Discovery Center is available to all students from 8:00 a.m.–4:30 p.m., Monday through Friday. Resources to find internships are available at Career Services. Internships are valuable experiences for students. Students are given an opportunity to test career choices, improve their basic work skills, and develop professional competence. Students may earn money or receive academic credit as part of the internship program.

Blugold CareerLink: Blugold CareerLink is an online jobs and internship search database used by UW-Eau Claire students and alumni. Employers who seek UW-Eau Claire students use this to assist in meeting their workforce needs by posting full-time and internship positions. Students can search for opportunities and apply for these positions. They can also participate in on-campus interviews and receive invitations to employer information sessions. Verified employers are able to view students’ resumes and contact them directly regarding opportunities.

Career Events: Each year Career Services sponsors a variety of career events designed to allow students to explore career and internship options:
- Career Conferences — fall and spring semesters
- Explore Your Possibilities — fall semester
- Nursing and Health Care Professionals Fair — fall semester
- Mock Interview Days-fall and spring semesters

Over 500 employers representing a wide variety of organizations are participants at these career events.

On-Campus Recruitment Program: More than 200 employers visit the campus each year to interview students interested in internship and full-time professional positions. All interviews are coordinated and arranged at the Career Services Office.

SERVICE-LEARNING, CENTER FOR (Schofield 230)

All candidates for the baccalaureate degree at the University of Wisconsin-Eau Claire must satisfactorily complete 30 or more hours of approved service-learning activity. UW-Eau Claire’s Service-Learning requirement fosters habits of public engagement and service to society. This requirement is intended to provide students with an opportunity to serve their community, apply knowledge gained in the classroom, enhance their critical thinking skills, and become informed, active, responsible, and ethical citizens. The Center for Service-Learning works with community partners to create meaningful projects for students and helps students and staff to develop projects. Visit the Service-Learning’s website at: www.uwec.edu/sl for information on available projects, the completion procedure, and a link to the Service-Learning Guidebook. For a list of courses approved to meet this requirement, see pages 46 and 47 of this catalog.

SERVICES FOR STUDENTS WITH DISABILITIES (Centennial Hall 2106)

Services for Students with Disabilities (SSD) facilitates the provision of academic accommodations for eligible students with documented disabilities. Disability-related accommodations address the need for both program access (i.e. exam accommodations, note taking, interpreters, alternative format course materials, etc.) and physical access. Verification of the need for accommodations is based on current disability documentation provided by the student. Students with disabilities who wish to request accommodations must provide disability documentation to the SSD Office and make their requests known in a timely manner so that arrangements for accommodations can be initiated. Testing rooms are available for individual testing accommodations. Information about required documentation and procedures for arranging services can be obtained by contacting the SSD Office or visiting the SSD website at www.uwec.edu/ssl.

Services for Students with Disabilities Project AIM (Ability in Motion)

Project AIM is a Student Support Services program funded by a TRIO grant from the U.S. Department of Education. Due to federal eligibility requirements, the students served must have a documented disability. Goals of the project are focused on promoting academic and career success of participants. Project AIM provides a variety of supplemental services for eligible participants including student-specific advising, career exploration, financial literacy, free tutoring, mentoring, leadership development and a variety of cultural and educational activities. Some students qualify for additional federal grant aid based on participation in the program. Further information may be obtained from the Services for Students with Disabilities Office staff.

STUDENT SUPPORT SERVICES (Old Library 2136)

Funded by a TRIO grant from the U.S. Department of Education, the Student Support Services program provides a variety of supplemental services for qualified students. Due to federal eligibility requirements, the students served must be from a low-income household, be a first-generation college student, or have a documented disability. The staff assists eligible students in assessing their academic skills and in developing individual goals that promote their academic and career success. The program provides participants with free tutoring, career exploration opportunities, special academic advising and mentoring services, graduate school preparation, financial aid information, and a variety of educational activities. Some students qualify for additional federal grant aid based on their participation in the program. Further information may be obtained from the Student Support Services staff. Visit the SSS website at: www.uwec.edu/sss.

UPWARD BOUND (Haas Fine Arts 281)

Upward Bound is a federal TRIO program awarded to UW-Eau Claire by the U.S. Department of Education. All participants are from high schools in Eau Claire. Most students are recommended by school counselors during the last semester of middle school. Once enrolled in the program, students continue through high school graduation. The program serves 63 promising high school students who face barriers to the completion of high school and the attainment of post-secondary education. During the academic year, students receive tutoring, counseling, and study skills support. The summer six-week residency program, for which students receive high school credit, provides an academic core enhanced with field trips and cultural, social, and athletic activities. Upward Bound develops career exploration and decision-making skills and assists students in selecting appropriate post-secondary educational options. Assistance is given in completing college admission and financial aid applications. Further information may be obtained from the Upward Bound Office or by visiting the Upward Bound website at: www.uwec.edu/upbound.
Rel  390  Religion in America
Soc  314  Social Class and Inequality
Soc/Wmns  419  Sociology of Women
Span/LAS  352  Contemporary Latin American Civilization
Wmns  100  U.S. Women’s Experience: Gender, Race, and Class
Wmns/CJ  111  Gender, Race, Class and Communication
Wmns  200  Introduction to Feminist Theories
Wmns/Rel  203  Women and World Religions
Wmns  206  Perspectives in LGBTQ Studies
Wmns  210  Culture of Third Wave Feminism
Wmns/Nrg  265  Women’s Health Issues
Wmns/Engl  296  Perspectives on Women’s Literature
Wmns  301  Examining Women’s Studies
Wmns/Psyc  336  Psychology of Women
Wmns/Econ  337  Women and the Labor Market
Wmns/Hist  373  American Women’s History to 1870
Wmns/Hist  378  American Women’s History Since 1870
Wmns  406  Queer Theories and Sexual Politics
Wmns/Soc  419  Sociology of Women
Wmns/ES  436  Education of Girls and Women in the United States
Wmns  440  Lesbian Lives and Cultures
Wmns  447  Design and Domesticity
Wmns  490  Feminist Analysis and Practices

Cultural Diversity Variable (CDV)
AFS/Hist  368  Studies in American Indian History
CND  490  Special Topics
Hist/AFS  368  Studies in American Indian History
Hnrs  101  Honors Colloquium
Hnrs  102  Honors Colloquium
Hnrs  103  Honors Colloquium
Hnrs  104  Honors Colloquium
Hnrs  105  Honors Colloquium
Hnrs  301  Honors Colloquium
Hnrs  302  Honors Colloquium
Hnrs  303  Honors Colloquium
Hnrs  304  Honors Colloquium

SERVICE-LEARNING REQUIREMENT
All candidates for the baccalaureate degree at the University of Wisconsin-Eau Claire must satisfactorily complete 30 or more hours of approved service-learning activity. This requirement is intended to provide students with an opportunity to serve their community, apply knowledge gained in the classroom, enhance their critical thinking skills and become informed, active, responsible, and ethical citizens.

A guidebook available at the Center for Service-Learning’s website, www.uwec.edu/sl, outlines the UW-Eau Claire service-learning graduation requirement and describes the procedures for its completion. This information is provided to assist students, faculty/staff members, and community project supervisors in designing and undertaking projects that provide both rich experiences for UW-Eau Claire students and substantial benefits for the community.

The Service-Learning Requirement
The University of Wisconsin-Eau Claire established the Service-Learning graduation requirement in 1995. The following University policy statement describes the Service-Learning mission, goals, and objectives, and guidelines.

Service-Learning Mission Statement
February 25, 2005
As a public liberal arts university, the University of Wisconsin-Eau Claire commits to educating students for full participation in society. One essential aspect of full participation is public service. The Service-Learning requirement fosters habits of public engagement in our students and encourages them to serve society.

At UW-Eau Claire, Service-Learning includes both service and learning to promote the common good. Service-Learning is service because it must benefit others. Service-Learning can make education a collaborative effort where students benefit society by exercising both the rights and responsibilities of citizenship.

Service-Learning is learning because it must educate students. It challenges them to apply concepts and principles they have learned in their college course work to their other experiences—and to apply experiential insights critically and creatively to their college learning. Service-Learning also fosters academic and personal growth.

Service-Learning is an important part of an undergraduate liberal arts experience that prepares students for a life of informed, ethical, responsible, and active citizenship.

Mission Statement
- Educate students for full participation in society.
- Perform public service.
- Foster habits of public engagement.
- Encourage service to society.

Text Goals
- Foster habits of community engagement in each UW-Eau Claire student.
- Foster the common good.
- Benefit others.
- Promote the common good.

Objectives
1. Each UW-Eau Claire student will contribute at least 30 hours of service-learning.
2. Each UW-Eau Claire student will promote the common good.
3. Each service-learning project will address a need within a community.
4. Each UW-Eau Claire student will collaborate in responsibly serving society.
5. Each service-learning project proposal will contain a rationale for significant learning.
6. Each service-learning project will be reported to a UW-Eau Claire mentor.
7. Each service-learning project report will contain evidence of independent learning.
8. Each UW-Eau Claire student will de/learn something significant in a service environment.
9. Each UW-Eau Claire student will reflect on the personal value of his/her academic education.
10. Each UW-Eau Claire student will continue informed, active citizenship throughout his/her life.
GUIDELINES FOR SERVICE-LEARNING PROJECTS

Derived from the mission, goals, and objectives of the service-learning program, the following policy statements provide general guidance to all parties as they plan together for a service-learning project.

• **STUDENT CHOICE** Students’ sincerely held beliefs, preferences, and values will be reasonably accommodated in accepting service-learning proposals.

• **NONDISCRIMINATION** Consistent with accepted interpretation of affirmative action policies of the University of Wisconsin-Eau Claire, service-learning proposals will not be accepted that exclude students, mentors and/or recipients from the service-learning activity based on race, religion, creed, color, sex, gender identity or expression, ancestry, national origin, age, marital status, sex orientation, disability, veteran’s status, pregnancy, marital or parental status, military service, arrest and conviction record or political affiliation or any other category protected by law, including physical condition or developmental disability as defined in Wisconsin Statutes §51.01(5). Other sources include Wisconsin Statutes §36-12(1) and UW Regents Policy 14-6.

• **WILLING RECIPIENTS** To be accepted, service-learning proposals must focus on willing recipients.

• **RELIGIOUS ACTIVITY** Service-Learning proposals involving cooperation with faith-based organizations may be accepted; however, this public university will not award credit for time spent directly involved in promoting religious doctrine, proselytizing, or worship. Students who wish to work with a faith-based organization are encouraged to consult the Center for Service-Learning in developing their proposals.

• **FOR-PROFIT ACTIVITY** Service-learning proposals involving for-profit agencies may be accepted if they are part of an agency’s charitable activities. Service-learning proposals that focus on seeking private monetary profit will not be accepted.

• **NONENDORSEMENT** Acceptance of a service-learning proposal indicates that the proposal is acceptable for meeting the service-learning requirement; it does not imply endorsement either of the proposed activities or of the recipient by the University of Wisconsin-Eau Claire.

Students can meet the service-learning requirements in one of three ways:

**Non-credit Option:** A student may fulfill the service-learning requirement—without receiving course credit—through work with an on-campus group or off-campus community organization. To fulfill the requirement under this option, students must work with the Center for Service-Learning. Students may complete projects in the Eau Claire area or elsewhere, individually or in groups, and during the academic year or over break periods. Projects sponsored by local agencies (“community partners”) are posted on the Center for Service-Learning website, Schofield 230. Students may also devise their own projects. The Center for Service-Learning must approve a noncredit option project before the student begins it.

A student pursuing a noncredit option must work with a faculty or academic staff mentor who also approves his/her service-learning project proposal, helps establish learning objectives, and assists the student in attaining those objectives. The mentor also facilitates the student’s reflection upon completion of the project, and certifies the student has met the service-learning requirement.

Students in active military service or with an honorable or general discharge from military service are presumed to have met the service-learning graduation requirement. Evidence of military service is provided to the Registrar’s Office through a copy of a D.D. 214, or a transcript from the ACE registry.

**Credit Option—Selected Course:** A student may complete a course designated in this catalog or the current Class Schedule as satisfying one-half (15 hours) or the full (30 hours) service-learning requirement. In some courses, the service-learning activity may be optional.

Students seeking more information about the service-learning requirement should consult their advisers or contact the Center for Service-Learning, Schofield 230.

**SERVICE-LEARNING COURSES**

Service-Learning Full (SL-Full) (30 hours)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<td>Income Tax Assistance</td>
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<tr>
<td>AIS 314</td>
<td>Ojibwe Language Camps</td>
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<tr>
<td>AIS 480</td>
<td>Capstone</td>
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<td>AIS 498</td>
<td>Internship</td>
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<tr>
<td>Art 476</td>
<td>Graphic Design VI: Advanced Graphic Communication</td>
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<td>Biol 296</td>
<td>Student Academic Experience</td>
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<td>Biol 329</td>
<td>Field Experience in Conservation Biology</td>
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<td>Biol 496</td>
<td>Student Academic Apprenticeship</td>
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<tr>
<td>Biol 498</td>
<td>Internship in Biology</td>
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<tr>
<td>Bsd 210</td>
<td>Service-Learning in Business Administration</td>
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<tr>
<td>Chem 296</td>
<td>Student Academic Apprenticeship in Chemistry</td>
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<td>CND 480</td>
<td>Nursing within Systems: Analysis and Application</td>
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<tr>
<td>CJ 427</td>
<td>Advanced Reporting and Editing</td>
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<tr>
<td>CJ 479</td>
<td>Integrated Strategic Communications (ISC) Management</td>
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<tr>
<td>CJ 492</td>
<td>Analyzing and Improving Organizational Communication</td>
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<tr>
<td>CJ 498</td>
<td>Internship</td>
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<td>CS 321</td>
<td>Web Design and Development</td>
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<td>CS 485</td>
<td>Software Engineering II</td>
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<td>Crmj 498</td>
<td>Criminal Justice Internship</td>
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<td>CSD 470</td>
<td>Clinical Practicum in Communication Disorders I</td>
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<td>Econ 498</td>
<td>Professional Internship</td>
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<td>Engl 397</td>
<td>Writing Center Theory &amp; Practice</td>
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<td>ES 385</td>
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<td>ES 485</td>
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<td>Geog 498</td>
<td>Community Internship - Geography</td>
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<td>Hac 400</td>
<td>Field Experience I</td>
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<td>Hac 402</td>
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<td>Hac 407</td>
<td>Financial Management in Health Care</td>
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<td>Hac 408</td>
<td>Marketing and Public Relations in Health Services</td>
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<td>Hist 498</td>
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<td>Service-Learning in Information Systems</td>
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<td>Kins 328</td>
<td>Elementary Physical Education Lab</td>
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<td>Kins 416</td>
<td>Athletic Training Lab and Practicum IV</td>
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<td>Kins 466</td>
<td>Community Fitness Programming</td>
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<td>Kins 484</td>
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<td>Kins 492</td>
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<td>Kins 493</td>
<td>Practicum in Adapted Physical Education</td>
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<td>Kins 494</td>
<td>Practicum in Exercise Science</td>
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<td>Kins 498</td>
<td>Human Performance Internship</td>
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<td>Mgmt 210</td>
<td>Service-Learning in Management</td>
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<td>Mdtg 210</td>
<td>Service-Learning in Marketing</td>
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<td>Musi 478</td>
<td>Directing Practicum - Cabaret Productions</td>
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<tr>
<td>Musi 498</td>
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<td>Nrsng 345</td>
<td>Nursing: Health and Health Deviations of Adults I, Theory and Practice</td>
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<td>Nrsng 352</td>
<td>Nursing Practice: Adults II</td>
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<td>Nrsng 368</td>
<td>Nursing Practice: Children, Families, and Communities</td>
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<td>Nrsng 422</td>
<td>Nursing Practice: Health Enhancement</td>
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<tr>
<td>Nrsng 428</td>
<td>Practicum: Nursing Leadership I</td>
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<tr>
<td>Nrsng 438</td>
<td>Nursing Practice: Children and Families with Health Deviations</td>
</tr>
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Nrsg 450  Health Care in Rural Areas
Nrsg 472  Nursing Practice: Application and Reflection
Pols 397  Student Academic Apprenticeship in Political Science
Pols 498  Internship
Psyc 385  Practicum in Applied Behavior Analysis
Psyc 480  Internship in Applied Behavior Analysis I
Psyc 481  Internship in Applied Behavior Analysis II
SW 290  Human Rights and Global Justice
SW 315  Aging and the Aged
SW 481  Social Work Internship
SW 482  Social Work Internship - International
Soc 498  Sociology Internship
Sped 335  Assessment and Intervention for Students with Mild Disabilities
Sped 404  Pre-student Teaching Experience with Individuals with Mild Disabilities
Thea 498  Theatre Arts Internship
Wmns 496  Capstone: Social Justice Practicum

Service-Learning Half (SL-Half) (15 hours)
Acct 210  Service-Learning in Accounting
Biol 328  Conservation Biology
CJ 351  Strategic Event Planning
Env 310  Sustainable Cities
Env 330  Waste & Society: Energy, Food, and Efficiency
Fin 210  Service-Learning in Finance
Fin 310  Financial Literacy Program
Fin 410  Advanced Financial Literacy Program
Hist 386  Introduction to Public History
Kins 303  Planning, Implementation, and Assessment: Fitness Concepts
Nrsng 333  Wellness in the Work World
Phil 498  Internship in Philosophy
Psyc 353  Health Psychology

Service-Learning Optional (SL-Optnl) (Up to 30 hours)
Biol 181  Environmental Biology and Conservation Lab
Bsd 398  Internship Program I
Bsd 498  Internship Program II
CJ 459  Communication Research Seminar
CS 490  Computer Science Practicum
CS 498  Computer Science Internship
Engl 398  English Language Arts Festival Practicum
Flg 375  Internship Experience
Hist 399  Independent Study - Juniors
Hist 488  Seminar in History
Hist 489  Research Seminar
Hist 499  Independent Study - Seniors
Idis 230  Experiential Internship
Ints 498  International Education Internship
Intx 421  University of Valladolid Exchange
Math 498  Mathematics Internship
Mgmt 398  Internship Program I
Mgmt 414  Small Business Consulting
Mgmt 498  Internship Program II
Mktg 332  Marketing Communications and Promotion Analysis
Mktg 334  Marketing Research
Mktg 398  Internship Program I
Mktg 498  Internship Program II
Pols 341  Political Parties, Elections, and Voting
Psyc 498  Internship
Wmns 100  U.S. Women’s Experience: Gender, Race, and Class
Wmns 301  Examining Women’s Studies

Service-Learning Optional Half (SL-Optional/Half) (Up to 15 hours)
Biol 390  Biological Immersion Experience
Corg 352  Business Geographies
Geol 106  Earth Science
Geol 390  Geologic Immersion Experience
LAS 390  Latin American Studies Immersion Experience
Phil 397  Student Academic Apprenticeship in Philosophy
Rels 397  Student Academic Apprenticeship in Religious Studies
Rels 498  Internship in Religious Studies
Wmns 490  Feminist Analysis and Practices: Interdisciplinary Themes

Service-Learning Variable (SL-Variable) (Varies)
Engl 394  Academic Apprenticeship in English
Wmns 498  Women’s Studies Internship

WELLNESS REQUIREMENTS

All candidates for the baccalaureate degree must satisfactorily complete one semester credit in wellness theory courses and one semester credit in physical activity courses. The requirement is designed to provide students with a comprehensive exposure to wellness. Courses numbered Kins 101-184 may be used to satisfy the physical activity requirement. The courses which satisfy the wellness theory requirement are listed below. Kins 186 satisfies both the physical activity and wellness theory requirement.

The one required credit in physical activity courses is counted in the minimum total of 120 credits for graduation. Additional credits may be earned in physical activity courses but may not be counted toward the minimum total of 120 credits for graduation (see Kinesiology and Athletics for exceptions).

The Department of Kinesiology and Athletics provides adaptations in physical activity courses for students who have a medical excuse from a physician and approval of the Student Health Service. Students who have completed basic training/boot camp for the military will be awarded one credit of physical activity. Evidence should be provided through presentation of military identification, a transcript from the American Council on Education (ACE) Registry showing completion of the Basic Combat Training Course, or discharge papers (D. D. 214) to the Registrar’s Office. The completion of four semesters of ROTC courses (MSL 101, MSL 102, MSL 201, and MSL 202) satisfies the physical activity university graduation requirement.

WELLNESS COURSES

Wellness (W)

Biol 196  Human Nutrition
Biol 354  Concepts in Advanced Nutrition
Enph 110  Introduction to Environmental Health
Enph/Nurs 225  Introduction to Public Health
Idis 260  Techniques of the Singing/Speaking Voice
Idis 301  Exploring Mind/Body Connections
Kins 186  Wellness Concepts and Health Related Fitness
Kins 196  Wellness Concepts
Kins 262  Personal Health in a Global Society
Kins 335  Introduction to School Health Education and Current Health Issues
Kins 361  Physical Education and Health Education for Teachers of Grades K-8
Nurs 211  Wellness: Food for Fitness
Nurs 212  Navigating Health Care
Nurs 213  Body, Mind, Spirit Wellness
Nurs/Enph 225  Introduction to Public Health

Wellness (W)

Nurs 265  Women’s Health Issues
Nurs 285  Men’s Health Issues
Nurs 300  Travelers’ Health
Nurs 333  Wellness in the Work World
Nurs/SW 360  Death and Bereavement

Wellness (W)

SW 424  Alcohol and Other Drug Abuse
Wmns/Nurs 265  Women’s Health Issues

GENERAL EDUCATION REQUIREMENTS

Experience and learning have always communicated the interdependencies and interrelationships that exist between persons and things—and today, because of the increasingly powerful technologies of information gathering, communication, and transportation, it is even more vital for students to see that specialized knowledge alone is not sufficient to meet the challenges of reasonable and responsible living in a complex world. Specialties enable persons to be successful as professionals. General Education must enable them to be successful as human beings.

The General Education program is provided to help each student attain the basic competencies, breadth of knowledge, and critical