991. It studies the economic and ideological conflicts between the two countries, the proxy wars, and other conflicts and competitions short of war through which they fought, as well as explaining the effects of the Cold War on politics and culture around the world. Offered Occasionally.

HIS 327 Cr.3
History of Buddhism
This course addresses the history of Buddhism from its beginnings in the Indian subcontinent to its spread into other regions such as Central Asia, China, Korea, Japan, various areas of Southeast Asia, and eventually to the West. Emphasis is on Buddhism in practice in a variety of social, political, economic, cultural, and linguistic contexts over a long history; this involves how Buddhism mixed with local concerns, becoming in many cases a hybrid religious form. Offered Alternate Years.

HIS 328 Cr.3
History of Hinduism
Hinduism is a major world religion practiced by over a billion people, primarily in South Asia. This course introduces students to Hindu culture and religion through a study of its thought, beliefs, rituals, ethics, and religious practices. While emphasis is placed on classical Hinduism, this course also covers Hinduism and modernity, modern Hindu movements, and Hinduism as a global religion. CGER CP-CW Civics & Perspective: Cultures of Our World. Offered Occasionally.

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 335 Cr.3
History of China
This course analyzes various aspects of Chinese history over centuries and into contemporary times. Students focus on the role of people who have not been ethnically Chinese in the history of China and identify factors in a long history that have set the stage for the economically, politically, and culturally powerful nation-states of the People's Republic of China and the Republic of China (Taiwan) today. Offered Occasionally.

HIS 336 Cr.3
Latinos in the United States: 1450-2000
This course introduces students to the diverse experiences of Hispanic/Latino peoples in the United States through an interdisciplinary survey of their social, historical, political, economic, and cultural experiences. The focus is on Mexican American/Chicano, Puerto Rican/Boricua, Dominican, Cuban, and Central American experiences. CGER CP-CU Civics & Perspective: Communities of the United States. Offered Occasionally.

HIS 337 Cr.3
La Crosse Wisconsin in World History
This course explores the connections between La Crosse, Wisconsin, and the wider world from 1840s to present. At a regional scale, students 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 connect La Crosse and Wisconsin's story to long-distance and long-time frame processes including long-distance migration, industrialization, warfare (e.g., WWI, WWII, and Cold War), and demands for social and economic reform (e.g., Progressive Era, Civil Rights movement, and the student protest movement). Offered Alternate Years.

HIS 338 Cr.3
Sugar, Coffee, Rubber, Bananas: Commodities in World History
This course examines the history of everyday commodities we consume or use, often without considering where they came from (e.g., sugar, coffee, rubber, and bananas). Students focus on the development of plantation-style agriculture in the Americas, Caribbean, Southeast Asia, and Africa from the 1600s to the 1930s. Power relationships between laborers, landowners, colonial governments, and consumers are examined to connect trade goods to the historical societies in which they were produced. Particular emphasis is placed on links between European imperialism, labor migration, and inequality. Offered Alternate Years.

HIS/ARC 340 Cr.3
Origins of Cities
This course provides students with a comparative understanding and appreciation of urban life and its long history by examining the origins and development of urban life. Students explore the character of modern cities from an anthropological perspective. Students 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 (e.g., Mesopotamia, Egypt, Indus Valley, China, Andes, and Mesoamerica). With a focus on archaeological cities, this course draws heavily on ethnographic and sociological studies of urban forms. (Cross-listed with ARC/HIS; may only earn credit in one department.) Offered Occasionally.

HIS 341 Cr.3
Nineteenth Century Latin America
In this course students study the problems of nation-building, regionalism, political instability, economic underdevelopment, and social disunity in Latin America from the Wars of Independence (1810-1825) to the First World War. Offered Occasionally.

HIS 342 Cr.3
Twentieth Century Latin America
This course examines the struggle for economic development, political democracy, and social justice in Latin America in the period of democratization since World War I. The Non-Hispanic Caribbean is included. Offered Occasionally.

HIS 344 Cr.3
Latin America: 1450-1830
This course analyzes Iberian, Amerindian, and African societies to understand the establishment and evolution of Hispanic institutions and cultures in Latin America from 1450 until 1830. Offered Occasionally.

HIS 345 Cr.3
U.S.-Latin American Relations
This course explores U.S. relations with Spain and the Latin American republics from 1776 to the present day. The course examines the economic and political goals of U.S. foreign policy in Latin America and explores how these goals compromised U.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 349 Cr.3
Twentieth Century Europe
The emergence of Europe as a political, cultural, social, industrial and military power during the 19th and 20th centuries. This course will also explore European interaction with non-Western cultures, the two world wars, the Cold War, decolonization, the decline of Europe as a premier world power, and the break-up of Eastern Europe and Soviet regimes. Offered Occasionally.

HIS 350 Cr.3
Oral History Theory, Methods, and Practice
This course introduces students to research, project design, interviewing, and technological skills necessary for doing oral history work. The course also explores the theoretical and ethical underpinnings of oral history as a research methodology. The course builds a new generation of oral historians to help preserve local, regional, and global history. CGER HA-PDU Humanities & Arts: Pasts that Define Us. Offered Alternate Years.

HIS 351 Cr.3
France and the French Empire: 1750-Present
This course covers the history of France and its empire including colonies in Africa, Asia, and the Americas, 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
This course explores 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 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. While emphasis is on Pre-Hispanic Maya, the course also explores 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
History of Spain
This course examines political, religious, socio-economic, and cultural developments from medieval to modern Spain. This course surveys the consolidation of the Spanish monarchy under the Trastamaras, Hapsburgs, and Bourbons focusing on the challenges Spain faced from the eighteenth to the twentieth centuries from the apogee of the enlightened absolutist state to the Franco dictatorship. Themes covered include the loss of Empire in the Americas and Asia, the struggle between conservatives and liberals, the fall of the monarchy, the First and Second Republics, the Civil War, Franquismo, the "Spanish Miracle," and Spain's integration into Europe. Students explore the origins of national identity and the challenges it faced from local and regional interests and sensibilities. Spain's international relations and continued involvement in Latin America and the Caribbean, the Spanish Republican exile, and Spanish Emigration in the nineteenth and twentieth centuries are also explored. Offered Occasionally.

HIS 355 Cr.3
Historical Non-Fiction
This course teaches students how to bridge rigorous historical research with popular audiences via the literary genre of historical non-fiction. Students learn to write using historical sources and creative writing techniques that engage non-specialist readers using vivid description, narrative structure, voice, and point of view. Students participate in storyboarding exercises/workshops and audio recording training. Throughout the course there are numerous opportunities to examine and critique successful samples of historical non-fiction including books, articles, essays, podcasts, and graphic novels. CGER CL-SWT Communication & Literacy: Stories We Tell. Offered Occasionally.

HIS 356 Cr.3
History of Mexico
This course explores the Indigenous, Hispanic, and African roots of modern Mexico from 1450 to the present. Offered Occasionally.

HIS 357 Cr.3
Crime and Punishment in America
This course is 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. Students explore 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 (e.g., violent, property, and white-collar), and why America has the criminal legal system it does. This 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 359 Cr.3
Women, Gender and Sexuality in Modern Europe
This course examines changes in ideas about and experiences of gender and sexuality in Europe between 1700 and the present. Topics emphasized include changing family structures; women's emancipation and feminism; the intersection of race with gender and sexuality; and the politics of reproduction, class, and gender transformation through war and revolution. Offered Alternate Years.

HIS 360 Cr.3
Race, 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 is explored to understand inequities; themes include precolonial societies, colonialism, religious change, urban labor, nationalism, sexuality, and LGBTQ+ cultures. CGER CP-CW Civics & Perspective: Cultures of Our World. Offered Occasionally.

HIS 361 Cr.3
Israeli-Palestinian Conflict
This course examines the history of the Israeli-Palestinian conflict. Students focus on its origins, the actors involved, and key social and political factors that have shaped it. CGER HA-PDU Humanities & Arts: Pasts that Define Us. 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. CGER CP-CW Civics & Perspective: Cultures of Our World. Offered Occasionally.

HIS 363 Cr.3
Modern South Asia
This course examines the history of the Indian subcontinent (a part of the world now known as South Asia) from the eighteenth century to the present day. Students study Indian society in the twilight of the Mughal Empire and the early years of European colonial expansion. The course 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. Students trace the rise of competing visions of Indian nationalism and the struggle for independence. Lastly, students explore 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 the twentieth century's most influential political activists and thinkers 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. Students examine 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" is 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 (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.

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 371 Cr.3
Knowing the Oceans: A History of Human Understanding of the Ocean Environment
This course explores historical attempts to access and understand the two thirds of our planet often ignored by land-focused histories. The course follows a roughly chronological path, delving into a variety of different - and changing - ways of knowing, including religious, experiential, and scientific, and it examines the various people and groups whose interests led them to and beneath the sea, as well as the various individuals and organizations whose patronage provided the means to access it. Along the way, the course considers these investigators' complicated relationships with technology, which allowed, controlled, and shaped access to and understanding of the oceans. The goal is a more complex understanding of the place of the three-dimensional, global ocean in global scientific, technological, cultural, and environmental history. 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 examines World War I from a global perspective. Students analyze the causes, nature, and results of the war related to the societies, economics, politics, and cultures of Europe and beyond. Attention is given to global effects of the war as well as the ways that this war transformed the nature of warfare and life in the 20th century. Offered Occasionally.

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 Caucaucus) from its prehistoric origins in the Neolithic period, the rise of urbanism, Assyrian mercantilism, Pre-Hattic 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 examines the domestic, cultural, religious, economic, political, and social issues working people faced in the United States. Offered Spring - Every Third Year.

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 Spring - Every Third Year.

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 and covers the period from the "age of exploration" to the period of decolonization following the Second World War. The course also analyzes 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 Alternate Years.

HIS 383 Cr.3
Women in South Asia
This course maps the history of women in South Asia. While the primary emphasis is colonial and post-colonial South Asia, the course begins with ancient India and traces women's history through the medieval period. Students survey the historical institutions, practices, and traditions that define the position of South Asian women. CGER CP-CW Civics & Perspective: Cultures of Our World. Offered Occasionally.

HIS 384 Cr.3
Epidemics in World History
While the modern, global economy seems particularly vulnerable to the rapid and worldwide spread of disease, epidemics and pandemics have been a part of the human experience since people started living together in large numbers. This course asks how historical societies experienced, explained, and dealt with epidemic disease. Students explore the human experience with epidemics around the world from antiquity to the present and investigate how societies understood disease, their efforts to respond to or mitigate epidemics, and how these experiences shaped (and shape) our society and our understanding of each other and the world. Offered Occasionally.

HIS 385 Cr.3
British Empire
This course is an introduction to the expansion, consolidation, and eventual disintegration of the modern British Empire. Students survey British imperial history from the sixteenth century until the late twentieth century 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 386 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 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 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 (e.g., emails, policy, and 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 Occasionally.

HIS 392 Cr.3
History Through Film
This course uses film, television, or similar media as a primary or secondary source in the study of history of a region, nation, or historical theme. Students study the history of peoples, nations and cultures through film, rather than studying the history of film itself. This course examines the perils and promise of using film as a source, briefly discusses film criticism and terminology, and includes 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 are an important aspect of this course. Offered Occasionally.

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 are 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 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 Alternate Years.

HIS 395 Cr.3
Postwar Japan
This course focuses on transformations and continuities following Japanese defeat at the end of the Second World War. The course 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 Alternate Years.

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 1910s through the present. The course 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. Students examine 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 from the 1200s to the 1900s, with particular emphasis on the role human migrations played in the creation and expansion of these empires. Students analyze selected types of migration in the context of these historical empires including military, refugee, enslaved, and opportunity-seeking. The construction of migrant group identity and reactions to migrants from different segments of imperial societies are also explored. Special emphasis is placed on the labor, religious, and ethnic or racial distinctions emerging as diverse populations came into contact with each other. Offered Alternate Years.

HIS 401 Cr.3
Japanese Religions
This course examines the complex history of religions in Japan. Focuses 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
Content Area Literacy for Secondary Social Studies
Literacy underpins everything we do in aiding students in the construction of an understanding of the complexity of the social studies disciplines. This course is an introduction to the teaching of literacy (reading, writing, and speaking) in content areas for 4-12 classrooms. This course focuses on the use of various content area literacy strategies in the social studies classroom to deepen students' construction of complex concepts that underpin social studies disciplines (disciplinary literacy). This includes how to improve student disciplinary literacy using pre-reading, during-reading, post-reading, vocabulary, and writing strategies. Lastly, students learn how to meet the diverse needs of learners, including EL students. 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 introduces pre-service education majors to the foundational concepts, theories, and strategies associated with social studies and history education. Topics 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 407 Cr.3
Government and Society
This course follows the historical development of government forms and the ways that governments and societies interact with one another. Students learn how political arguments frequently generalize about "the government" or "the state" and its relationship to its citizens or subjects. Students use historical theories and debates to analyze the complicated relationships between how governments exert power and how segments of society demand, accept, or resist the order of their governments. Offered Alternate Years.

HIS/RGS 409 Cr.3
20th Century Civil Rights Movement
This course explores the modern civil rights movement in the U.S. 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 U.S. Students examine the role of a wide range of civil rights organizations with seemingly competing philosophies, leaders, and local people in shaping their own destinies. This course 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. The course concludes with exploring the link between convict leasing, prison reform movements, political prisoners, and the prison industrial complex as the New Jim Crow. Prerequisite: RGS 100 or EDS 206 or HIS 210. (Cross-listed with HIS/RGS; may only earn credit in one department.) Offered Occasionally.

HIS 413 Cr.3
Topics in Cultural History
This course is an introductory course on relationships between history and culture. Emphases 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 focuses 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 makes 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. The overarching goal of this course is to explore all of these themes while analyzing the narrative of modern Ireland. Offered Alternate Years.

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 hands-on course teaches students to put together an exhibit. In this course students perform marketing and public relations, educational programming, curation, and interactive activities for an exhibit in the community. Offered Occasionally.

HIS 419 Cr.4
Teaching and Learning Social Studies in the Secondary School and Field Experience II
This course is integrated with a field experience. In the context of a real classroom, teacher candidates learn how to plan for and assess student learning in history and social sciences. With a focus on content knowledge, teacher candidates 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 designs, enacts, and assesses activities that advance student understanding to more complex levels. Teacher candidates 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 is established by the course instructor in consultation with the teacher candidate and cooperating teacher. Prerequisite: HIS 304; HIS 402, HIS 403, or concurrent enrollment; admission to teacher education. Consent of department. Offered Fall, Spring.

HIS 420 Cr.3
Global Fascisms
This course explores 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 investigates its national variants in Europe, Asia, Africa, and the Americas. Particular attention is 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. CGER CP-CW Civics & Perspective: Cultures of Our World. Prerequisite: ENG 110. 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. CGER CP-CW Civics & Perspective: Cultures of Our World. Prerequisite: HMG 204. Consent of instructor. Offered Occasionally.

Hoocak (Ho-Chunk) (HCK) - Courses

Courses

HCK 101 Cr.4
Introduction to Hoocak Language and Culture I
The goal of this course is to have students perform consistently at the Novice Mid proficiency level on the ACTFL Proficiency Guidelines. This course introduces students to the Hoocak language and guides them in developing Novice Low - Mid proficiency in speaking, listening, reading and writing. At the end of the course, students are able to engage in simple conversations within the limits of practiced vocabulary and common sentence structure. This course integrates all competencies in the instruction of the Hoocak language and culture for the standards of Communication, Culture, Connections, Comparisons, and Communities, as outlined in the Hoocak Language Standards, which align with the World Readiness Standards for Learning. CGER CP-CW Civics & Perspective: Cultures of Our World. Consent of department. Offered Occasionally.

HCK 102 Cr.4
Hoocak Language and Culture II
The goal of this course is to have students perform consistently at the Novice Mid and emerging into the Novice High proficiency level on the ACTFL Proficiency Guidelines. This course expands on the units introduced in Hoocak I. At the end of the course, students are able to engage in simple conversations within the limits of practiced vocabulary and structure. Students also gain perspective and insight into the Hoocak culture areas of products, practices and perspectives. This course integrates all competencies in the instruction of the Hoocak language and culture for the standards of Communication, Culture, Connections, Comparisons, and Communities, as outlined in the Hoocak Language Standards, which align with the World Readiness Standards for Learning. CGER CP-CW Civics & Perspective: Cultures of Our World. Prerequisite: HCK 101. Consent of department. Offered Occasionally.

HCK 201 Cr.4
Hoocak Language and Culture III
The goal of this course is to have students perform consistently at the Novice High proficiency level on the ACTFL Proficiency Guidelines. This course expands on the units taught in Hoocak I and II. At the end of the course, students should be able to engage in simple conversations within the limits of expanded practiced vocabulary and common sentence structures. This course integrates all competencies in the instruction of the Hoocak language and culture for the standards of Communication, Culture, Connections, Comparisons, and Communities, as outlined in the Hoocak Language Standards, which align with the World Readiness Standards for Learning. CGER CP-CW Civics & Perspective: Cultures of Our World. Prerequisite: HCK 102. Consent of department. Offered Occasionally.

HCK 202 Cr.4
Hoocak Language and Culture IV
The goal of this course is to have students perform consistently at the Novice High and emerging into Intermediate Low proficiency level on the ACTFL Proficiency Guidelines. This course expands on the units taught in Hoocak I, II, and III. At the end of the course, students should be able to engage in simple conversations and negotiate meaning within the limits of expanded practiced vocabulary and common sentence structures. This course integrates all competencies in the instruction of the Hoocak language and culture for the standards of Communication, Culture, Connections, Comparisons, and Communities, as outlined in the Hoocak Language Standards, which align with the World Readiness Standards for Learning. CGER CP-CW Civics & Perspective: Cultures of Our World. Prerequisite: HCK 201. Consent of department. 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 introduces 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 gain familiarity with spreadsheet and database applications that provide useful information to business functional areas. Prerequisite: sophomore standing. Offered Fall, Winter, 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 or business analytics 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 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. Offered Spring.

IS 320 Cr.3
Artificial Intelligence for Decision Making and Data Analytics
This course provides a systematic introduction to artificial intelligence (AI) and the impact on organizations. AI applications are utilized to illustrate the concepts, fundamentals, and use of AI. AI tools and applications are applied to analyze business results and support business decision making processes. Prerequisite: IS 220; business analytics major/minor or information systems major/minor. Offered Fall, Spring.

IS 330 Cr.3
Business Choices and Telecommunications Decision
This course examines the business and organizational role of telecommunications. The course focuses on using telecommunications to support and achieve business strategies and does not address the theoretical foundations of telecommunications. Course topics include how businesses are being reshaped by advances in telecommunications; how businesses plan, deploy and manage telecommunications resources; and how businesses are utilizing and administrating local area network (LAN) and wide area network (WAN) technology to achieve business objectives. Prerequisite: IS 310. 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: IS 220. 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 examines issues that both information systems managers and non-information systems managers face in managing and performing business data analytics within an organization. Students 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: IS 220; junior standing. Offered Fall, Spring.

IS 401 Cr.3
Management Information Systems: Analysis and Design
This course 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
This course examines and studies current issues in information systems. Topics vary from semester to semester. Repeatable for credit with different topic - maximum six. Prerequisite: junior standing. Offered Occasionally.

IS 411 Cr.3
Management Information Systems: Project Management and Implementation
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 are applied to system implementation. Prerequisite: grade of "C" or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110 or ENG 112, MTH 160 or MTH 175 or MTH 207, and STAT 145 or STAT 245; 54 credits earned. 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 evaluate, design, and develop effective visualizations and dashboards using various development tools. Prerequisite: IS 300. Offered Spring.

IS 451 Cr.1-3
CBA Management Information Systems Internship
The internship program as conceived and implemented is 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 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 three. 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. Consent of instructor. Pass/Fail grading. Offered Fall, Spring, Summer.

IS 499 Cr.1-3
Independent Study
In this course students engage in individual reading or research under the guidance of a staff member. This course is open to selected advance students who have excellent records in the department. Repeatable for credit - maximum six. Prerequisite: grade of "C" or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110 or ENG 112, MTH 160 or MTH 175 or MTH 207, and STAT 145 or STAT 245; 54 credits earned. 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 103, HIS 195, POL 202, ECO 212, ENG 212, PHL 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 course is designed for absolute beginners. Students develop foundational skills in listening, speaking, reading, and writing while gaining insights into Japanese culture. Hiragana, Katakana, and introductory Kanji will be introduced. Classes are conducted primarily in Japanese. CGER CP-CW Civics & Perspective: Cultures of Our World. 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. CGER CP-CW Civics & Perspective: Cultures of Our World. 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. CGER CP-CW Civics & Perspective: Cultures of Our World. 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. CGER CP-CW Civics & Perspective: Cultures of Our World. 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 250 Cr.1-3
Management Internship
This management internship provides an opportunity for declared management majors to earn academic credit for experiential learning when working for cooperating business, government, or civic organizations. Repeatable for credit - maximum six. Prerequisite: cumulative GPA of at least 2.50; declared management major. Consent of department. Pass/Fail grading. Offered Fall, Winter, Spring, Summer.

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 are also introduced to communication techniques that enhance productivity within groups as well as develop the ability to write as a team and create presentations that flow seamlessly. Prerequisite: ACC 221; CST 110; ECO 110, ECO 120; ENG 110; sophomore standing; CBA major or healthcare management minor. (Cross-listed with MGT/MKT; may only earn credit in one department.) Offered Fall, Spring.

MGT 303 Cr.3
Principles of Labor-Management Relations
This survey course covers theoretical, historical, and legal background necessary for understanding current public policy and contemporary issues in labor-management relations (Labor and Employment Relations). Topics include: labor history, union organizing, internal union structure, collective bargaining, strikes, grievances and contract administration, and wage and benefits issues in the context of union contracts. Private-sector variations in bargaining structure, public-sector labor relations, and comparative labor-management relations are also covered. Prerequisite: a grade of "C" or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160 or MTH 175 or MTH 207, and STAT 145 or STAT 245; or a public administration major or business administration minor. 54 credits earned. 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 54+ credits earned. 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 embraces 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: a grade of "C" or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160 or MTH 175 or MTH 207, and STAT 145 or STAT 245; or a business administration minor. 54 credits earned. (Cross-listed with MGT/MKT; may only earn credit in one department.) Offered Fall.

MGT 320 Cr.3
Introduction to Entrepreneurship
In this course students are introduced to and practice the methods, theories, skills, and tools required for entrepreneurial thinking and of successful entrepreneurs. Students evaluate the business skills and commitment necessary to successfully operate in an entrepreneurial environment and review the challenges and rewards of entrepreneurship. Students learn the role of entrepreneurship in the economy. Prerequisite: a grade of "C" or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160 or MTH 175 or MTH 207, and STAT 145 or STAT 245; or a business administration minor. 54 credits earned. Offered Fall, Spring.

MGT/FIN/MKT 323 Cr.3
Integrated Core Business Consulting and Professional Communication
In this course, students 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 work in teams to complete applied business consulting projects, while also engaging in smaller written assignments and exercises throughout the course. Prerequisite: students must take this course concurrently with integrated core sections of MGT 308, MKT 309, and FIN 355. (Cross-listed with FIN/MGT/MKT; may only earn credit in one department.) Consent of instructor. Offered Fall, Spring.

MGT 340 Cr.3
The Global Responsibility of Business
This course considers the turbulent global environment in which organizations function and examines specific dimensions of this environment including ethical decision-making in management, cross-cultural ethics, domestic and international governance-mechanisms, global approaches to sustainability and responsible business, and the mutual relationship between organizations and stakeholders at home and around the world. Accordingly, this course focuses on understanding and implementing enhanced organizational performance that includes social, environmental, and ethical indicators beyond the traditional financial indicators within the global marketplace. Prerequisite: a grade of "C" or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160 or MTH 175 or MTH 207, and STAT 145 or STAT 245; or a chemistry major with business concentration or business administration minor. 54 credits earned. Offered Fall, Spring.

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: a grade of "C" or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160 or MTH 175 or MTH 207, and STAT 145 or STAT 245; or a business administration or healthcare analytics management minor. 54 credits earned. Offered Fall.

MGT 360 Cr.3
International Management
Through this course, students are 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 are 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: a grade of "C" or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160 or MTH 175 or MTH 207, and STAT 145 or STAT 245; or a business administration or international business minor with a non-CBA major. 54 credits earned. 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: a grade of "C" or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160 or MTH 175 or MTH 207, and STAT 145 or STAT 245; or a sport management major or business administration minor. 54 credits earned. Offered Fall, Spring.

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 398 Cr.3
Quality Management
This course provides students with a foundational understanding of quality management. The course explores the history of quality management, the philosophies and contributions of quality gurus, and the principles behind quality management. Students learn to use various process improvement methodologies and tools to make data-driven decisions to reduce non-value-added activities and inefficiency across various industries. Prerequisite: a grade of "C" or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160 or MTH 175 or MTH 207, and STAT 145 or STAT 245; or a business administration minor and STAT 145 or STAT 245. 54 credits earned. Offered Fall, Spring.

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. Students explore ways to harness cross-functional synergy in an organization to successfully plan, schedule, execute, and control projects. Prerequisite: a grade of "C" or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160 or MTH 175 or MTH 207, and STAT 145 or STAT 245; or a business administration minor. 54 credits earned. 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: a grade of "C" or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160 or MTH 175 or MTH 207, and STAT 145 or STAT 245; or a business administration minor. 54 credits earned. 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 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 are discussed as an alternative to top-down behavior. The course provides opportunities to think deeply and systematically about the development of leadership skills and the creativity, initiative, and motivation critical to that development. Prerequisite: MGT 308; management or international business major, business administration minor, or leadership development minor. Offered Occasionally.

MGT 413 Cr.3
Global Leadership Development
This course provides an in-depth introduction to global leadership and its development in oneself, others, and global organizations. The course aims to help students better understand their role as leaders in an increasingly inter-connected world. Students gain knowledge and skills to develop their own global leadership competencies and help organizations develop them in their employees. This course also prepares students to perform global work effectively with people from various cultures. In particular, it focuses on development of key global leadership skills and competencies, such as those that facilitate self-awareness, critical inquiry of difference, empathy, and intercultural communication both individually and in groups. Prerequisite: MGT 308; management major, international business major or minor, or business administration minor. Offered Annually.

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. The goal is to apply learning to a client or community-based project. Prerequisite: a grade of "C" or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160 or MTH 175 or MTH 207, and STAT 145 or STAT 245; or a business administration minor. 54 credits earned. Offered Occasionally.

MGT 423 Cr.3
International Business Research and Consulting
In this course, students apply conceptual and theoretical material from prior business coursework to complete an applied business consulting project in an intercultural setting. Through this course, students have the opportunity to develop a foundation in effective international business consulting by building their knowledge areas and skill sets related to intercultural communication, global leadership competencies, adaptability, teamwork, critical thinking and decision making, and project management. Prerequisite: MGT 308 or MKT 309. Offered Occasionally.

MGT 425 Cr.3
Doing Business in...
The goal of this course is to give students the opportunity to explore how business is conducted in the country of interest and to improve their capabilities for doing business in that country. Students learn country-specific knowledge and skills and develop a deeper understanding of the issues, opportunities and challenges for companies doing business in the country of interest. They also increase their awareness of the kinds of differences that organizations, and its employees, might find when operating in other parts of the world. Prerequisite: MGT 308 or MKT 309. 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: a grade of "C" or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160 or MTH 175 or MTH 207, and STAT 145 or STAT 245; or a French major with a business concentration, international business minor with a non-CBA major, or business administration minor. 54 credits earned. Offered Occasionally.

MGT 431 Cr.3
Business and Human Rights
This course examines the evolution of the field of business and human rights (BHR) and provides a foundation for understanding progress made at the international level and the weaknesses and gaps in the international framework around BHR. It also seeks to explore issues that pose challenges to holding companies accountable for their impact on human rights; to understand how companies affect human rights in these situations; and to critique some of the mechanisms, initiatives, and principles that have emerged to address these impacts. Overall, the course aims to provide students with a framework to help them make sense of the complex relationship between business and human rights. Prerequisite: a grade of "C" or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160 or MTH 175 or MTH 207, and STAT 145 or STAT 245; or a business administration or international business minor with a non-CBA major. 54 credits earned. 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
Advanced Management Internship
An advanced management internship provides an opportunity for students to gain professional job experience by working in an area of management, applying theory and concepts to the management needs of a cooperating business, government, or civic organization, for a minimum of 150 hours. Repeatable for credit - maximum six credits; only three credits apply toward the management major. Prerequisite: MGT 301; MGT 308; grade of "C" or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110 or ENG 112, MTH 160 or MTH 175 or MTH 207, and STAT 145 or STAT 245; 54 credits earned; three additional credits of completed or concurrent MGT coursework; cumulative GPA of at least 2.50. Consent of department. 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 482 Cr.3
Compensation and Benefits Administration
This course focuses on how managers use compensation strategies to attract, retain, and motivate valued employees while controlling labor costs, all in pursuit of the organization's overarching strategy for success. Topics include components of effective compensation systems as well as their theoretical foundations. Creating an effective pay structure, benefits, the legal environment, and international pay systems are also examined. Prerequisite: MGT 308 or MGT 385 or concurrent enrollment. Offered Occasionally.

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 are considered. Methods of evaluating training and development programs are also discussed. The relationship between training and development and other organizational and human resource management goals is examined. Prerequisite: MGT 308 or MGT 385 or concurrent enrollment. 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 are 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: MGT 308 or MGT 385 or concurrent enrollment. Offered Occasionally.

MGT 485 Cr.3
Managerial Negotiation and Collective Bargaining
This course explores the nature, scope and legal background of collective bargaining in the U.S. Labor-Management sector, covering organization of the parties for bargaining, procedures, strategies, tactics, and issues. Analysis of contents of labor agreements and contextual factors (e.g., bargaining power, time pressure) are also considered. A variety of managerial negotiation scenarios (e.g., buyer-seller relationships) are used to illustrate negotiation concepts and to give students a chance to develop negotiation skills. Prerequisite: MGT 308 or MGT 385 or concurrent enrollment. Offered Occasionally.

MGT 486 Cr.3
Human Resources: Current Issues and Policies
This course covers an in-depth investigation of selected current trends and issues of importance in Human Resource Management (HRM) and industrial relations / Labor & Employment Relations (LER). A case-oriented approach is used to study advanced, technical problems and policy issues in these fields. Simulation exercises and case analysis are used in addition to lecture and student presentations. Prerequisite: MGT 308 or MGT 385 or concurrent enrollment. 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: MGT 308; management or international business major. 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: MGT 393 or concurrent enrollment. 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: MGT 393 or concurrent enrollment. Offered Spring.

MGT 495 Cr.3
Management Science
This course takes you on a journey traversing different analytical and quantitative tools used in decision-making within organizations. High-performing, world-class organizations have demonstrated that they execute not only efficient but also heavily data driven management practices. This course in management science provides you with a solid understanding of: basic probability and statistics, regression and forecasting, Monte Carlo simulations, linear programming, decision analysis, and non linear optimization coupled with extensive training in relevant software programs. Prerequisite: MGT 393 or concurrent enrollment; or information systems minor with a non-CBA major and 54+ credits earned. Offered Occasionally.

MGT 499 Cr.1-3
Independent Study
Individual reading or research under the guidance of a staff member. Open to selected advanced students who have excellent records in the department. Registration with the consent of the student's regular adviser, the instructor, and the department chairperson. Students may apply up to three independent study credits toward the management major. Repeatable for credit - maximum six. Prerequisite: a grade of "C" or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160 or MTH 175 or MTH 207, and STAT 145 or STAT 245; or a business administration minor. 54 credits earned. Consent of instructor. Pass/Fail grading. Offered Fall, Winter, Spring, Summer.

Marketing (MKT) - Courses

Courses

MKT 250 Cr.1-3
Marketing Internship
A marketing related internship that provides an opportunity to earn academic credit for experiential learning when working for cooperating business, government, or civic organizations. Repeatable for credit - maximum six. No more than three credits per semester. Prerequisite: cumulative GPA of at least 2.50. 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 are also introduced to communication techniques that enhance productivity within groups as well as develop the ability to write as a team and create presentations that flow seamlessly. Prerequisite: ACC 221; CST 110; ECO 110, ECO 120; ENG 110; sophomore standing; CBA major or healthcare management minor. (Cross-listed with MGT/MKT; may only earn credit in one department.) Offered Fall, Spring.

MKT 309 Cr.3
Principles of Marketing
This course is 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; declared in one of the following programs: CBA major, business administration minor, or any non-CBA program that lists MKT 309 as a requirement or elective. 54 credits earned or in progress. 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 embraces 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: a grade of "C" or better in ACC 221, ACC 222, BLAW 205, ECO 110, ECO 120, ENG 110, MTH 160 or MTH 175 or MTH 207, and STAT 145 or STAT 245; or a business administration minor. 54 credits earned. (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 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 work in teams to complete applied business consulting projects, while also engaging in smaller written assignments and exercises throughout the course. Prerequisite: students must take this course concurrently with integrated core sections of MGT 308, MKT 309, and FIN 355. (Cross-listed with FIN/MGT/MKT; may only earn credit in one department.) Consent of instructor. Offered Fall, Spring.

MKT 341 Cr.3
International Marketing
The course is an in-depth study of marketing activities and processes across national borders. Topics include macro-environmental factors and global market dynamics, marketing strategy and decision-making, international marketing opportunities, and entry-mode decisions. Prerequisite: MKT 309. 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 360 Cr.3
Social Media Marketing
This course provides students with insights into the ever-changing world of social media and its ubiquitous presence with firms and customers alike. Students learn how to use social media business strategies to leverage meaningful interactions with consumers to increase brand awareness, identify target audiences, generate leads, drive sales, and establish loyalty. Emphasis is placed on learning state-of-the-art technology and analytics concepts and tools that help business managers gain a competitive advantage through the creation and distribution of valuable, relevant, and consistent content. Prerequisite: MKT 309; admission to business. Offered Spring.

MKT 362 Cr.3
Consumer Behavior
This course examines fundamental concepts related to consumer behavior. Topics include information processing, perception, attitudes, sentiments and feelings, learning, persuasion, motivation, decision-making, social/cultural influences, and managerial implications. 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
This course examines the role of business to business personal selling in the marketing mix and addresses personal selling activities and techniques. Topics covered include communication and persuasion, prospecting, needs identification, overcoming objections, presentations, closing methods, time and territory management, social, ethical, and legal issues. Prerequisite: MKT 309; upper division CBA course requirement or admission to exercise sport science - sport management. Offered Fall, Spring.

MKT 380 Cr.3
Strategic Brand Management
This course provides students with insights into the importance of brand equity as well as the means of building, measuring, and managing brand equity. Students identify the role of consumer perceptions, traditional and digital marketing programs, and the impact of time and geographies in establishing brand equity. Emphasis is placed on learning state-of-the-art concepts, frameworks, and tools; and established global practices to build and sustain strong brands. Prerequisite: MKT 309; admission to business. Offered Fall.

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; upper division CBA course requirement. Offered Fall.

MKT 390 Cr.3
Services Marketing
This course is an examination of the nature and features of services that distinguish marketing of services from marketing of physical goods. Emphasis is placed on adapting the marketing mix to retain customers and build loyalty. Models of services marketing including the service profit chain and the service quality gap model are introduced. Prerequisite: MKT 309; CBA major. Offered Annually.

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
This course covers a comparative marketing analysis of a specific region or country. Students examine 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. 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
This course is 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; CBA major or business administration 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. Prerequisite: MKT/MGT 301 or FIN/MKT/MGT 323; MKT 309; six credits of completed or concurrent 300/400-level MKT coursework; cumulative GPA of at least 2.50. 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; upper division CBA course requirement. Offered Fall.

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; upper division CBA course requirement. Offered Occasionally.

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 or concurrent enrollment; upper division CBA course requirement. Offered Spring.

MKT 479 Cr.3
Marketing Management
This course covers the analysis, planning, implementation, and control of marketing programs designed to bring about desired exchanges with target markets within organizational objectives. This course is intended to be taken in the final semester. Prerequisite: MKT 362, MKT 367; marketing major; senior standing. Offered Fall, 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 051 Cr.2
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. Offered Fall, Spring.

MTH 115 Cr.2
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 is also emphasized to analyze arithmetic and algebraic situations. Aligned with state and national standards, this course emphasizes problem solving, communication, reasoning, and representation in mathematics. Mathematical connections will be made to contextual problems and representations when appropriate. CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning. 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. CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning. 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. CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning. Offered Fall, Spring, Summer.

MTH 150 Cr.4
College Algebra
A college algebra course on the properties, graphs, and applications of elementary functions. Topics include the real and complex numbers, concepts from analytic geometry, solutions to equations and inequalities, the elementary algebraic functions, and the logarithmic and exponential functions. CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning. 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. CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning. 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. CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning. 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 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. CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning. 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.4
Calculus I
This course is 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 net change. CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning. 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, MTH 160, 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. CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning. 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. CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning. 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. CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning. 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. CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning. Prerequisite: grade of "C" or better in MTH 175 or MTH 207. Offered Spring.

MTH/DSC/STAT 271 Cr.1
Mathematics and Statistics Seminar
In this course, a weekly seminar features short talks and events highlighting the breadth of mathematics, statistics, data science, and mathematics education. Presenters include faculty, visiting speakers, industry professionals, recent graduates, and students. Topics may include program overviews, undergraduate research, career paths, and graduate school opportunities. Open to all students. Mathematics, statistics, and data science majors and minors are encouraged to enroll early. Pass/Fail grading. Offered Fall.

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 studies 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 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 is integrated throughout the course to complement mathematical content. Prerequisite: grade of "C" or better in MTH 208 or MTH 265 or (MTH 207 and CS 225 or MTH 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
In this course, 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. Offered Occasionally.

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 is 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 is 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
This course is 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: grade of "C" or better in MTH 225 or CS 225; grade of "C" or better in MTH 308. Offered Occasionally.

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 gain an understanding of the use and application of instructional technology. Students 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 150 or an appropriate placement test score. Offered Spring.

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
This course is an 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, grade of "C" or better in MTH 310. Offered Occasionally.

MTH 364 Cr.4
Combinatorics
This course explores the mathematics of counting and discrete structures. Topics include basic counting principles, permutations, combinations, the Binomial Theorem, and the Inclusion-Exclusion Principle. Intermediate topics include recurrence relations, generating functions, and partitions of integers. The course introduces graph theory and applications, including trees, planar graphs, and graph algorithms. Emphasis is placed on proof techniques such as bijective proofs, double counting, and induction, with connections to computer science and optimization. Prerequisite: CS 115 or CS 120; grade of "C" or better in MTH 225 or CS 225; grade of "C" or better in MTH 308. Offered Fall.

MTH 371 Cr.4
Scientific Computing and Numerical Methods
This course introduces students to the formulation, computer implementation, and analysis of numerical solutions of problems in science and engineering. Emphasis on programming fundamentals for numerical modeling, analysis, and visualization. Specific topics include root finding methods; optimization, including linear programming; systems of equations; curve fitting and interpolation; eigenvalues and singular values; and numerical calculus. Optional topics may include Markov chains and machine learning. Prerequisite: grade of "C" or better in MTH 308, CS 115 or CS 120. Offered Spring.

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 225; 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, MTH 308, and MTH 310. Offered Fall.

MTH 411 Cr.3
Abstract Algebra I
This course is a rigorous approach to algebraic systems including the study of groups, rings, integral domains, and fields with applications to polynomials. Prerequisite: grade of "C" or better in MTH 225 or CS 225; grade of "C" or better in MTH 308. Offered Spring - Odd Numbered Years.

MTH 415 Cr.3
Topology
This course is an introduction to the study of topological spaces and their structure-preserving (i.e., continuous) functions. Students 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 308, and MTH 310. Offered Occasionally.

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 308. 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 focuses 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 draws 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 plan and teach lessons within the designated grade range of 4-12. Candidates are introduced to classroom management and conflict resolution. A multi-day, consistent schedule in the middle or high school field experience classroom is 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 plan and teach lessons within the designated grade range of 4-12. Candidates are introduced to classroom management and conflict resolution. A multi-day, consistent schedule in the middle or high school field experience classroom is 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 471 Cr.1
Mathematics and Statistics Capstone
This senior-level capstone allows students to integrate and reflect on key concepts from their major while preparing for careers or graduate study. Students complete a focused project, deliver seminar-style presentations, and communicate mathematical or statistical ideas in written form. The course emphasizes professional development, including career and graduate school planning, and active participation in reflective assessment of the major. The semester concludes with a formal poster presentation during the department seminar. Prerequisite: senior standing; mathematics, statistics, or data science major. 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 apply skills such as data manipulation/visualization/analysis, programming and modeling, and other technologies as needed to solve the problem. Students communicate the final findings to a general audience via a written report and oral presentation. Repeatable for credit - maximum six credits. Prerequisite: CS 120, MTH 308, STAT 245; junior standing. Offered Occasionally.

MTH 495 Cr.3
Special Topics in Mathematics
This course explores special topics in mathematics not covered by regular courses taught in this department, such as advanced topics in algebra, analysis, topology, and applied mathematics. Repeatable for credit - maximum six credits. Prerequisite: grade of "C" or better in MTH 225 or CS 225; grade of "C" or better in MTH 308. Offered Spring.

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. CGER NSWL-ES Natural Science & Wellness: Experiential Science. 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. CGER CP-CW Civics & Perspective: Cultures of Our World. Offered Fall, Spring, Summer.

MIC 150 Cr.3
Discovery Microbiology
This research-embedded course is part of the Tiny Earth program's initiative to have students across the world participating in the shared scientific discovery of new antibiotic-producing bacteria. Labs provide the opportunity to carry out authentic, basic scientific research, including formulating hypotheses, designing and refining experiments to test hypotheses, and interpreting and communicating results. Data from the research are entered into a public database for use by other scientists. Lectures cover soil as an environment and a source of antibiotic-producing bacteria and basic information about bacteria, their growth, and identification. CGER NSWL-MBP Natural Science & Wellness: Mind, Body, & Planet. Lect. 1, Lab 4. Prerequisite: to be taken by students with less than 45 credits. Offered Fall.

MIC 230 Cr.4
Fundamentals of Microbiology
This course is 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 with a "C" or better; CHM 103 or concurrent enrollment. Offered Fall, Spring.

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
This course is a survey of bacteria. Lectures cover bacterial classification and the structure, physiology, ecology, and applications of various groups of bacteria. Special emphasis is placed on the more unique species and those of industrial, ecological, and environmental importance. The laboratory involves enrichment and isolation procedures for selective groups of bacteria. Lect. 2, Lab 3. Prerequisite: MIC 230. Offered Spring.

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 have additional course requirements/expectations. Lect. 2, Dis. 1, Lab 3. Prerequisite: MIC 230; additional 300 or higher level MIC, BIO, or CHM course with a lab; junior standing. Consent of instructor. Offered Fall.

MIC 420/520 Cr.3
Introductory Virology
This course is 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 have additional course requirements/expectations. Prerequisite: 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 434/534 Cr.3
Aquatic Microbial Ecology
This course is 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 have additional course requirements/expectations. Lect. 2, Lab 3. Prerequisite: MIC 230; three semesters of college chemistry; junior standing. 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 explores in depth various ways that plants interact with microbes in the environment, at the macroscopic, cellular, and molecular levels. Case studies 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 have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: BIO 203 or 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 458/558 Cr.2
Research Deconstruction
This course is an in-depth investigation of current and impactful biomedical, microbiology, or related research. Students listen to a high-level professional research seminar provided by an esteemed investigator. In the weeks following that seminar, students "deconstruct" the research and presentation, exploring topics such as important background information, hypotheses and controls, experimental methodology, and the results and conclusions from that work. Other topics may include discussion of presentation quality and style, graduate school and research experience, and career paths for MS and PhD graduates. All students interested in better understanding how research is performed are welcome and no prior research experience is required. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: MIC 230; junior standing. Offered Spring.

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. CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet. 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. CGER HA-AA Humanities & Arts: Arts & Aesthetics. 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. CGER HA-AA Humanities & Arts: Arts & Aesthetics. 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. CGER HA-AA Humanities & Arts: Arts & Aesthetics. 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. CGER HA-AA Humanities & Arts: Arts & Aesthetics. Repeatable for credit - maximum two. Offered Fall, Spring.

MUS 115 Cr.3
Fundamentals of Music Theory
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 aural musical pieces. This course does not apply to any music major or minor requirements. CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning. Prerequisite: not open to students who have 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. CGER HA-AA Humanities & Arts: Arts & Aesthetics. 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. CGER HA-AA Humanities & Arts: Arts & Aesthetics. 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. CGER HA-AA Humanities & Arts: Arts & Aesthetics. 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 is addressed including proper posture, breathing, tone production, expression, and gaining confidence. Students sing 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. CGER HA-AA Humanities & Arts: Arts & Aesthetics. Not repeatable for credit. Offered Spring.

MUS 146 Cr.1
Keyboard Competencies I
This course is designed to provide aesthetic experiences for students by learning to play the piano as a function of expression and provide a foundation for how to read and perform music at the keyboard. Emphasis is 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. Prerequisite: declared music education major. Offered Fall - Odd 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. Students continue developing physical coordination of keyboard performance skills, building basic technique, applying keyboard theory, and harmonizing melodies. Primary emphasis is to increase performance ability at first sight through practice strategies, musical analysis, and several pieces of piano literature. Prerequisite: MUS 146. Offered Fall - Odd 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 is to expand the use of the keyboard in practical music education contexts: accompaniments, multiple staff (score) reading, and transposition. Students have opportunities to articulate practice strategies and to assess performances. Practical situations that call for modification of the printed score are also addressed. Prerequisite: MUS 147. Offered Spring - Even Numbered Years.

MUS 149 Cr.1
Keyboard Competencies IV
This course prepares music education students to address standards for keyboard competency as stipulated by the National Association of Schools of Music (NASM) standards and Wisconsin Teacher Standards (WTS). All activities in the course are 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. 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. CGER HA-AA Humanities & Arts: Arts & Aesthetics. 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. CGER HA-AA Humanities & Arts: Arts & Aesthetics. 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 are assessed, and exercises are given to improve and strengthen the voice. Students sing 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 gives 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 begin creating developmentally appropriate lesson plans. Wisconsin Teacher Standards (WTS) are introduced to create developmentally appropriate instruction and advocacy in music education. Prerequisite: MUS 266, MUS 268; sophomore standing. Offered Fall.

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. CGER CP-CW Civics & Perspective: Cultures of Our World. 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, accelerandos 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
A beginner level ukulele and guitar class designed to give a student lifelong skills that proves to be valuable for playing chords, rhythm, and basic melody. 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 Spring - Even 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 Fall - Odd 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 are given on a regular basis. Lect. 1, Lab 1. Prerequisite: MUS 149. Offered Fall - Even 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
This course is a chronological study of music in Western civilization with emphasis on periods and styles from early times to the death of Bach. Outside listening is required. Prerequisite: MUS 266. Offered Fall.

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 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 are also addressed. Lect. 1, Lab 2. Prerequisite: music or music education major; junior standing. Offered Fall - 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 begin to assemble a personal choral music database and are familiarized with many major choral composers from each historical period. The course delves 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
This course covers the study and application of theoretical, technical, and performance aspects of jazz improvisation. Two periods per week. Prerequisite: 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 explores the study of reading, diction, and correct pronunciation in Italian, French, and German. Students learn and use the basics of the International Phonetic Alphabet to be able to read and pronounce words, phrases, and art songs in these three languages. Prerequisite: MUS 266; concurrent enrollment in applied lessons (any applied MUA course). 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 350 Cr.1
Voice Pedagogy I
This course introduces foundational principles of voice pedagogy through scientific, artistic, and educational perspectives. Students identify and describe the structures of voice anatomy and physiology, analyze how breathing and resonance shape healthy tone, and evaluate basic acoustical concepts that influence voice production. The course examines voice development and common voice technique challenges, guiding students to apply evidence-based strategies for improving voice efficiency in applied settings. Emphasis is placed on functional methods that support expressive singing, voice health, and injury-preventive habits. Students interpret diagnostic information, formulate instructional language, and demonstrate introductory teaching techniques through peer-to-peer coaching, guided listening, and structured observation of lessons. Ethical considerations, repertoire selection, and strategies for supporting diverse learners are also addressed. By integrating theory with practical application, the course prepares emerging musicians to explain how the voice works and to support healthy singing growth in others. Voice majors planning for private studio instruction or graduate study acquire early pedagogical training, while music education majors strengthen their ability to guide developing singers in K - 12 and community ensembles. Performers benefit by refining self-awareness, increasing technical efficiency, and promoting longevity. Through scientific grounding and practice, the course cultivates students who analyze, communicate, and apply foundational pedagogical concepts. Prerequisite: MUA 221; concurrent enrollment in MUA 221 or MUA 321. Offered Fall - Even Numbered Years.

MUS 351 Cr.2
Piano Pedagogy I
An introduction to teaching piano. Topics include methods and materials currently used for studying piano, business and administrative issues related to operating independent teaching studios, innovative strategies beyond traditional method book instruction and piano literature. Through a comprehensive survey of piano literature and essential pedagogical collections of repertoire, students will establish a foundation for teaching styles of intermediate and advanced piano literature. Lect. 2, Lab 1. Prerequisite: music major; concurrent registration in MUA 314. Offered Spring - Odd Numbered Years.

MUS 352 Cr.2
Instructional Strategies for Music Teaching and Learning
This course explores skill development in the music practice room and in music lessons. Students systematically improve their own music learning in the practice room and then study how improved learning can lead to more effective music teaching. Topics on teaching effectiveness include behavioral modifications, task analysis, teaching cycles, and observation and evaluation techniques. Students read about past research on music learning and complete short exercises on documenting effective changes in music learning and teaching. Lect. 1, Lab 2. Prerequisite: concurrent enrollment in any MUA 300-level course. Offered Fall - 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 266. Offered Fall.

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 266. Offered Spring.

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 a quality music education. Furthermore, this course incorporates a lab component in general music classroom observations of K-5 learners in elementary schools. Lect. 3, Lab 2. Prerequisite: MUS 203; admission to teacher education. Offered Spring - Even 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: 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 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 study band and orchestral literature in relation to its performance and practice. This course teaches 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 is 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 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 include refining the conducting gesture, score preparation, score analysis, interpretation, rehearsal techniques, and proper procedures. This course teaches 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 is 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 also includes the second field component required for all education majors. Students practice these issues in the field concurrently with class peer discussion. A multi-day, consistent schedule in the field experience classroom is 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 are addressed. Students practice these issues in the field concurrently with class peer discussion. A multi-day, consistent schedule in the field experience classroom is 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 385 Cr.2
Advanced Music Theory
This course offers advanced experience with analytical techniques as well as engagement regarding musical form, meter and rhythm, music notation, electronic music, and other parameters of music. The course presents students with larger music theoretical concerns: what questions a piece of music or repertoire might invite, and methods of pursuing answers to those questions, including creating new approaches to analysis. Prerequisite: MUS 367; MUS 369. Offered Fall - Even 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 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 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 439 Cr.2
Techniques for Creating Music
This course is a survey of techniques for creating original music. Students explore different approaches to the creative process, build a vocabulary for critiquing their own and others' music, and learn effective strategies for communicating their ideas to performers. The course concludes with a final creative project. Prerequisite: MUS 366. Offered Alternate Years.

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 205 Cr.1
Applied Saxophone
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 206 Cr.1
Applied Horn
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 207 Cr.1
Applied Trumpet
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 208 Cr.1
Applied Trombone
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 209 Cr.1
Applied Euphonium
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 210 Cr.1
Applied Tuba
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 211 Cr.1
Applied Percussion
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 214 Cr.1
Applied Piano
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 215 Cr.1
Applied Guitar
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 216 Cr.1
Applied Violin
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 217 Cr.1
Applied Viola
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 218 Cr.1
Applied Cello
Intermediate applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 219 Cr.1
Applied Bass
Intermediate applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 221 Cr.1
Applied Voice
Intermediate applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music 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 301 Cr.1
Applied Flute
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 302 Cr.1
Applied Oboe
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 303 Cr.1
Applied Clarinet
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 304 Cr.1
Applied Bassoon
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 305 Cr.1
Applied Saxophone
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 306 Cr.1
Applied Horn
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 307 Cr.1
Applied Trumpet
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 308 Cr.1
Applied Trombone
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 309 Cr.1
Applied Euphonium
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 310 Cr.1
Applied Tuba
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 311 Cr.1
Applied Percussion
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 314 Cr.1
Applied Piano
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 315 Cr.1
Applied Guitar
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 316 Cr.1
Applied Violin
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 317 Cr.1
Applied Viola
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 318 Cr.1
Applied Cello
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 319 Cr.1
Applied Bass
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music majors or minors. Others may enroll on a space available basis based on audition. Non-music majors and non-music minors pay an applied music fee. Offered Fall, Spring.

MUA 321 Cr.1
Applied Voice
Advanced applied course requiring audition. Includes one-half hour private lesson per week and one class lesson per week; performance for music department jury at end of semester. Repeatable for credit - maximum six. Prerequisite: open to music 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 322 Cr.1
Applied Composition
This intermediate course requires an audition. This course includes one-half hour private lesson per week, one class lesson per week, and a presentation of composition portfolio at end of semester. Students produce original composition or compositions whose total performance run time is a minimum of 5 minutes in duration ("performance minutes"). Students with instructor-supervised pieces (or other pieces considered acceptable by instructor) are required to present performances of their work in a public setting. Repeatable for credit-maximum six credits. Prerequisite: MUS 367. Offered Fall, Spring.

MUA 471 Cr.1
Recital
This course is a capstone project in applied music and includes one-half hour of instruction per week comprised of a private lesson plus 20 minute public recital. Requirements vary by emphases. See the music department's "Student Handbook." Repeatable for credit - maximum two credits. Prerequisite: open to students who have completed at least one semester of 300 level applied music in the performance area of the recital. Concurrent enrollment in 300 level applied music is required. Offered Fall, Spring.

MUA 472 Cr.1
Performance Emphasis Recital
This course is a capstone project in applied music and includes one-half hour of instruction per week comprised of a private lesson plus 40 minute public recital. Requirements vary by emphases. See the music department's "Student Handbook." Repeatable for credit - maximum two credits. Prerequisite: open to students who have completed at least one semester of 300 level applied music in the performance area of the recital. Concurrent enrollment in 300 level applied music is required. 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.

MUA 474 Cr.1
Creative Music Emphasis Capstone
This capstone project course in creative music includes one hour private lesson per week plus public presentation (recital or online annotated portfolio) of previous and current creative music projects. See the Department of Music's "Student Handbook" for more details about policies covering this course. Prerequisite: three semesters of MUA 322. 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.2
Cross-Sectional Anatomy
This course provides an overview of diagnostic imaging terminology, cross-sectional anatomy, and the fundamental principles of major imaging modalities. Students develop skills in identifying anatomical structures in sagittal, coronal, and axial planes, localizing internal anatomy using topographic landmarks, and distinguishing normal from abnormal findings on sectional 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 317 Cr.3
Nuclear Physics and Instrumentation
This course examines the principles of nuclear physics as applied to nuclear medicine, including radiation units, decay processes, atomic structure, radionuclide production, and radiation interactions with matter. Focus is placed on radiation detection instrumentation, measurement principles, and their influence on image quality and radiation safety. Prerequisite: admission to the NMT program. Offered Fall.

NMT 329 Cr.1
Medical Radiobiology and Dosimetry
This course examines the biological effects of ionizing radiation and the principles of internal and external radiation dosimetry in medical imaging and therapy. Students explore cellular and molecular radiation interactions, mechanisms of DNA damage and repair, radiosensitivity, acute and late tissue responses, and radiation risk models. Emphasis is placed on absorbed dose calculations, medical internal radiation dose methodology, external dose assessment, and risk-to-benefit analysis in diagnostic and therapeutic nuclear medicine procedures. Prerequisite: admission to the NMT program. Offered Spring.

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 360 Cr.2
Computed Tomography
This course covers the principles and applications of Computed Tomography (CT). Topics include instrumentation, quality assurance, data acquisition, post-processing, patient assessment, contrast media, procedures, and radiation dose modifications. Prerequisite: NMT 314; admission to the NMT Program. Offered Spring.

NMT 388 Cr.1
Professionalism in Nuclear Medicine
This course develops professionalism and clinical readiness in nuclear medicine technology. Emphasis is placed on ethical responsibility, effective communication, teamwork, conflict management, professional use of technology, and strategies that promote resilience and long-term success in clinical practice. Prerequisite: admission to the NMT program. Offered Spring.

NMT 391 Cr.1
Theranostics
This course is an introduction to the combination of using one radioactive drug for diagnostic purposes and a second radioactive drug for therapeutic purposes, also known as theranostics. Topics include theranostic procedures, theranostic department organization, and how theranostics delivers targeted radiation by also reducing the risk of harming nearby healthy cells. Prerequisite: admission to the NMT Program. Offered Spring.

NMT 398 Cr.2
Research Writing in Nuclear Medicine Technology
This course focuses on the critical evaluation of nuclear medicine literature and the development of professional scholarly writing skills. Students assess evidence, conduct structured literature searches, apply research ethics principles, and compose abstracts, literature reviews, and research proposals. Emphasis is placed on scientific communication and preparation for scholarly contribution in nuclear medicine. Prerequisite: admission to the NMT Program. Offered Spring.

NMT 401 Cr.1-3
Management and Methods of Patient Care
This course prepares students for safe and professional clinical practice in nuclear medicine. Focus areas include patient communication and assessment, safety and infection control, medication administration, phlebotomy techniques, and the application of appropriate use criteria to ensure evidence-based patient care. Prerequisite: admission to the NMT Program; assignment to a clinical internship site. Offered Annually.

NMT 403 Cr.2-6
Anatomy, Physiology and Pathology
This course examines the anatomy, physiology, and pathology of human organ systems as they relate to diagnostic and therapeutic nuclear medicine. Emphasis is placed on clinical indications, standard procedures, protocol application, image quality evaluation, and analysis of quantitative and qualitative imaging data. 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 406 Cr.1-5
Clinical Physics and Instrumentation
This course covers the principles of nuclear radiation physics and imaging instrumentation used in nuclear medicine. Emphasis is placed on radioactive decay, radiation interactions, planar and SPECT imaging systems, quality control procedures, reconstruction methods, and basic statistical analysis related to image quality and system performance. 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 418 Cr.1-4
Clinical Procedures Review I
This course provides classroom instruction in the clinical techniques used in nuclear medicine imaging, with emphasis on planar and SPECT procedures. Students develop foundational competencies in patient care, radiopharmaceutical preparation and administration, and imaging acquisition protocols. Additional focus is placed on computer processing techniques and data analysis essential for accurate image interpretation and diagnostic quality. 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 433 Cr.1
Clinical Analysis and Decision-Making
This course develops clinical analysis and decision-making skills in nuclear medicine through case-based learning and simulated scenarios. Students evaluate patient information, imaging protocols, and data to resolve technical challenges while integrating physics, radiopharmacy, and instrumentation principles. Emphasis is placed on ethical practice, evidence-based troubleshooting, professional communication, and reflective growth. Prerequisite: admission to the NMT Program; assignment to a clinical internship site. Offered Annually.

NMT 490 Cr.1-2
Applied Clinical Research
This course provides a supervised experience in designing and conducting clinical research relevant to nuclear medicine practice. Students develop a research question, analyze clinical data, and present their findings in a professional scholarly format. Prerequisite: admission to the NMT Program; assignment to a clinical internship site. Offered Annually.

NMT 497 Cr.1-6
Advanced Practice Analysis and Board Preparation
This course provides a comprehensive review of nuclear medicine principles while examining professional practice across clinical settings. Students analyze procedures, evaluate clinical decision-making, and integrate knowledge in physics, radiopharmacy, instrumentation, radiation safety, and patient care. Emphasis is placed on critical thinking, comparative practice analysis, and structured board examination preparation. Prerequisite: admission to the NMT Program; assignment to a clinical internship site. Offered Annually.

NMT 499 Cr.3
Independent Study
Independent projects under the direction and supervision of a member of the clinical staff. Hours arranged. Prerequisite: admission to the NMT Program; assignment to a clinical internship site. Offered Annually.

Nutrition (NUT) - Courses

Courses

NUT/FNS 200 Cr.3
Human Nutrition
This course examines 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 are also investigated. (Cross-listed with FNS/NUT; may only earn credit in one department.) Offered Fall, Spring, Summer.

NUT/FNS 300 Cr.3
Lifecycle Nutrition
This course explores nutrition assessment and nutritional requirements/challenges during preconception, pregnancy, lactation, infancy, childhood, adulthood and older adulthood, and community nutrition programs targeted for each life stage. Prerequisite: FNS/NUT 200. (Cross-listed with FNS/NUT; may only earn credit in one department.) Offered Fall, Spring.

NUT/FNS 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 are covered. Additionally, topics of discussion include specific functional components of food, herbals, and supplements. Prerequisite: FNS/NUT 200. (Cross-listed with FNS/NUT; may only earn credit in one department.) Offered Fall, Summer.

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. CGER CL-SWT Communication & Literacy: Stories We Tell. 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. CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning. 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. CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies. 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. CGER CL-SWT Communication & Literacy: Stories We Tell. 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. CGER CP-CW Civics & Perspective: Cultures of Our World. Students may only earn credit in one of the following: ECO 212, ENG 212, or PHL 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 304 Cr.3
Ethics of Artificial Intelligence
This course is an examination of the principal moral problems that arise in the development and use of artificial intelligence technology. Topics include an introduction to the principles of autonomy, beneficence, non-maleficence, and justice, the nature of AI, as well as the ethical complexities surrounding various issues in AI ethics including responsibility, transparency, AI as a rights holder, moral personhood, data collection, the attention economy, human enhancement, and AI consent. Offered Annually.

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 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
This course is 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, and the role and evidential power of religious experience and organized religion in justified belief. 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. CGER HA-AA Humanities & Arts: Arts & Aesthetics. 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 LGBTIQA community, and persons with disabilities. CGER CP-CU Civics & Perspective: Communities of the United States. 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. CGER CP-CW Civics & Perspective: Cultures of Our 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 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. CGER CP-CW Civics & Perspective: Cultures of Our World. Offered Alternate Years.

PHL/POL 350 Cr.3
American Political Theory
This course covers 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 analyzes the ideals and principles upon which the United States was founded and critically assesses their application and realization. (Cross-listed with PHL/POL; may only earn credit in one department.) 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 404 Cr.3
Philosophy of Probability and Artificial Intelligence
This advanced course explores the philosophical foundations of probability and their significance for contemporary artificial intelligence and machine learning. Students examine major interpretations of probability - including frequentist, Bayesian, propensity, and epistemic approaches - and analyze how these frameworks inform reasoning under uncertainty, inference, explanation, and decision-making. The course focuses on the philosophical foundations of probability and the conceptual complexities of probabilistic AI modeling. Philosophical questions include how AI systems represent uncertainty, what it means for an algorithm to update beliefs, and how probabilistic outputs should be interpreted and evaluated. Students develop the ability to critically assess probabilistic reasoning in AI systems and apply philosophical analysis to contemporary technological challenges. While this course engages with a highly technical subject matter, only a solid foundation in high-school level algebra is assumed. Prerequisite: sophomore standing. One of the following recommended: CS 101, CT 100, MTH 150, or STAT 145, PHL 101. Offered Annually.

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 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.

PHL 498 Cr.3
Apprenticeship in Medical Ethics
This course allows students to combine their individual talent and achievement with academically relevant experiential learning. This course provides students the opportunity for a variety of significant work, service, and leadership tasks in the field of medical ethics. This is a hands-on course which complements and enhances other academic work. Repeatable for credit - maximum six credits. Prerequisite: PHL 339. PHL 303 recommended. Consent of instructor. 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. CGER NSWL-ES Natural Science & Wellness: Experiential Science. 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. CGER NSWL-ES Natural Science & Wellness: Experiential Science. 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 serves 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. Students 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 are explored. CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet. 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. CGER NSWL-ES Natural Science & Wellness: Experiential Science. Lect. 3, Lab 2. Offered Fall.

PHY 156 Cr.3
Solar System Astronomy Lectures
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 are stressed. Topics 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. There is no lab component for this course, but PHY 155 has a lab component and covers similar material. Prerequisite: Students cannot earn credit for both PHY 155 and PHY 156. 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. CGER NSWL-ES Natural Science & Wellness: Experiential Science. Lect. 3, Lab 2. Offered Spring.

PHY 161 Cr.3
Stars, Galaxies and the Universe Lectures
An introduction to astronomy as a science, emphasizing celestial objects beyond our solar system. Throughout the course, comparison of observations with theoretical models be stressed. Topics 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. There is no lab component for this course, but PHY 160 has a lab component and covers similar material. Prerequisite: Students cannot earn credit for both PHY 160 and PHY 161. 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. CGER NSWL-ES Natural Science & Wellness: Experiential Science. 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
Introduction to Thermodynamics and Waves
This course provides an introduction to the principles of classical physics and engineering technology focusing on the behavior of matter and energy in various forms. Topics include the mechanical and thermal properties of solids and fluids; the transfer of heat; the laws of thermodynamics; mechanical, sound, and electromagnetic waves; and optics. Prerequisite: PHY 104 or PHY 204; MTH 208 or concurrent enrollment. Offered Fall.

PHY 306 Cr.3
Modern Physics
This course covers the application of principles studied in fundamental or general physics to various areas of research and technology at the forefront of modern physical science and engineering. 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
Dynamics
In this course students study mathematical development of classical dynamics using vector calculus from an engineering-based viewpoint. This course covers the dynamics of a single particle, oscillations, non-inertial frames, central potentials, energy/momentum methods, systems of particles, and collisions and plane motion of rigid bodies. Prerequisite: PHY 306; MTH 310. Students cannot earn credit in both PHY 321 and PHY 325. Offered Fall.

PHY 325 Cr.3
Classical Mechanics of Physics
This course is an intermediate-level study of Newton's Second and Third Laws of Motion based on the mathematics of differential equations and vector calculus. Broad topics covered include fictitious and drag/resistance forces; central forces, fields, potentials, and orbits; single-particle oscillations including electrical analogues; momentum, collisions, and systems of particles; and inertia tensors and rigid-body motion. Prerequisite: PHY 306; MTH 310. Students cannot earn credit in both PHY 321 and PHY 325. 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
Engineering Thermodynamics
This course emphasizes basic concepts of thermodynamics from an engineering-based viewpoint. Beginning with 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. Additional topics may include gas mixtures and gas-vapor mixtures with applications to air conditioning and psychrometrics and thermodynamics of chemical reactions. Prerequisite: PHY 306. Students cannot earn credit in both PHY 343 and PHY 345. Offered Spring.

PHY 345 Cr.3
Thermodynamics and Statistical Mechanics
In this course the rules of mechanics are applied to systems with large numbers of particles using calculus and probabilistic techniques. Connections between previously-studied thermodynamic concepts are drawn. Particular areas of coverage include elementary kinetic theory; the First and Second Laws of thermodynamics; statistical interpretations of entropy; state variables, the fundamental thermodynamic relationship, and Maxwell relations; Einstein solids and simple interacting systems; partition functions; Boltzmann and Gibbs factors; and Fermi-Dirac and Bose-Einstein quantum systems. Additional topics may include Carnot cycles, free energies, degenerate Fermi gases, and blackbody radiation. Prerequisite: Prerequisite: PHY 306; MTH 310. Students cannot earn credit in both PHY 343 and PHY 345. 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 Schroedinger equation, operators, free particles, particles in potentials, harmonic oscillator, angular momentum, and the hydrogen atom. The course includes the use of Fourier analysis and eigenvalue equations. Prerequisite: PHY 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.1-3
Physics and Engineering Internship
This internship course provides work experience in a physics or engineering related position with a public or private agency. Not more than five credits are applicable to a major or three credits to a minor. 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 focuses 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 draws 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 plan and teach lessons within the designated grade range of 4-12. Candidates are introduced to classroom management and conflict resolution. A multi-day, consistent schedule in the middle or high school field experience classroom is 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 plan and teach lessons within the designated grade range of 4-12. Candidates are introduced to classroom management and conflict resolution. A multi-day, consistent schedule in the middle or high school field experience classroom is 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 492 Cr.3
Capstone in Engineering I
This is the first of two culminating courses in the Engineering Physics major aimed at challenging senior-level students both technically and professionally. Students work in teams with their sponsor to develop a solution to a technological problem through the application of the methods of science and engineering. Prerequisite: engineering physics major; senior standing. Consent of instructor. Offered Fall.

PHY 493 Cr.3
Capstone in Engineering II
This is the second of two culminating courses in the Engineering Physics major aimed at challenging senior-level students both technically and professionally. Students work in teams with their sponsor to build and test a solution to a technological problem through the application of the methods of science and engineering. Prerequisite: PHY 492; engineering physics major; senior standing. Consent of instructor. Offered Spring.

PHY 497 Cr.1
Physics and Engineering Seminar
This seminar is intended for students majoring or minoring in a physics-related discipline as well as other students interested in physics and engineering. The course consists of a series of talks given by visiting scientists, astronomers, and engineers as well as senior research students. The course provides an excellent opportunity to find out about the latest developments in physics and engineering and provides an excellent medium by which students can get to know each other and also their professors. All students majoring or minoring in a physics-related discipline are urged to sign up for this seminar their first year. Repeatable for credit - maximum four. A maximum of two credits can be used to satisfy elective requirements for physics majors or minors. Pass/Fail grading. Offered Fall, Spring.

PHY 498 Cr.1-3
Physics and Engineering Research
In this course students engage in independent study under the supervision of a faculty member. Students can work on a variety of research projects in the areas of physics and engineering. Repeatable for credit - maximum nine, with permission of department chair. Consent of instructor. 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. CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies. 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. CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies. Offered Fall, Spring, Summer.

POL 110 Cr.3
Exploring Puzzles in Politics and Government
This introductory course explores the many puzzles at the heart of political science. This course investigates enduring questions that shape political life from local communities to the global arena. Through real-world case studies, debates, and critical analysis students develop the tools to understand the political world and form their own evidence-based conclusions. The course challenges assumptions and examines these questions through the perspective of different subfields in political science. Offered Fall, Spring.

POL 130 Cr.3
Comparing Politics and Governments Around the World
This course introduces the comparative study of politics and government in countries beyond the United States. Some of the themes include the modern state, democratic and non-democratic rule, regime change, and political violence. The course also explores several cases in depth to understand how broader theory can inform our understanding of specific political events. Some of the questions the course addresses include: Why are some countries democratic, but others are not? How do different political institutions affect the lives of ordinary citizens? Why do some people protest to achieve their political goals, whereas others use violence? CGER CP-CW Civics & Perspective: Cultures of Our World. Offered Fall, Spring, Summer.

POL 140 Cr.3
International Relations in a Changing World
This introductory course explores the evolution of international relations and global governance, examining how historical forces and contemporary trends shape our interconnected world. Drawing on diverse theoretical perspectives, the course analyzes critical global issues such as globalization and transnationalism, peace and conflict, economic development and inequality, justice and human rights, and other global challenges and opportunities. Students learn to critically evaluate information, assess different viewpoints, and apply theoretical frameworks to understand complex global problems. By engaging with historical and contemporary cases, students develop a nuanced understanding of the challenges and opportunities facing international relations today. CGER HA-PDU Humanities & Arts: Pasts that Define Us. Offered Fall, Spring, Summer.

POL 150 Cr.3
Foundations of Political Thought
In this course, students explore foundational questions in political theory, examining how societies understand concepts like justice, freedom, equality, and human rights. Students engage with influential texts, applying philosophical inquiry to analyze and interpret complex ideas within historical contexts. By developing skills in critical analysis and argument evaluation, this course prepares students to engage more deeply in the study of politics, and apply these skills as active participants in the wider social world. CGER CL-SWT Communication & Literacy: Stories We Tell. Offered Fall, Spring, Summer.

POL 202 Cr.3
Solving Problems in Global Politics
This course examines how politics can address global challenges arising from transnational issues including the environment, human rights, technological change, and more. By exploring these and other puzzles within contemporary global politics, students learn to critically analyze competing explanations and evaluate evidence. Through engagement with real-world contemporary cases, students develop a deeper understanding of the forces that shape transnational issues and form their own evidence-based conclusions about potential solutions. The course investigates the global and future implications of these issues, emphasizing the interconnectedness of the modern world and the importance of informed decision-making. CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet. Offered Annually.

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. CGER CP-CU Civics & Perspective: Communities of the United States. Offered Fall, Spring, Summer.

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 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 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 Annually.

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 Alternate Years.

POL 302 Cr.3
Legislative Process
This course explores how laws are made in the United States focusing on Congress and state legislatures. Students examine elections, representation, legislative procedure, and policymaking, as well as the interplay between legislatures and the executive and judicial branches. The course addresses both domestic and foreign policy. The course also includes analysis of Wisconsin government and politics with a focus on the Wisconsin State Legislature. Prerequisite: POL 101, POL 102, POL 110, or junior standing. Offered Alternate Years.

POL 303 Cr.3
Wisconsin Government and Politics
This course offers an in-depth study of government, politics, and public policy in the State of Wisconsin. This course includes an examination of Wisconsin political parties, interest groups, voting, and elections as well as an examination of the three branches of state government and local political institutions. Important public policy issues in Wisconsin such as education, health care, taxes, environmental policy, infrastructure, and transportation are discussed. Prerequisite: POL 101 or POL 102 or POL 110 or PUB 210 or junior standing. Offered Alternate Years.

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 Alternate Years.

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 Alternate Years.

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 Alternate Years.

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 and Polarization
This course examines the origins and consequences of political polarization through the lens of identity in the United States. Through a multidisciplinary approach, students analyze the complex interplay of institutional, behavioral, and social factors contributing to polarization including sorting, media fragmentation, political psychology, and social identity. Course topics include investigating how gender, race, and class shape political identities; exploring theoretical frameworks on the relationship between elite and mass polarization; the rise of political violence and extremism; and coalition-building strategies aimed at diffusing political polarization. Prerequisite: POL 101 or POL 102 or junior standing. Offered Alternate Years.

POL 310 Cr.3
Public Opinion and Political Behavior
Political science as a "behavioral science." A study of human attitudes and behaviors in political situations and the techniques for observing, measuring and classifying them. Prerequisite: POL 101 or POL 102. Offered Alternate Years.

POL 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 addressed in this course. Through investigation of campaigns and elections, students critically analyze the actions of voters, candidates, political parties, the media, and interest groups. Students 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?" are asked. Prerequisite: POL 101, POL 102, POL 110, or junior standing. Offered Fall - Even Numbered Years.

POL 325 Cr.3
Politics of Mass Incarceration
This course explores how political actors (e.g., politicians, special interests, courts, and the electorate) have shaped the legal framework leading the United States to become an incarceration nation. Course topics include analyzing how political rhetoric on crime and incarceration influence public opinion and policy; examining public law related to the policing, surveillance, and the rights of the criminally accused; and assessing various policy recommendations on criminal justice reform. Central to this investigation, students examine the political ramifications of mass incarceration through the intersections of race, class, and gender. Offered Alternate Years.

POL 330 Cr.3
Politics of Developing Areas
This course focuses on the politics of countries in the "developing world" - a broad term that includes more than 100 countries in Sub-Saharan Africa, Asia, South America, the Caribbean, and the Middle East and North Africa. While these countries differ from each other substantially in many ways, they all have one factor in common - they are economically, socially, and/or politically underdeveloped. This course explores what the terms development and underdevelopment mean, the causes of underdevelopment, and what can be done to address the development needs of these countries. In the process, students gain an understanding of the political, economic, and social challenges and opportunities that face the billions of people who live in the developing world. Offered Alternate Years.

POL 331 Cr.3
Politics of Democratization
This course is 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. Offered Alternate Years.

POL 332 Cr.3
Contentious Politics and Human Rights
This course examines contentious politics - i.e., how people and groups advocate for their political goals and human rights through nonviolent and/or violent tactics, and how governments respond to their demands with repression and/or concessions. Students learn about different forms of nonviolent and violent contention and state repression, as well as trends in contentious politics over time. Students also explore why nonviolent and violent movements emerge, how governments react to them, and what makes some tactics - nonviolent or violent - more successful than others. Using theories, data, and global case studies, students build their ability to analyze the dynamics of political conflict outside of the ballot box. Offered Alternate Years.

POL 334 Cr.3
Post-Communist Politics
In this course, students examine 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. The course also investigates theoretical and empirical reasons for these countries' divergent political and economic outcomes. Offered Alternate Years.

POL 335 Cr.3
Comparative Law
This course delves into the rich tapestry of legal systems across the world, examining their historical roots, core principles, and societal impact. Students journey through diverse legal landscapes, exploring common law and civil law traditions originating in Europe; the religious laws of Judaism, Islam, and Hinduism; the Confucian heritage of East Asia; and indigenous legal traditions from around the globe. By comparing and contrasting these traditions, students uncover the fascinating interplay of politics, culture, history, and legal structures. The course explores how different legal systems address universal human concerns like justice, rights, and social order; how legal traditions evolve and interact in an interconnected world; and the challenges and opportunities of legal pluralism today. Offered Alternate Years.

POL 336 Cr.3
Middle Eastern Government and Politics
This course explores the people, politics, and governments of the Middle East and North Africa (MENA) region with a comparative politics approach, i.e., it focuses on the politics within MENA countries but with a cross-national perspective. To do so, students draw on theories in comparative politics about regime types, regime change, development, identity, and political violence and apply them to understand the political, economic, and social trajectories of countries across this diverse region. Offered Alternate Years.

POL 338 Cr.3
European Government and Politics
In this course, students examine 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. Students examine the origins and evolution of the European Union with particular attention given to contemporary political challenges facing the EU and its member countries. Offered Alternate Years.

POL 340 Cr.3
American Foreign Policy
This course offers an in-depth, applied examination of the complex processes, institutions, and actors that formulate and execute United States foreign policy in the 21st century. The course focuses on the strategic decision-making environment by analyzing how theoretical models (i.e., rational actor, bureaucratic, group dynamics, and cognitive/emotional) and systemic factors (i.e., geopolitics, geoeconomics, and domestic institutions) shape policy outcomes. Through policy simulations and applied writing assignments, students step into the shoes of policymakers, developing the critical skills necessary to analyze global crises, formulate actionable policy recommendations, and navigate the interagency competition inherent in the National Security Council process. Offered Alternate Years.

POL 341 Cr.3
America and the World
This course is an introduction to the core ideas, history, and grand strategy that shape United States foreign policy in the 21st century. The course moves beyond headlines to explore the persistent tension between isolationism and internationalism by examining contemporary global challenges using real-world data and policy analysis. This examination culminates in hands-on, case-based policy simulations where students develop and justify actionable diplomatic strategies and recommendations to help guide the future of U.S. foreign policy. Offered Alternate Years.

POL 344 Cr.3
Global Governance
This course is an introduction to the core ideas, history, and institutional structures that shape global governance in the 21st century. The course moves beyond abstract theories to explore the persistent challenges of managing global problems - from international security and economic development to climate change and human rights - in the absence of a world government. This examination requires students to develop data literacy by actively engaging with and interpreting real-world data, global indicators, and policy metrics from leading international sources. This applied analysis culminates in hands-on, case-based policy simulations and a major institutional design project where students develop and justify actionable solutions and recommendations to help guide the future of international cooperation. Offered Alternate Years.

POL 345 Cr.3
International Law
This course explores the world of international law where politics and legal principles intersect on the global stage. Students delve into the historical and theoretical evolution of international law examining its role in shaping contemporary global politics on topics ranging from peace and war to economic exchange among other global challenges and opportunities. By engaging with historical and contemporary cases, students develop a deeper understanding of the forces that shape international law. The course examines how international law fosters cooperation and resolves conflict, and whether it can address some of the most pressing contemporary issues in a constantly evolving world. Offered Alternate Years.

POL 346 Cr.1-3
Model United Nations
In this course, students 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 is placed on countries and issues relevant to the conference agenda. Repeatable for credit - maximum nine credits. Offered Fall.

POL 347 Cr.3
Peace and Conflict
This course provides an overview of the scientific study of peace and conflict. To do so, students explore definitions, data, and trends in various types of conflict such as inter-state war, civil war, terrorism, and state repression. Focusing on the predominant form of armed conflict since the end of World War II, civil war, students learn about various theories that explain why civil wars break out, how long they last, and how and why they end. In the process, students develop a better understanding of foundational and emerging research in the field of conflict studies that enable them to make sense of trends in peace and conflict worldwide. Offered Alternate Years.

POL/PHL 350 Cr.3
American Political Theory
This course covers 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 analyzes the ideals and principles upon which the United States was founded and critically assesses their application and realization. (Cross-listed with PHL/POL; may only earn credit in one department.) Offered Alternate Years.

POL 351 Cr.3
Classical Political Theory
This course covers 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. Students study the work of philosophers including Plato, Aristotle, Augustine, Aquinas, Machiavelli, Hobbes, Locke, and Rousseau. Offered Alternate Years.

POL 353 Cr.3
Modern and Contemporary Political Theory
This course covers the development of political theory from the 17th century to the present. The course analyzes 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. Students study the work of philosophers including Hobbes, Locke, Rousseau, Kant, Hegel, Marx, Burke, Mill, Nietzsche, and Foucault. Offered Alternate Years.

POL 355 Cr.3
Political Ideologies
In this course, students survey 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. Offered Occasionally.

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 367 Cr.3
Strategic Political Communication
This course emphasizes the skills necessary to engage in effective strategic communication within the contexts of politics and government. Students study how political communication strategies are crafted and executed to influence public opinion, build political coalitions, and achieve policy goals. Students analyze a variety of campaign strategies, public advocacy efforts, and crisis communication scenarios. Through analyzing case studies, students critique examples of real-world political communication strategies. Students also develop their own original approaches to strategic political communication. Students strengthen their written and oral communication skills, with an emphasis on how these skills can be used in the contexts of politics and government. Offered Alternate Years.

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: CRIM 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. CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies. 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 Occasionally.

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 Fall, Spring.

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.

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. CGER CP-CW Civics & Perspective: Cultures of Our World. 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. CGER CP-CU Civics & Perspective: Communities of the United States. Prerequisite: PSY 100; sophomore standing. Offered Annually.

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. CGER CP-CU Civics & Perspective: Communities of the United States. Prerequisite: PSY 100; sophomore standing. Offered Occasionally.

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 martial 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 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. Prerequisite: PSY 100; sophomore standing. Offered Annually.

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; PSY 282 or PSY 283 or PSY 318 or SOC 225 or SOC 369 or SOC 370 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 Spring.

PSY 356 Cr.3
Infancy and Childhood Development
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 are examined within each developmental area. Research methodology and theoretical perspectives are integrated throughout each topic area. Prerequisite: PSY 212. Offered Annually.

PSY 357 Cr.3
Adolescent Development
This course 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
Adult Development
This course is an overview of the 'journey of adulthood' including both continuity and change. Students are introduced to major historical and theoretical perspectives on adult development as well as primary methodological techniques for studying adult development. Students examine milestones and transitions in traditional developmental domains (physical, cognitive, and social and emotional) and explore individual responses and adjustments to these experiences. Prerequisite: PSY 212 or gerontology emphasis. Offered Annually.

PSY 359 Cr.3
Topics in Gerontology
This course focuses on prominent topical areas in the field of gerontology. Students have opportunities to study issues from various angles employing different mediums like art, news media, film, social policy, first person accounts, or technology. 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 387 Cr.1
Psych Hour Experience
In this course students attend the weekly Psych Hour series hosted by the Psychology Department. Students are engaged in learning about a range of topics from psychology faculty and students, faculty from other departments, staff from campus units, visiting scholars, and community members. Students have opportunities to build relationships and community through peer mentoring and career-readiness skill-building. Students reflect on their experiences attending the series and as students within the psychology major. Prerequisite: psychology major. May not be taken in the same term as PSY 487. 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 Annually.

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 413 Cr.3
Crisis Intervention
The prevalence of acute crisis situations in our society necessitates that counselors acquire a knowledge and skill base for effective and professional crisis intervention. Students study evidenced-based applications of theory to practice with identified at-risk populations. Students apply crisis intervention theory and models of intervention to various crisis situations: post-traumatic stress disorder (PTSD), suicide, sexual assault, domestic violence, grief and loss, and violent behavior in institutions. Prerequisite: PSY 204 or PSY 347 or PSY 403. 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 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 CRIM 115 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.

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 Occasionally.

PSY 458 Cr.3
Dementia
This course explores the variety of dementias, experiences of people living with dementia, caregiver experiences, cultural understandings and approaches to dementia, cognitive assessment, ethical issues, and coping with loss and grief. The course may also include non-pharmacological care approaches, dementia friendly communities, delivering a diagnosis, dementia and intersectionality and family relationships. Underlying all course topics is a focus on what we as individuals and as a society can do to address the quality of life of persons living with dementia and to improve care systems and services. Special emphasis may be placed on the exploration of subjective experiences through course readings and film. Offered Occasionally.

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 468 Cr.3
Child Life Theory and Practice
This course supports students in the application of knowledge of child development to educate, prepare, and support children and their families through the process of hospitalization and changes in family dynamics related to illness. Students apply Association of Child Life Professionals certification standards and professional expectations to effective child life practice. The adaptation of child life interventions to individual differences in children as well as cultural, ethnic, and class differences in families are incorporated into the class. Child Life Theory and Practice is taught by a Certified Child Life Specialist and meets one of the requirements of the Child Life Council to become a Certified Child Life Specialist. Prerequisite: PSY 212, PSY 356, or PSY 357; junior standing. Offered Occasionally.

PSY 469 Cr.3
Therapeutic Uses of Play
This course explores the therapeutic aspects of play for individuals at different developmental stages, from infancy to young adulthood, to develop a holistic understanding. Students examine the history and theoretical basis of therapeutic play, assessment techniques, and guidance strategies for therapeutic play, including program development and the use of art, music, and alternative therapeutic methods. Emphasis is placed on understanding how culture, gender, and technology influence children's play. Practical exercises, case studies, and group discussions deepen understanding, and students learn observation techniques, play-based learning and assessment, and the application of therapeutic play. Prerequisite: PSY 212; CYC minor; 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 487 Cr.3
Psychology Ambassadors
During this course, students build their understanding of the Psychology department structure, build the department community by outreach to students through various methods (e.g. social media), and develop career-readiness skills as they become advocates for the major. Students facilitate the Psych Hour Series, support peer mentoring initiatives within the department, and shape their professional online presence. The class dives into methods for improving the experience of psychology majors within the department and considering how they can take what they have learned into their careers after graduation. Prerequisite: PSY 331; psychology major; senior standing. May not be taken in the same term as PSY 387. Offered Occasionally.

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). CGER CP-CU Civics & Perspective: Communities of the United States. Offered Fall, Spring, Summer.

PUB 320 Cr.3
Public Budgeting and Finance
In this course students explore the public budgetary process and how important nonprofit and government services are financed and implemented at the federal, state, and local levels. A wide variety of budgeting and finance concepts and strategies are investigated, including the various approaches to taxation, decision-making, public policy evaluation, and the latest in budgeting innovations and reforms. Prerequisite: PUB 210 or junior standing. 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, Spring.

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 Alternate Years.

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 Alternate Years.

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 Alternate Years.

PUB 342 Cr.3
Local Government Administration
This course examines the politics, policies, and challenges faced by local government administrators with an emphasis on how local leaders can make better decisions and improve delivery of basic city services. Key issues include policing, fire protection, parks and recreation, economic development, and affordable housing. Prerequisite: POL 102, PUB 210, or junior standing. Offered Alternate Years.

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 Alternate Years.

PUB 399 Cr.3
Special Topics in Public Administration
An introduction and study of selected topics in public administration. Local officials, visiting lecturers, or persons specializing in a particular sub-area of public administration will be invited to present a course focusing on a particular topic. To be on an ad hoc basis. Repeatable for credit - maximum six. Offered Occasionally.

PUB 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 Occasionally.

PUB 450 Cr.1-12
Internship in Public Administration
An academically relevant work experience within the federal, state, or local government structure, or within other political organizations such as nonprofit organizations, as arranged by the department. The experience will be supervised closely both by the local internship coordinator and the departmental staff. A written report relating the field experience to academic training will be required. Repeatable for credit - maximum 12. Consent of department. Offered Fall, Winter, Spring, Summer.

PUB 451 Cr.3
Civic Engagement and the Wisconsin Idea
The study of the Wisconsin Idea of Community Service and late twentieth century communitarian and service learning philosophies are examined. The course includes service learning work in non-profit and local governmental agencies as well as the study of the meaning of democracy, citizenship, personal political efficacy, leadership and political culture. Lect. 1, Lab 4. Prerequisite: junior standing. Offered 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. CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies. 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 connection between health problems in developed and developing countries and the interdisciplinary approach necessary to understand and address health issues are emphasized. Students learn about population health in regions of the world, and explore how and explain why various health indicators are likely to change over time. Students also develop a basic understanding of the methods used to assess population health, discuss why some groups are healthier than others, and suggest what can be done to reduce health disparities. CGER CP-CW Civics & Perspective: Cultures of Our World. Offered Fall, Spring.

PH 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 are 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. CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet. Offered Fall, Spring.

PH 310 Cr.3
Social and Structural Drivers of Health
This course examines each of the five major social drivers of health (SDOH) domains - economic stability, education access and quality, health care access and quality, neighborhood and built environment, and social and community context - and considers their impact on individual and population health and health inequities. This course also emphasizes the structural drivers of health, systems, and policies that affect the five domains and how resources are distributed. Prerequisite: admission to the public health and community health education major. Offered Fall, Spring.

PH 335 Cr.3
Environmental Health
This course examines 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 are considered. The role of environmental health in public and population health is examined. Prerequisite: admission to the public health and community health education major or declared public health or sustainability and 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, while addressing principles of data collection and analysis, critical interpretation of epidemiologic literature, and the influence of epidemiology on legal and ethical issues. The course also addresses the principles of the quantitative approach to public health. Students learn about measures of frequency and association, the design and validity of epidemiologic research, and appropriate data analysis for understanding population health. Overall, this course provides a foundation for the skills needed by public health professionals to utilize epidemiology in their work. Prerequisite: PH 200, PH 204, STAT 145. Offered Fall, Spring.

PH 495/595 Cr.1-3
Independent Study in Public Health and Community Health Education
Individualized study of areas not available in existing courses. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Repeatable for credit - maximum six. Prerequisite: junior standing. Consent of department. Offered Fall, Winter, Spring, Summer.

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. CGER CP-CU Civics & Perspective: Communities of the United States. 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. CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies. (Cross-listed with RGS/SOC; may only earn credit in one department.) Offered Annually.

RGS 205 Cr.3
Data and Power: Feminist Science Studies
This course is an introduction to feminist science studies and explores how patriarchy, racism, classism, colonialism, ableism, homophobia, and transphobia shape scientific knowledge production, historically and currently. Students learn to question the attainability and usefulness of objectivity itself, imagine what explicitly feminist practices of science might look like, and explore how to ask scientific questions differently, thereby expanding both scientific knowledge and social justice. CGER CP-CU Civics & Perspective: Communities of the United States. Offered Spring.

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. CGER CP-CU Civics & Perspective: Communities of the United States. Prerequisite: ENG 110. (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. CGER CP-CU Civics & Perspective: Communities of the United States. 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 303 Cr.3
Sex, Race, and Species: Critical Animal Studies
This course examines how human ideologies of racism, heterosexism, ableism, and colonialism have shaped scientific knowledge about nonhuman animals. Students explore how scientific conclusions (or assumptions) regarding animal behavior have been used to justify the exploitation of animals, and, in turn, rationalize multiple forms of oppression within human societies. Students learn to question how scientists project their idealized societies onto animal behavior, whether intentionally or not, and imagine and explore scientific alternatives that better allow animals to "speak" for themselves, simultaneously improving human knowledge of biology and bettering human/animal relations. Prerequisite: RGS 100 or RGS 205 or junior standing. Offered Occasionally.

RGS 307 Cr.3
Ethnic, Racial, and Gender Stereotypes in the Media
This course traces 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 examines 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 is explored as well. The mythopoeic image that surrounds Indigenous Americans, African Americans, Asian Americans, Latinx, and other minority groups are juxtaposed against the historical reality that these groups have faced and the contemporary inequalities that we still must confront. CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies. Offered Fall, Spring, Summer.

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: RGS 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 are considered. Special attention is 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: RGS 100, RGS 150, SOC 110, SOC 120, EDS 206. (Cross-listed with RGS/SOC; 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: RGS 100, RGS 150, 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 are assigned one of these forms (topics 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 uses that knowledge to design and develop a prevention program of their own choosing aimed at that form of violence. Prerequisite: one of the following: RGS 100, RGS 150, EDS 206, PH 200, PSY 100, SOC 110, SOC 120, SOC 150. Offered Alternate Years.

RGS 328 Cr.3
Sex/Work
In this course, students explore the topic of sex work. While course material focuses 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: RGS 100, RGS 150, 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/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 also uses 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: RGS 100 or RGS 150 or 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: RGS 100, RGS 150, or SOC 150. 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, identify 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 360 Cr.3
Hip Hop Culture, Race, and Gender
Since its birth in the South Bronx, Hip Hop has been a means for Black and Brown youth to build on deep-rooted traditions of expressive culture. This course explores the origins, development, growth, and continued practice of Hip Hop and its emergence as a global phenomenon that simultaneously challenges and promotes the liberations and exploitations of the later stages of capitalism. Through an examination of Hip Hop's four basic elements (break dancing, rap, DJing, and graffiti art) students interrogate the ways Hip Hop culture has influenced and been influenced by discussions and expressions of race, gender, sexuality, and class. Beginning with its history, students deconstruct how Hip Hop culture has wrestled with ideas of blackness, whiteness, civil rights and nationalism, feminism/womanism, and sexism, heterosexism and homophobia, wealth and poverty to hypothesize Hip Hop's current and future direction. Students also explore the influence of Hip Hop on the politics of musical sampling and copyright, representation in visual and performing arts, and discussion about free speech. Students have the opportunity to analyze and deconstruct music lyrics, music videos and movies. Prerequisite: RGS 100. Offered Occasionally.

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. CGER CP-CU Civics & Perspective: Communities of the United States. (Cross-listed with ANT/RGS; may only earn credit in one department.) Offered Occasionally.

RGS 373 Cr.3
Gender and Human Rights
This course provides an overview of transnational women's human rights movements in a variety of locations around the world; locations vary with the instructor. Included in this overview is 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: RGS 100 or RGS 150 or 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: RGS 100; RGS 335 or RGS 336 or RGS 340 or concurrent enrollment. Offered Annually.

RGS 378 Cr.3
Anime Studies
This course examines how Japanese animation (anime) represents social identities and norms using an intersectional lens. The course traces the forms, history, and culture of Japanese anime and how it developed over time. This course also focuses on analyzing the role and influence of the art form in cultural, social, and global contexts. Emphasis on contemporary popular culture and how Japanese anime reproduces and resists stereotypes related to race, gender, sexuality, religion, disability, and class in global culture industries. Offered Alternate Years.

RGS/HIS 409 Cr.3
20th Century Civil Rights Movement
This course explores the modern civil rights movement in the U.S. 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 U.S. Students examine the role of a wide range of civil rights organizations with seemingly competing philosophies, leaders, and local people in shaping their own destinies. This course 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. The course concludes with exploring the link between convict leasing, prison reform movements, political prisoners, and the prison industrial complex as the New Jim Crow. Prerequisite: RGS 100 or EDS 206 or HIS 210. (Cross-listed with HIS/RGS; may only earn credit in one department.) Offered Occasionally.

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 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: RGS 100; concurrent enrollment in one of the following: RGS 336, RGS 340, or RGS 377. Offered Spring.

Radiation Therapy (RT) - Courses

Courses

RT 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; admission to RT. Consent of instructor. 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 380 Cr.2
Clinical Concepts in Oncology
Through lecture and hands-on activities, this course provides radiation therapy students advanced patient care skills related to cancer diagnostic and treatment processes. The course also provides instruction on key components of cancer care, health care systems, radiation protection, and treatment processes. Prerequisite: RT 310, RT 325, and RT 330; admission to Radiation Therapy Program. Offered Spring.

RT 385 Cr.1
Applied Concepts in Oncology and Medical Imaging
In this course students gain hands on experiences related to several aspects of treatment delivery and imaging using the Radiation Therapy Virtual Reality System (VERT). Such concepts include, but are not limited to, image guided radiation therapy, anatomy, treatment machine components, treatment planning in radiation therapy, simulation, and treatment delivery and patient safety. Prerequisite: RT 310, RT 325; concurrent enrollment in RT 380 and RT 390; 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.

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 focuses 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 includes 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 explores philosophical and historical aspects of leisure and recreation. CGER NSW-MBP Natural Science & Wellness: Mind, Body, & Planet. Offered Fall, Spring, Summer.

REC 201 Cr.3
Introduction to Outdoor Skills & Leadership
In this course, students gain knowledge about the history and philosophy of outdoor leadership. The foundational elements related to outdoor recreation leadership is explored through learning technical skills and facilitation techniques. Students 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. Prerequisite: REC 150. 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 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
Introduction to Recreation Programming and Event Management
This course provides practical knowledge and experiences on the essential elements and design concepts of recreation programming and event 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. 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 Occasionally.

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
NatureRx: Environmental Ethics and Behaviors in Recreation and Tourism
This course provides an overview of the natural resources used for outdoor recreational pursuits and nature-based tourism. Students analyze leisure, recreation, and tourism activities dependent on natural resources, present issues associated with recreational land use, and develop environmental awareness and a personal environmental ethic. 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 explores 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 Fall.

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
This course provides an introduction to tourism through the examination of tourism as a system of interconnected parts. The topics include the history of tourism, destination mix, tourist motivation and behavior, destination marketing, and destination management. It explores the role of natural and built environments in creating tourism, economic implications for travelers and local communities, and social and cultural connections. Students gain an understanding of event and non-event based 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 is 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 are introduced to factors that influence the experience of leisure and leisure service delivery. Offered Spring.

REC 330 Cr.3
Principles of Recreational Land Management
Students explore the interactions between natural resources and users specific to facilitating outdoor recreation. Students learn to assess natural resources of regional public lands using carrying capacity, limits of acceptable change, or other relevant land management frameworks. Methods for monitoring recreational impacts and approaches to managing resource quality and recreational opportunities are addressed. Offered Spring - Odd Numbered Years.

REC 335 Cr.3
Environmental Interpretation
Based on experiential education and interpretive principles, students learn methods and materials for effectively teaching environmental concepts in schools, communities, nature centers, camps, and parks. Students also explore history, theory, philosophy, and goals of environmental interpretation programs. Offered Spring - Even Numbered Years.

REC 340 Cr.3
Evaluation Methods and Practices
This course is designed to provide students with foundational skills necessary to evaluate existing recreation, tourism, and leisure research. Students develop relevant and appropriate evaluations of such services and apply these techniques in practice. Students are exposed to both qualitative and quantitative evaluation approaches. 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 350 Cr.3
Experience Design, Promotion, and Communication
This course introduces students to the experience design process. A focus of the course is placed on how to promote services offered to both customers and supporting stakeholders with the overall experience in mind. Students learn how to create engaging content and enhance communication during all phases of an experience. Offered Fall, Spring.

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 Occasionally.

REC 360 Cr.3
Sustainable Tourism
This course explores the role of sustainability in tourism. Students learn about tourism planning and development from a sustainability perspective. The course covers factors that influence tourism sustainability and strategies tourism organizations can utilize to become more sustainable. The course content is covered in one of a variety of contexts, including a broad focus on sustainable tourism, through a focus on Wisconsin freshwater-based sustainable tourism, or in an international setting. Offered Spring.

REC 375 Cr.1-3
Workshop in Outdoor, Recreation, Tourism, and Event Management
This is a group study of various recreation, leisure, tourism, or event management subjects. University professors and/or visiting lecturers conduct these hands-on workshops. Repeatable for credit under different subjects - maximum six credits. May require field trip. Prerequisite: REC or RTH major/minor. 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. Offered Fall, Spring.

REC 400/500 Cr.3
Parks, Recreation, and Tourism Facility Planning
This course is designed to equip the student with the basic knowledge necessary to understand and implement the planning process in the development of parks, recreation, and tourism facilities. Students learn about federal, state and local statutes, and other related documents. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: REC major/minor; junior standing. Offered Fall.

REC 402/502 Cr.3
Risk Management in Leisure Service Organizations
This course identifies the primary components of risk management and detail legal aspects of tort liability, waivers, and indemnification agreements in leisure service organizations. The course equips 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 have additional course requirements/expectations. Prerequisite: junior standing. Offered Spring.

REC 404/504 Cr.3
Budgeting in Recreation Services
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 have additional course requirements/expectations. Prerequisite: REC major/minor; junior standing. Offered Fall.

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 provides 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 have additional course requirements/expectations. Prerequisite: junior standing. Offered Spring.

REC 420/520 Cr.3
Revenue Management in Recreation, Tourism, and Events
This course covers prices and pricing from both managerial and behavioral perspectives in recreation, 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 the psychology of pricing, price fairness, price perceptions, and willingness-to-pay for activities and experiences. This course is taught largely at an undergraduate level. Graduate students 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: junior standing. Offered Fall, Spring.

REC 445/545 Cr.3
Advanced Event Planning and Management
This course advances students' understanding of the event planning and 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 further develop 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 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; and completion or concurrent enrollment in all remaining 300 and 400 level REC required courses except for REC 450. Consent of instructor. 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 491/591 Cr.1-3
Topics in Outdoor, Recreation, Tourism, and Event Management
This course is an advanced study of varying outdoor, recreation, tourism, and event management topics. University professors as well as visiting lecturers are invited to work with the students on these advanced topics in the profession. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Repeatable for credit under different topics - maximum six credits. Prerequisite: junior standing; REC or RTH major/minor. Offered Occasionally.

REC 495 Cr.1-3
Independent Study in Recreation
Individualized study of areas not available in existing courses. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Repeatable for credit - maximum six credits. Prerequisite: REC or RTH major/minor; junior standing. 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.

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 416/516 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 420/520 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 319, RTH 352, RTH 376; 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 319, RTH 352, RTH 376; 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 acquire specific modality/skills and facilitation techniques used as treatment interventions in recreational therapy practice. Unique to the Modality Preceptorship Level II course, students 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 are assessed. Documentation procedures for program planning, accountability, and payment of service are 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
Workshops in Recreational Therapy
This course is a group study of varying recreational therapy topics. University professors as well as visiting lecturers are invited to address the students and conduct specialized phases of the workshops. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Repeatable for credit under different subtitles - maximum six credits. Offered Occasionally.

RTH 492/592 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.

Russian (RUS) - Courses

Courses

RUS 101 Cr.4
Russian in a Global Society I
Designed for beginners, this course builds foundational skills in Russian through meaningful communication and cultural exploration. Students learn to understand basic texts and conversations, engage in simple interactions with cultural sensitivity, and present ideas on familiar topics. Emphasizing cultural context, this course guides students to discover perspectives of Russian-speaking communities and to develop curiosity and openness toward diverse viewpoints. No prior knowledge of Russian required. CGER CP-CW Civics & Perspective: Cultures of Our World. 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. CGER CP-CW Civics & Perspective: Cultures of Our World. 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. CGER CP-CW Civics & Perspective: Cultures of Our World. 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. CGER CP-CW Civics & Perspective: Cultures of Our World. 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. CGER CL-SWT Communication & Literacy: Stories We Tell. 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. CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies. Offered Fall, Spring, Summer.

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. CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies. 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. CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies. (Cross-listed with RGS/SOC; may only earn credit in one department.) Offered Annually.

SOC 200 Cr.3
Foundations of Social Analysis
Designed for sociology and criminology 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 and criminology; (3) the formulation of sociological and criminological 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 and criminology, presenting at professional conferences, and applying to graduate school. Sociology and criminology majors should take this course as soon as possible after completing SOC 110 or CRIM 115, as the skills taught in this course benefits students in their upper division sociology and criminology courses. Prerequisite: CRIM 115 or SOC 110; sociology or criminology major. Offered Fall, Spring.

SOC 201 Cr.1
Careers in Sociology
In this course students explore the types of jobs in which sociology majors can work and the marketable skills to get them. Students research careers of interest to them in terms of job descriptions, growth and income outlooks, and the skills required. Internships and current job opportunities are investigated, and resumes, cover letters, and job applications are developed. Prerequisite: SOC 110 or SOC 120 or SOC 225 or CRIM 115. Pass/Fail grading. Offered Occasionally.

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 Occasionally.

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. CGER CP-CU Civics & Perspective: Communities of the United States. Offered Fall, Spring, Summer.

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: CRIM 115 or SOC 110 or SOC 120; sociology major or criminology major. Offered Annually.

SOC 308 Cr.3
Disability and Society
In this course students 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, this course 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 examine disability through understandings of identity (personal and collective), inequalities, social movements, social experience, sexualities, gender, race, class, intersectionalities, and physical and mental variation. Students 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. Students 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: CRIM 115, SOC 110, SOC 120, SOC 225, RGS/SOC 150, ANT 101, ANT 102, PSY 100, or PSY 200. Offered Annually.

SOC 310 Cr.3
Social Stratification
Students examine the nature, study, theories, and types of social stratification systems along with the forces contributing to their maintenance and disruption. Prerequisite: ANT 101 or CRIM 115 or SOC 110 or SOC 120. Offered Spring - Odd Numbered Years.

SOC 315 Cr.3
Religion and Society
This course 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: CRIM 115 or SOC 110 or SOC 120 or ANT 101. Offered Occasionally.

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 are considered. Special attention is 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: RGS 100, RGS 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 critically examines the relationship between media, culture, and society. Students 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. Students give special attention to theoretical approaches used to examine media in each of these substantive areas. Multiple forms of media are examined including printed presses, radio, television, electronic news, virtual and online communities, film, and social networking platforms. Prerequisite: CRIM 115 or SOC 110 or SOC 120 or ANT 101. Offered Occasionally.

SOC 319 Cr.3
Sociology of City Life
This course explores the political, social, cultural, economic, and religious aspects of city life, examining the metropolis as a site of unique social worlds, identity formation, creativity, and struggle. Students investigate how the city has changed through accelerated gentrification, rising inequality, segregation, and shifting demographics. Students explore the depths of urban life to understand both its endless possibilities and its enduring social challenges. Prerequisite: CRIM 115 or SOC 110 or SOC 120. Offered Spring - Odd Numbered Years.

SOC 320 Cr.3
Demography
This course is designed as a basic survey of the field of demography. Sources of population data are explored along with causes and consequences of population growth, composition, and distribution. This course focuses on the concepts, measurements, trends, and theories of the major demographic processes of fertility, mortality, and migration. Prerequisite: CRIM 115 or SOC 110 or SOC 120 or ANT 101. Offered Spring - Even Numbered Years.

SOC 325 Cr.3
Sociology of Mental Illness
In this course students examine mental health and illness, and mental health care systems in the U.S. and other industrialized and non-industrialized societies. This includes 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: CRIM 115 or SOC 110 or SOC 120 or ANT 101 or PSY 100. Offered Occasionally.

SOC 328 Cr.3
Environmental Sociology
This course provides a framework for understanding the relationship between human societies and their physical environment. This course focuses 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: CRIM 115 or SOC 110 or SOC 120 or ENV 101. Offered Fall.

SOC 330 Cr.3
Social Psychology
This course explores social psychology from a sociological perspective. The course focuses on social behavior and communication patterns in terms of their genesis and change in the context of social groups and social relationships. Prerequisite: CRIM 115 or SOC 110 or SOC 120 or ANT 101 or PSY 100. Students may only earn credit in SOC 330 or PSY 241. Offered Occasionally.

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 focuses 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: CRIM 115 or SOC 110 or SOC 120 or ENV 101. Offered Spring.

SOC 335 Cr.3
Collective Behavior
In this course students examine social processes which emerge in unstructured social situations as well as principles of behavior as expressed in crowds, mobs, fads, fashions, and especially in social movement activities. Prerequisite: CRIM 115 or SOC 110 or SOC 120 or ANT 101. Offered Fall.

SOC 336 Cr.3
Sociology of Popular Culture
This course examines popular culture as a socially organized field shaped by institutions, power relations, and systems of inequality. Students analyze how cultural forms are organized by social forces, how access to cultural production and participation is unevenly distributed, and how distinctions of taste and value are socially constructed. Drawing on sociological theory and research, the course explores how popular culture contributes to the reproduction and transformation of social hierarchies, identities, and everyday practices. Offered Spring.

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 also uses 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: RGS 100 or RGS 150 or 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
In this course students explore the sociological impact of work and life demands in contemporary American society. Special emphasis is 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: CRIM 115 or SOC 110 or SOC 120 or ANT 101. Offered Occasionally.

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 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 focuses on how sexual attitudes and behaviors are shaped by society. Students focus on the methodological and theoretical approaches that are used in sociological studies of sexuality. This includes a brief overview of historical perspectives on sexuality; 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: CRIM 115 or SOC 110 or SOC 120 or RGS 100 or ANT 101. Offered Occasionally.

SOC 370 Cr.3
Sociology of Gender
This course explores the social construction, variation and consequences of gender categories across time and space. Students examine 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: CRIM 115, SOC 110, SOC 120, SOC 225, RGS 100, RGS/SOC 105, or RGS/SOC 150. Offered Fall.

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 is examined as a social justice issue that intersects with race, class, gender, sexuality, and ability status. This course explores the body politics behind attempts to redefine fat identity, including body positive and fat positive movements. This course also examines fat activism as a means of addressing fatphobia and size discrimination. Emphasis is placed on the use of historical and empirical evidence to evaluate common myths about fat bodies. Prerequisite: one of the following: CRIM 115, RGS/SOC 105, SOC 110, SOC 120, RGS/SOC 150, ANT 103, ANT 195, PSY 100, or RGS 100. Offered Occasionally.

SOC 381 Cr.3
Bodies in Society
This course investigates how bodies become sites where social meanings, identities, and inequalities are produced, experienced, and contested. Through sociological research and theory, students analyze how bodies are shaped, regulated, and interpreted across social contexts. Topics include beauty standards, medicalization, gendered and racialized bodies, disability, reproduction, aging, and sexuality, as well as emerging issues such as body surveillance, digital representations of the body, and the growing influence of health, wellness, and biotechnology. Drawing on contemporary sociological research and evidence-based analysis, the course equips students with the analytical tools needed to critically examine how social forces shape embodied experiences in contemporary society. Prerequisite: one of the following: RGS/SOC 105, SOC 110, SOC 120, RGS/SOC 150, ANT 103, ANT 195, 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: CRIM 115 or SOC 110 or SOC 120 or ANT 101 or ANT 103. Offered Occasionally.

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 or criminology 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; CRIM 322 or SOC 390. Offered Fall, Spring.

SOC 409 Cr.1-3
Readings and Research in Sociology
Directed readings or research under the supervision of an instructor. Repeatable for credit - maximum six. Prerequisite: junior standing. Consent of instructor. Offered Fall, Spring.

SOC 410 Cr.3
Sociology Honors Project
The development and completion of an honors research project under the supervision of a faculty member. Prerequisite: acceptance into the Sociology Honors Program. Consent of department. Offered Annually.

SOC 416 Cr.3
Qualitative Explorations
In this course students develop and conduct a field research project. The course explores and employs the major techniques of qualitative data collection and analysis that is 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. Also addressed are the links among theory, data, and methods and an appreciation for the qualitative tradition in social sciences. The course follows a seminar format that, along with the research project, emphasizes reading, group discussion, in -and out - of class exercises, and both oral and written presentations. Prerequisite: SOC 350; CRIM 332 or SOC 390. Offered Fall, Spring.

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, students focus on social factors of illness with a particular focus on the role of inequality in shaping health risks. Students discuss how to measure and quantify mortality and morbidity and the effect of social context. In the second part of the course students 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 focuses on health systems and technologies, especially the political and economic configurations of health care provision in different countries. Finally, the course considers the role of health professionals and issues of bioethics. Prerequisite: CRIM 115 or SOC 110 or SOC 120 or ANT 101. Offered Fall.

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 CRIM 115 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, focusing on how societies define, label, and respond to behaviors, groups, and individuals considered deviant. Students examine various theoretical perspectives of deviance, the social construction of norms, and the social control systems established to enforce them. The course explores a variety of forms of deviance, including mental illness, substance use, sexual deviance, and suicide to analyze the development and maintenance of deviant identities and careers. Prerequisite: CRIM 115 or SOC 110 or SOC 120 or ANT 101. Offered Alternate Years.

SOC 450 Cr.1-15
Internship in Sociology
This course provides an academically relevant field experience for majors and minors in sociology that is 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 credits. Prerequisite: cumulative GPA of at least 2.50. Consent of instructor. Pass/Fail grading. Offered Annually.

SOC 485 Cr.1-2
Research Apprenticeship
In this apprenticeship the student assists 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 credits. Prerequisite: SOC 200, SOC 250. Consent of instructor. Pass/Fail grading. Offered Fall, Spring.

SOC 486 Cr.1-2
Teaching Apprenticeship
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 credits. 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. CGER CP-CW Civics & Perspective: Cultures of Our World. (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. CGER CP-CW Civics & Perspective: Cultures of Our World. Prerequisite: SPA 101 or an appropriate placement test score. Offered Occasionally.

SPA 103 Cr.4
Spanish in a Global Society I & II
This is an accelerated course that covers in one semester the essential content of introductory Spanish with the goal of developing foundational communicative competence. CGER CP-CW Civics & Perspective: Cultures of Our World. 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. CGER CP-CW Civics & Perspective: Cultures of Our World. Prerequisite: SPA 102 or SPA 103 or an appropriate placement test score. 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. CGER CP-CW Civics & Perspective: Cultures of Our World. Prerequisite: SPA 201 or an appropriate placement test score. 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. CGER CP-CW Civics & Perspective: Cultures of Our World. Prerequisite: SPA 201 or an appropriate placement test score. 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) in part due to the lack of linguistically and culturally accessible services. In this oral proficiency course, conducted primarily in Spanish, students learn the appropriate vocabulary and jargon associated with the discipline. Students 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 are 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 Fall.

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 introduces 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 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, Spring, Summer.

SPE 207 Cr.3
American Sign Language and Deaf Culture I
In this course, students use American Sign Language to learn about communicating with individuals with a hearing loss in the elementary school setting. Students explore deaf culture, intricacies of working with individuals with a hearing loss, including appropriate accommodations, modifications, and assistive technology. CGER CP-CW Civics & Perspective: Cultures of Our World. Offered Fall, Spring.

SPE 214 Cr.3
American Sign Language and Deaf Culture II
In this course, students extend the use of American Sign Language to learn about communicating with individuals who have a hearing loss. Students further explore deaf culture, intricacies of working with individuals who have a hearing loss, including appropriate dialects, accommodations, modifications, and assistive technology. CGER CP-CW Civics & Perspective: Cultures of Our World. Prerequisite: SPE 207 or appropriate placement. Offered Fall, Spring.

SPE 300 Cr.3
Designing Sustainable Inclusive Classrooms
Establishing and maintaining productive learning environments are key features of an effective globally responsive educator's classroom. In this course, students 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 apply pedagogical frameworks to create a supportive classroom that increases 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.

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 disabilities throughout the lifetime. 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, Summer.

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 may 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. Lect. 2, Lab 3. Prerequisite: SPE 300; admission to teacher education. Offered Fall, Spring.

SPE 424 Cr.3
Advanced Practices for Students with Challenging Behaviors
This course allows teacher candidates to use effective and varied behavior management strategies to support and enhance students' successful engagement and participation in the classroom. Students 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 are exposed to high school level interactions through simulated teaching experiences in a virtual classroom setting. Teacher candidates have at least 10 hours of work with K-12 learners in a school setting, by arrangement with the instructor. Lect. 2, Lab 3. Prerequisite: SPE 300; 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 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 deepen their understanding and apply their learning with students with exceptionalities. Prerequisite: EDS 402; SPE 300; 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 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 are 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 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 and 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. CGER MQR-QR Mathematics & Quantitative Reasoning: Quantitative Reasoning. Prerequisite: successful completion of STAT 245 precludes taking STAT 145 for credit. 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/DSC/MTH 271 Cr.1
Mathematics and Statistics Seminar
In this course, a weekly seminar features short talks and events highlighting the breadth of mathematics, statistics, data science, and mathematics education. Presenters include faculty, visiting speakers, industry professionals, recent graduates, and students. Topics may include program overviews, undergraduate research, career paths, and graduate school opportunities. Open to all students. Mathematics, statistics, and data science majors and minors are encouraged to enroll early. Pass/Fail grading. Offered Fall.

STAT 305 Cr.3
Statistical Methods
This course is a survey of statistical methods from the point of view of how these methods are implemented with a standard statistics software package. Topics include descriptive statistics, graphical methods, tests of location, goodness of fit, simple and multiple regression, design of experiments, ANOVA, multiple comparisons, chi-square tests. Both parametric and nonparametric methods are treated. Computer use is an integral part of the course. Prerequisite: grade of "C" or better in STAT 145 or STAT 245; junior standing. Offered Fall.

STAT 345 Cr.3
Statistical Computing
This is 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 is used. Prerequisite: STAT 145 or STAT 245. Offered Spring.

STAT 440 Cr.1
Statistical Consulting
This course covers interpersonal, written, and oral communication and interdisciplinary exposure as well as opportunities to apply statistical knowledge in a broad variety of situations. Students 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 is also 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 Occasionally.

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 208; 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
This course is 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, multicategory 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 have additional course requirements/expectations. Prerequisites: grade of "C" or better in STAT 305 or STAT 345. Offered Fall - Even Numbered Years.

STAT 444/544 Cr.3
Environmental Statistics
This course is an introduction to common statistical methods used for environmental applications. Topics include spatial statistics, time series analysis, environmental monitoring and impact assessment, and integrated population modeling. This course is application driven and includes an introduction to computer programming in R. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: one of the following: STAT 305, STAT 345, MTH 265, MTH 435, BIO 419/519, or GEO 405/GEO 505. Offered Spring - Odd Numbered Years.

STAT 445/545 Cr.3
Correlation and Regression Analysis
This course is 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 is used. Course participants are involved with hands-on statistical applications and consulting. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: grade of "C" or better in STAT 305 or STAT 345; junior standing. Offered Fall.

STAT 446/546 Cr.3
Analysis of Variance and Design of Experiments
This course is 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 is discussed. A computer package is used. Course participants are involved with hands-on statistical applications and consulting. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: grade of "C" or better in STAT 305 or STAT 345; junior standing. Offered Spring.

STAT 447/547 Cr.3
Nonparametric Statistics
This course is an introduction to 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 are included. Computer programs are used when appropriate. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: grade of "C" or better in STAT 305 or STAT 345; junior standing. Offered Spring - Even Numbered Years.

STAT 449/549 Cr.3
Applied Multivariate Statistics
This course is 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 are involved with hands-on statistical applications. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: grade of "C" or better in STAT 305 or STAT 345; junior standing. Offered Fall - Odd Numbered Years.

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, Winter, 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: TSL 250; 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 Cr.3
Teaching English to Speakers of Other Languages (TESOL) Policies and Program Models
This course provides 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. Prerequisite: TSL 345 or ENG 331. Offered Spring.

TSL 420 Cr.1
TESOL Field Seminar
The 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 learn about and practice the complex processes of planning instruction for multilingual English learners (ELs), engaging ELs in learning, and assessing EL learning. Candidates 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, EDS 446, GCL 300, or GCL 320; admission to teacher education. Consent of department. Offered Fall.

TSL 425 Cr.3
Global Issues in TESOL
This course examines 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, ENG 331, ENG 332, ENG 334, PSY 282, PSY 436, TSL 340, or TSL 400. Offered Occasionally.

TSL 450 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. Repeatable for credit - maximum three. Prerequisite: TSL 400 or TSL 463 or concurrent enrollment; consent of TESOL director. 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 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. Prerequisite: TSL 345 or ENG 331. 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. CGER HA-AA Humanities & Arts: Arts & Aesthetics. Offered Fall, Spring, Summer.

THA 120 Cr.3
Acting for Non-Majors
This course is an introduction to the fundamentals of acting for non-theatre majors that emphasizes the development of the actor's instrument by introducing students to the basic imaginative, physical, and vocal skills necessary for performing in front of an audience. The students apply these techniques in an interactive studio setting. CGER HA-AA Humanities & Arts: Arts & Aesthetics. 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. CGER CP-CU Civics & Perspective: Communities of the United States. 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. CGER HA-AA Humanities & Arts: Arts & Aesthetics. 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
This course is an introduction to the fundamentals of acting for theatre majors and minors. Students learn the basics of beats, tactics, and objectives using multiple acting techniques. Students learn standard theatre terminology, blocking notation, rehearsal and performance practice, and the importance of creative collaboration. 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 History and Literature I: Origins to 1865
This course surveys theatre history and dramatic literature from its pre-historic origins to 1865, examining the development of drama, acting, architecture, and theatrical production and their relationship to social, cultural, and political contexts. Particular attention is paid to theatre's relationship to religion, secularization and the early-modern state, and national identity formation from the English Restoration through the American Civil War. Students also gain foundational skills for undertaking research in theatre studies through projects that explore questions on the course themes. The course focuses on western theatre but also includes case studies from Asia, Africa, and indigenous America to draw global connections and illustrate theatre's capacity to respond to geo-political specificity. Prerequisite: sophomore standing. Offered Fall.

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. 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
Musical Theatre Techniques I
This course provides singer-actors with foundational skills in musical theatre performance, focusing on character development, musical theatre scene study, and audition techniques. Students deepen their understanding of musical theatre by studying its history and context and analyzing the score and text. The course offers opportunities to apply these insights in solo and small ensemble settings, enhancing students' abilities as performers. Prerequisite: THA 220. 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: Contemporary Scene Study
This course develops the actor's technique by building on the skills learned in Acting I and introducing multiple advanced acting practices. Students focus on creating subtext, finding emotional depth, and exploring collaborative acting methods. Students apply these techniques in scene work in a studio setting. Prerequisite: THA 220. Offered Spring.

THA 321 Cr.3
Acting III: Classical Acting Styles
This upper-level acting class focuses on the theory and practice of classical acting techniques including Shakespeare/Elizabethan theatre, English Restoration, Moliere, and the Comedy of Manners. Students develop the vocal, physical, and textual analysis skills necessary to performing heightened classical theatre. Prerequisite: THA 320. Offered Spring.

THA 324 Cr.3
Musical Theatre Techniques II
This course for singer-actors builds on the foundational skills established in Music Theatre Techniques I. Students enhance their vocal and physical storytelling abilities, focusing on character development and portrayal through multiple genres of musical scores. The course emphasizes a refined understanding of the vocal mechanism and explores the potential of vocal color and expression, while physicalizing character, to enrich storytelling. Students explore these insights through solo, duet, and small and large ensemble performance opportunities. Repeatable for credit - maximum six. Prerequisite: THA 310. 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 - Odd 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 Fall - 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 - Even 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 Fall - 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 History and Literature II: 1865 to the Present
This course surveys theatre history and dramatic literature from 1865 to the present, examining the development of drama, acting, and theatrical production and their relationship to social, cultural, and political contexts. Particular attention is paid to the variety of realist performances in the late 19th and early 20th centuries, the explosion of anti-realist experimentation that followed, and the global and multicultural world of the late 20th and early 21st centuries. In addition to gaining further skills in historiographical analysis and methodology, students build on research and writing skills developed in Theatre History and Literature I, including the completion of an original argumentative research paper. Prerequisite: THA 250. Offered Spring.

THA 351 Cr.3
World Theatre
This course surveys and analyzes historical and contemporary theatre and performance forms in eastern Asia, the Indian subcontinent, the Middle East and North Africa, sub-Saharan Africa, and the indigenous cultures of the Americas. Particular attention is paid to theatre's relationship to local customs and philosophies, religious practices and beliefs, political and social contexts, and global cultural exchange. CGER CP-CW Civics & Perspective: Cultures of Our World. Prerequisite: sophomore standing. Offered Fall - Even 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/ENG 358 Cr.3
Scriptwriting
This course is designed for students interested in immersion into the practice of dramatic writing. In a collaborative atmosphere, students explore the fundamentals of plot, character, and setting as they write for stage, film, podcasts, or other narrative audio. Students read existing dramatic texts and complete regular exercises in dialogue, structure, theme, and conflict, working toward a longer final project. Students write, present their own work, and respond to pieces written by classmates. Prerequisite: ENG 110. Offered Fall - 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. CGER SBS-BS Social & Behavioral Science: Social & Behavioral Studies. 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 advanced performance studio equips students with specialized skills and knowledge in a rotating series of topics: stage combat, intimacy direction, stage dialects and accents, and improvisation. In each iteration of the course, students practice and gain fluency with professional methodologies unique to the particular discipline under study. Repeatable for credit - maximum 12 credits. Prerequisite: THA 320. Offered Spring.

THA 422 Cr.3
Auditioning and the Business of Acting
This upper-level acting class focuses on preparing the performer for the professional theatre world. Students expand their range of repertoire and techniques for auditioning as well as develop the professional materials needed to sustain a career in performance. Prerequisite: THA 220, THA 320. Offered Fall.

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 provides advanced study in specific competencies required of an arts administrator including legal issues, arts policy, and audience development through discussion and hands-on projects. 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.

THA 491 Cr.1
Senior Capstone Performance Development
In this course students prepare for their senior capstone performance. Students conceptualize their show, select their performance pieces, create show posters, on-line ads, and other publicity materials, design their show programs, coordinate with their scene partners and tech/design teams, and rehearse their pieces with their senior show advisor. Repeatable for credit - maximum two credits. Prerequisite: junior standing. Consent of instructor. Offered Spring.

THA 492 Cr.2
Senior Capstone Performance
The capstone project is an independent project that reflects the student's knowledge and abilities in theatre arts. Students 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 involves 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: THA 491; senior standing. Consent of instructor. Offered Fall, Spring.

University-Wide Learning (UWL) - Courses

Courses

UWL 100 Cr.2
The Eagle Advantage for College Success
Students in this course develop the knowledge, experiences, and skills that support college success with specific emphasis on Eagle Advantage competencies, the essential skills that prepare students to thrive personally, academically, and professionally. This course features a selection of the following eight competencies: adaptability; collaboration and leadership; communication; critical thinking and problem solving; digital literacy and technology; diversity, equity, and inclusion; accountability; and career and self-development. The course invites students to view the UWL experience as a laboratory for developing these competencies through coursework, engagement, and meaningful connection with others. Discussions include strategies for academic success, building supportive communities, and making intentional choices that shape a successful, grounded, and well-rounded college life. CGER SBS-FS Social & Behavioral Science: Social Foundation for Success. Prerequisite: degree-seeking student in their first year at UWL or a degree-seeking transfer with less than 12 credits earned. Not open to students with credit in FYS 100. Offered Fall, Spring.

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 175 Cr.2
First Year Research Exposure Seminar
This course is intended for First Year Research Exposure (FYRE) participants. Students learn strategies to be successful in college. The course focuses on identifying and utilizing available college and community resources as well as learning about current undergraduate research opportunities. Topics include accessibility, mental health, awareness, reflection, personal statements, undergraduate research opportunities, and time management. Recommended for all students participating in the College of Science and Health FYRE Program. Repeatable for credit - maximum four credits. Consent of instructor. 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 210 Cr.1
Introduction to Career Readiness for Eagle Mentoring Program Scholars
The course helps Eagle Mentoring Program scholars explore career preparation for graduate and professional schooling. It is also meant to encourage students seeking a PhD career path to pursue eventual selection into the McNair Scholars/TRIO Program. Through course work, students build their resumes for the aforementioned future career pursuits, while also developing a learning community with all other Eagle Mentoring Program scholars. The course facilitates the development of life-long skills used in career development: self-assessment, career/employment researching and networking, job search skills, career management and adaptability to the changing world of work. Students learn about resources on campus and in the broader La Crosse community. Repeatable for credit - maximum two. Prerequisite: student must be selected into the Eagle Mentoring Program for the current academic year. Consent of department. Offered Fall.

UWL 211 Cr.1
Introduction To Research For Eagle Mentoring Program Scholars
This course is designed to help Eagle Mentoring Program Scholars develop research skills such as create research questions, critique research articles, use software tools for research management, and discuss research ethics. Throughout the semester students are required to read assigned materials, complete reflections, provide status updates on their projects, conduct peer reviews, and participate in class discussion. For the final project for this course, students create and present a "wonderment poster" outlining aims, hypotheses, background information, and analytic strategies for the topic they are interested in researching. Repeatable for credit - maximum two. Prerequisite: UWL 210. Offered Spring.

UWL 220 Cr.1
Hekima Scholars Identity-based Educational & Leadership Development
In this course students gain familiarity with campus resources associated with self-development to meet educational goals through the exploration of potential participation in high impact experiences, including but not limited to internships, research, or other enrichment programs. The class incorporates activities aimed at student, leadership, and career development. Students apply what they learn outside of the classroom into real world settings and connect it to discussions of power, race, ethnicity, gender, and sexuality. Students have the opportunity to participate in an experiential trip to learn from community leaders, explore a heritage site, and visit graduate and professional schools. Prerequisite: a minimum of 12 credits completed. Pass/Fail grading. Offered Spring.

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 360 Cr.1
Introduction to Careers in Higher Education
This course introduces students to careers in higher education, specifically in student affairs, academic affairs, and diversity and inclusion (e.g., in positions such as academic or career advisor, admissions or financial aid counselor, dean of students, multicultural advisor or activities coordinator, residence hall director, student conduct or case manager). Course topics include exploring the various career pathways and opportunities in college student services, understanding the role student affairs professionals can play in student learning and growth, preparing for graduate school and job searches, and developing professional competencies required of student affairs educators. Prerequisite: sophomore standing. Pass/Fail grading. Offered Annually.

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 are 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 1, 2026, 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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