College of Letters & Science
UNIVERSITY OF WISCONSIN–MADISON

Lumen/*Guide* Policy and Style Guidelines for Undergraduate Programs in L&S
Version 3.0

These guidelines pertain to Undergraduate programs, policies, and courses, and were created to support departments, *Guide* editors, Lumen Program approvers, and College reviewers. They are intended to affirm the College's policies in relevant areas of academic affairs, and to ensure that L&S content published in *Guide* is accurate, consistent across programs, polished, and easy for students and external audiences to understand. When applicable, refer to the University's Editorial Style Guide for campus-level guidance on terminology, style, and other details specific to UW–Madison. The *Chicago Manual of Style* is the University's designated reference for grammar, rules of usage, and formatting of text for official, non-news communication.

Document History

First established by College of Letters & Science Curriculum Committee (LSCC), 22 October 2019. Version 3.0 approved by LSCC, 12 October 2021.

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Summary of Changes in Version 3.0

New Sections

The following sections are entirely new:

- Departmental Language Placement Exams
- Prohibited Combinations

The section on Departmental Language Placement Exams establishes approved language which departments offering language placement exams can use to notify students of these exams on the How to Get In page of relevant programs in *Guide*. The section on Prohibited Combinations notes the ongoing practices that limit combinations between certain Undergraduate programs, establishes an expectation that both departments will formally publish statements about these prohibitions in *Guide* on the How to Get In pages of the affected programs, and stipulates the approved format for these statements.

Revisions

The "Course Lists" sub-section includes several revisions that clarify guidance related to how text formatting tools should be used to consistently structure and organize these lists. Minor text formatting changes have been made throughout the document to aid reader scanning and improve information organization.

Guide

The academic *Guide* is an annual online publication of academic program, course, policy, and advising information. *Guide* replaced the online Undergraduate and Graduate Catalogs that were produced semi-annually until 2017. *Guide* is the final product of all changes approved through Lumen Programs, Lumen Courses, and Lumen Structures (relevant sections follow), plus all updates to content that is not subject to formal governance procedures, but which are nevertheless administratively reviewed.

Guide is the publication that—like the Undergraduate and Graduate Catalogs before it—conveys information that external and internal readers need to understand UW–Madison's academic mission, policies, programs, requirements, courses, certifications, licensures, accreditations, and advising.

Guide is intended for all audiences interested in knowing about UW–Madison's academic departments and programs. It is intended to be used by high school students and their parents to learn about UW–Madison as a potential undergraduate destination, by currently enrolled students to understand the requirements and opportunities of their degree program(s), by advisors for general information about all degree offerings, and by administrators charged to ensure that program requirements have undergone the necessary approval processes.

DARS

DARS is an automated degree audit system licensed to and used by UW–Madison to analyze and report student progress toward the requirements of a UW–Madison degree. In L&S, DARS is the *Document of Record* of any individual student's graduation; a DARS is saved as a record that justifies why L&S awarded that student's L&S degree, major, and/or certificate award at the time of graduation. DARS also stores every alteration to undergraduate program requirements and is the record of all approved curriculum exceptions.

Because DARS is used to audit and award degrees, aggregated DARS data is warehoused and visualized in Tableau workbooks and reported in Tableau IDE for academic planning, assessment, and operations.

DARS audits are essential advising reports to plan enrollment in future terms and to identify educational opportunities and pathways through curriculum. DARS is integrated with the Degree Planner module of the Course Search and Enroll application that students use to register for courses and plan their four-year degrees.

When requesting a DARS audit, a student's status and academic record are processed and applied to the requirements of that program, resulting in an audit that is specific to that student's unique circumstances. DARS can also be run speculatively by students and advisors. Known as a "What-If"

audit, this function of DARS makes it a valuable program selection tool. Using the Degree Planner, DARS will also apply a student's planned courses in order to facilitate four-year degree planning.

Academic Information Management (AIM) in L&S Student Academic Affairs oversees the creation and encoding of DARS audits for L&S academic programs. AIM uses DARS to audit L&S students for their degree and major awards. AIM consults with academic departments and programs, University and College governance, and other campus partners (e.g., Office of the Registrar) to ensure that program requirements published in *Guide* are properly encoded in DARS. AIM should be the first point of contact for any questions about how L&S programs are encoded in DARS.

References
DARS (Degree Audit Reporting System)
The L&S Curriculum Audit (DARS) in relation to the *Guide*

The Relationship of *Guide* to DARS

Since 2001, DARS has been the official audit of student progress toward, and completion of L&S undergraduate degree requirements.

Prior to 2017, the *Undergraduate Catalog*—in printed and online forms—was the official source of academic information released to the public as well as to students, faculty, and staff at UW–Madison. Beginning with the 2017–18 academic year, *Guide* became the official publication of L&S degree, major and certificate requirements.

How *Guide* informs DARS

Requirements published in *Guide* are formally approved by the College and University. Approved requirements are implemented in DARS for the purposes cited in the "DARS" section. All requirements published in *Guide* and codified in DARS are reviewed by Academic Information Management (AIM) and are approved through faculty governance (see the "Governed Content" section).

The official status of DARS and *Guide* means that these documents need to be congruent, and not in contradiction with one another. Anyone viewing *Guide* and DARS concurrently should see the same basic information about curriculum. (See the Catalog Years section for details regarding how DARS applies requirements from different *Guide* editions to individual students' degree audits.) AIM verifies that the expression of program requirements in *Guide* are conducive to the purposes of DARS (see the "DARS" section).

How *Guide* and DARS differ

Guide is published on an annual cycle (with limited updates made mid-year) and *Guide* therefore has a series of editions (i.e., there is a 2020–2021 edition that will be followed by the 2021–2022 edition).

Guide is mainly static—once it is published it does not change until the next edition. The information in *Guide* is also general; *Guide* does *not* consider a student's individual circumstance, status, or academic record to determine which information is relevant to each student. By contrast, DARS considers a student's declared programs, AP credits, transfer courses, UW–Madison courses, credits, grades, academic actions, date of matriculation and dates of program declaration in order to produce a degree audit that is specifically accurate to that student. Because DARS is accurate for individual students, DARS is considered the Document of Record of student degree progress and graduation.

Lumen

Lumen is the administrative workflow system that is used to route curricular changes through governance for approval and publication in *Guide*. Lumen is used for courses, programs, and meta-information such as L&S and institutional policy.

Lumen Programs

Lumen Programs is the workflow by which the governed content about degree programs, majors, and certificates is approved and published in *Guide*. Lumen Programs is the module to use when making changes to any of these *Guide* pages:

> How to Get In
> Requirements
> Four-Year Plan
> Learning Outcomes
> Certification/Licensure
> Accreditation

Anyone with access to Lumen Programs can initiate a Lumen Programs proposal. However, only those with the role of Department Approver in Lumen are authorized to approve proposals to Lumen to workflow. Once in Lumen workflow, the proposal is technically in the queue for governance approval.

Lumen Courses

Lumen Courses is the workflow by which the governed content about courses is approved and published in *Guide*. Anyone with access to Lumen Courses can initiate a Lumen Course proposal.

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However, only those with the role of Subject Approver for that academic subject can move the proposal to workflow. Once in Lumen workflow, the proposal is in the queue for governance approval.

Lumen Structures

Lumen Structures is the workflow by which the governed content that is shared across multiple academic programs is approved and published in *Guide*. Anyone with access to Lumen Structures can initiate a Lumen Structures proposal. However, only designees of the College may approve Lumen Structures proposals.

Governed Content

Guide combines governed content with content that is not governed, but which is still administratively reviewed for accuracy and style.

Governed Content

Governed content encompasses curriculum and policy statements that require approval at one or multiple stages of faculty governance. Because governed content requires multiple levels of review and approval, it is updated on an annual basis for publication in the next Fall edition of *Guide*. The following *Guide* pages contain governed content:

How to Get In
Requirements
Four-Year Plan
Learning Outcomes
Certification/Licensure
Accreditation

How to Get In
The How to Get In page describes the minimum qualifications and requirements for students to be admitted to a limited enrollment program (e.g., Journalism) or to declare an academic program, such as a major or certificate.

This page should only contain the minimum admission/declaration requirements for that program and minimal procedures students must follow to gain admission or declare. For example, limited enrollment programs should include an explication of the academic criteria (e.g., GPA, courses, class standing, etc.) for admission and the process by which students may apply.

Do not include information that may frequently change or that is not strictly policy, such as the names, emails, and phone numbers of advisors with whom students must meet to declare the program. Instead, refer students to the Advising and Careers page and People pages for this information.

Requirements

The Requirements page explicates the *minimum* requirements necessary for any student to complete an academic program.

Advisory information should not be included on this page. Examples of advisory information that should *not* be published on the Requirements page include:

- Recommended courses for students interested in graduate work in the field
- Alternative courses and sequences for students who are also majoring in another program
- A preference for certain courses over other acceptable courses to meet a requirement

Departments can link students to this type of advisory information via the Advising and Careers page, or other information sources at the department's discretion.

Four-Year Plan

Four-year plans are mandated by the UW Regents and are intended to demonstrate to students and the public the typical pathway to a four-year undergraduate degree. Because L&S degrees vary widely and because the L&S curriculum presents so many choices to students, four-year plans may be less definitive than those of other schools/colleges at UW–Madison.

The purpose of four-year plans is to demonstrate that a degree *can* be completed in four years and to illustrate how a typical student is likely to, or should, complete their degree in four years. Because campus has allowed each program only one four-year plan, it is not acceptable to describe every feasible pathway through the plan. Therefore, four-year plans will be less detailed than the Requirements page, which must list each acceptable course and course sequence that meets the minimum requirements.

Learning Outcomes

Every academic program must have an active assessment plan that specifies program goals and measurable student learning outcomes. The courses and requirements of the program should measurably contribute to student learning. The Learning Outcomes page is meant to help students connect their courses and program requirements with the faculty's expectations about the learning goals for students in any particular program.

Certification/Licensure

Programs of study that lead to professional certification or that prepare students to undertake procedures for licensure in a particular profession should provide this information on the Certificate/Licensure page in *Guide*. Such programs are usually subject to formal review by outside bodies that are responsible for maintaining rigorous alignment with certification standards—

departments/programs may wish to consult with others about what claims can be made about programs that lead to licensure. The Office of Academic Planning & Institutional Research (APIR) is the official institutional repository for information related to certification and licensure; information provided in this section should align with the records APIR keeps on institutional relationships with organizations that offer certification, and licensure.

Accreditation

More than fifty of UW-Madison's academic programs (including undergraduate, graduate, and professional programs in L&S) are accredited by specialized accrediting agencies. These programs of study should provide the relevant information about their accreditation (in accordance with their accrediting body's rules for publication of accreditation) in *Guide*.

References

What is the L&S Academic Planning Council?

L&S Curriculum Committee: Principles and members

Non-Governed Content and Administrative Review

In addition to governed content that is approved through Lumen Programs, *Guide* includes information that is not subject to faculty governance. This non-governed content must be correct and helpful. Therefore, an administrative review is conducted before this non-governed content is published in *Guide*.

Departments and programs may manage non-governed content in accordance with internal procedures. L&S Administration reserves the right to conduct a final review of non-governed content to ensure that it conforms to the guidelines below and in other sections of this document. In the event that information that should appear in one section is found in another, L&S Administration staff will consult with the program author about relocating that information to the appropriate page.

Non-Governed Content

Overview

The Overview page is intended for departments to showcase their program and offer information about the general mission of the department, the academic opportunities provided to undergraduate students (e.g., major, certificate, etc.), and other information that will help students understand why they might consider pursuing undergraduate (and possibly graduate) studies in the department/unit.

Advising and Careers

The Advising and Careers page provides general information to students about the opportunities for academic and career advising in that department. Content can describe how students can access advisors and tools to assist them with academic and career planning. This is also the page where

students can read about the recommended courses to take in that major, based on their specific preparation, goals, and interests. Procedures and processes that students must observe can also be described here.

People

The People page provides the names and (optionally) contact information for all tenure-track faculty, instructional academic staff, and advisors affiliated with the program. Though this will often look like a "department" listing, programs may also choose to list sub-sets of faculty and instructors affiliated with a particular program or administrative assignment. For example, Interdepartmental programs may reflect the breadth of their program committees. Faculty emeriti, non-UW–Madison faculty, short-term instructional staff, and/or graduate students should not appear on this page.

Resources and Scholarships

The Resources and Scholarships page provides academic support resources and general scholarship information to students. General academic resources for students could include information about learning support and tutorial services within and outside of the department for students. This page can be used to direct students to scholarship or research support opportunities offered by the department/unit.

Annual and Mid-Cycle Updates

Guide is published two times per academic year. The primary edition is published in June and is effective for the upcoming Fall semester. The second edition (commonly referred to as a "mid-cycle update") is published in October and is effective for the remainder of the academic year (Spring semester and Summer term).

Annual Updates

The primary edition of *Guide* is the University's annual formal publication of all new programs and all substantive updates to the requirements of academic programs (degrees, majors, and certificates). These updates are reserved for the primary edition and may only be made effective for the beginning of an academic year (Fall semester). The primary edition is published in June for the benefit of students matriculating to UW-Madison in the upcoming Fall term. Refer to the "Catalog Years" section for information on the significance of Fall semester for setting effective dates of degree and major/program requirements.

Mid-Cycle Updates

The mid-cycle update has two purposes:

First, the mid-cycle update is an opportunity to add additional courses to the program's curriculum that were approved or discovered after the primary edition's publication deadline. Adding these courses in a mid-cycle update triggers their addition to the DARS encoding for the program, which benefits more students than do individual DARS exceptions.

Second, the mid-cycle update is the opportunity to correct any substantive errors and inaccuracies, short of program revisions, in *Guide* information. Departments, in consultation with Academic Information Management, may initiate a Lumen Programs proposal for a mid-cycle correction to ensure accuracy of DARS audits for the program, or to correct substantive errors that may mislead students who consult *Guide* ahead of the Spring enrollment period. Mid-cycle updates pass through the standard L&S review and approval stages within Lumen Programs (e.g., L&S Department Approver, L&S College Admin Reviewer, L&S College Approver). In principle, *Guide* is a perfect record and all information it contains is correct, correctly formatted, and perfectly clear to all readers. In practice, there is not enough time in any *Guide* update cycle to ensure perfection, and a judgment must be made whether to pursue changes mid-cycle or wait until the publication of the next primary edition.

Examples of substantive mid-cycle *Guide* updates include:

- language that is confusing, including language prone or shown to cause misinterpretation by readers (particularly advisors or students);
- egregious spelling errors;
- misplaced footnotes;
- formatting problems with toggles, headers, or other elements that obscure important information.

Situations where errors may not be worth the effort to correct mid-cycle include:

- a department has begun editing requirements that would be approved for publication in the next primary (Fall) edition of *Guide*, and the published errors are minor;
- the errors are minor and/or there are no reports of confusion about them;
- misstated policies that are under revision and would necessitate approval on the timeline for program updates.

Under no circumstances will program requirements be added or changed during the mid-cycle update.

Other Sources of Academic Information

Guide is the official source of general curriculum information and DARS is the official audit of student completion of an L&S degree, major and/or certificate. *Guide*—and only *Guide*—will be used as a source of information for the coding of degree, major, and certificate requirements into DARS.

Updates to DARS will be made only if the corresponding updates are fully approved through governance and staged to be published (or already published) in *Guide*.

Information from alternative sources—such as department websites—will not be used as the basis for coding DARS or graduation auditing.

Departments that choose to duplicate undergraduate program requirements on websites external to *Guide* risk that information being in contradiction to the official information published in *Guide*. Students who rely on such information may get incorrect information about L&S policies and program requirements, thereby making avoidable mistakes when registering for courses or making other enrollment changes (e.g., declaring programs, dropping courses, etc.). The cost for L&S to mitigate these mistakes is significant.

To avoid these unfortunate outcomes and their associated costs, departments should link to *Guide* for all information about their official, approved curriculum, and to avoid duplicating *Guide* content on other websites.

Departments accustomed to producing printed materials should know that there is a feature of *Guide* that allows anyone to download a print-friendly PDF of any *Guide* page. This information is guaranteed to be official because it is produced via *Guide*.

Catalog Years

A *catalog year* is an academic year and term that binds a student to a set of academic policies and requirements. Catalog years vary across campus according to the policies and accreditation standards of the respective schools and colleges.

In L&S, there are three catalog years operating for all students:

- First matriculation to post-secondary instruction
- First matriculation to UW–Madison
- Declaration of plan-level programs (i.e., majors and certificates)

A student must complete the requirements in *Guide* or *Undergraduate Catalog* edition relevant to their catalog year for the following requirement categories:

First Matriculation to Post-Secondary Instruction

These academic policies and degree requirements apply to students based on their matriculation to post-secondary instruction:

- University General Education Requirements (UGER)
- L&S B.A. and B.S. degree requirements

First Matriculation to UW–Madison

These academic policies and degree requirements apply to students based on their matriculation to UW–Madison:

- Senior Residency
- Minimum Math Competency
- English Proficiency and ESL policy

Declaration Date

In L&S, students agree to the requirements of majors and certificates in effect when they declare, or are admitted to, the program. The date of declaration results in a catalog year that determines:

- Admission to a major
- Admission to a special degree
- Admission to a certificate program
- Minimum requirements to complete a major
- Minimum requirements to complete a certificate

Typically, L&S students matriculate to UW–Madison as undeclared students and wait a year or more to declare their first major or certificate program. Thus, a student will likely need to reference two or more *Guide* editions for information relevant to their unique circumstances. DARS *automatically* reconciles all catalog years for a student and compiles a degree audit of all requirements for their academic program.

Major Options and Tracks

Named Options

Named Options are formally approved and governed program concentrations within a major. Many L&S majors have approved named options with requirements published in *Guide* that differ from the basic major and from other named options in the same major. All named options are declared as such and are encoded in DARS as discreet minimum requirements to complete a program.

In *Guide*, named options have their own page that is linked to the main page of the basic major. Where the requirements of the basic major, or other named options are congruent, these are listed on the main major page. Where the requirements differ, they are listed on the option sub-pages.

Named options appear on the final transcript when a degree and major are awarded.

Tracks or Concentrations

Tracks are unofficial pathways through a major that may be advisable to some students. However, tracks are not approved through governance, are not declared, are not coded in DARS, and will not appear on a student's transcript.

In *Guide*, there is no sub-page for tracks and there should be no mention of tracks in the formally governed pages. Where there are reasons to direct students to specific pathways through the major, this can be published on the Advising and Careers page.

Declared Tracks

Contrary to University policy, some tracks were set up in SIS to be declared, and a DARS was provided for auditing and advising purposes. However, these declared tracks are being retired. No tracks will be allowed to persist in SIS or DARS beyond the Spring 2019-2020 academic term.

Academic Information Management (AIM) is assisting in the project to retire declared tracks and can provide consultation and data to support departmental efforts to replace declared tracks with named options, or to retire them completely.

References
Increasing Curricular Flexibility (see section: Options and Tracks)
L&S Academic Planning: New Majors, Certificates, and Formally Transcripted Options

Shared Degree/Major Programs

L&S shares four majors with the College of Agricultural and Life Sciences (CALS):

- Biochemistry (103)
- Biology (112)
- Environmental Sciences (414)
- Microbiology (677)

CALS versions of these majors are open only to CALS students. L&S versions of these majors are open to all undergraduate students.

There is an intentional effort between L&S and CALS to align the officially governed content of these shared programs. That said, there are differences between shared majors that are due to differences in the missions and policies of the home colleges.

The following tables enumerate the governance-approved differences between the majors shared between L&S and CALS.

Biochemistry (103)

Page	L&S Biochemistry (103) major	CALS Biochemistry (103) major
Index	B.A. 103 degree option	no B.A. degree option
How to Get In	L&S students do not declare major at SOAR	CALS students may declare at SOAR
Requirements	B.S. College requirements specific to L&S	B.S. College requirements specific to CALS
Requirements	103 offered as an Additional Major	103 is not offered as an Additional Major
Requirements	Residence & Quality of Work in Major required	Residence & Quality a College requirement
Requirements	L&S requirements for Honors in the Major	CALS requirements for Honors
4-Year Plan	Different due to different L&S requirements	Different due to different CALS requirements

Biology (112)[1]

Page	L&S Biology (112) major	CALS Biology (112) major
Index	B.A. 112 degree option	no B.A. degree option
How to Get In	L&S students do not declare major at SOAR	CALS students may declare at SOAR
Requirements	B.S. College requirements specific to L&S	B.S. College requirements specific to CALS
Requirements	112 offered as an Additional Major	112 not offered as an Additional Major
Requirements	Additional Lab/Field Research Required	Capstone Required
Requirements	Residence & Quality of Work in Major required	Residence & Quality a College requirement
Requirements	L&S requirements for Honors in the Major	CALS requirements for Honors
Requirements	No analogous requirement	Minimum 15 credits unique to this major
4-Year Plan	Different due to different L&S requirements	Different due to different CALS requirements

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[1] Differences also apply to the Named Options of Biology: Evolutionary Biology (112EL) and Biology: Plant Biology (112PL).

Environmental Sciences (414)

Page	L&S Environmental Sciences (414) major	CALS Environmental Sciences (414) major
Index	B.A. 414 degree option	no B.A. degree option
Requirements	B.S. College requirements specific to L&S	B.S. College requirements specific to CALS
Requirements	414 offered as an Additional Major	414 not offered as an Additional Major
Requirements	Residence & Quality of Work in Major required	Residence & Quality a College requirement
Requirements	No analogous requirement	Minimum 15 credits unique to this major
4-Year Plan	Different due to different L&S requirements	Different due to different CALS requirements

Microbiology (677)

Page	L&S Microbiology (677) major	CALS Microbiology (677) major
Index	B.A. 677 degree option	no B.A. degree option
Requirements	B.S. College requirements specific to L&S	B.S. College requirements specific to CALS
Requirements	677 offered as an Additional Major	677 not offered as an Additional Major
Requirements	Residence & Quality of Work in Major required	Residence & Quality a College requirement
Requirements	L&S requirements for Honors in the Major	CALS requirements for Honors
4-Year Plan	Different due to different L&S requirements	Different due to different CALS requirements

In addition to these differences, both L&S and CALS have the privilege of adopting different policy and style guidelines for content on their respective *Guide* pages. For example, as these guidelines illustrate, L&S may decide to delineate governed content from non-governed content on separate pages in *Guide*, whereas CALS may prefer to intermingle this information on a single *Guide* page.

Every school and college at UW–Madison has an unique educational mission that may necessitate differences in how they choose to publish information in *Guide*. These differences can co-exist within a single publication like *Guide*. Therefore, every school and college has the authority—within the parameters set by the University—to choose how to display its academic information in *Guide*.

Prohibited Combinations

A *prohibited combination* is any limitation on an Undergraduate student's simultaneous participation in two plans or sub-plans across any of the three types of programs available to Undergraduates: Degree Programs, Majors, and Certificates. Certain programs within L&S specify other programs — both in L&S and outside the College — which students may not combine.

Proposals to prohibit combinations are reviewed as part of regular program governance at the College and Institutional levels. New and existing L&S programs that elect to propose a prohibited combination should use the "Related Programs" section of the Lumen Programs proposal to identify the other program(s).

Information about these prohibited combinations must be published in *Guide* to be visible to students. The appropriate location for this information is on the How to Get In pages of the affected academic programs. Each program involved should place a statement that provides the relevant details. The statements below contain the approved Letters & Science language regarding these prohibited combinations:

Degree Program's Prohibited Combination with a Major

Students pursuing the [degree name] degree are not eligible to declare the [major name] major.

Degree Program's Prohibited Combination with a Certificate

Students pursuing the [degree name] degree are not eligible to declare the [certificate name] certificate.

Major's Prohibited Combination with another Major

Students who intend to major in [major name] may not combine this major ("double major") with the [major name] major.

Major's Prohibited Combination with a Certificate

Students declared in the [certificate name] certificate may not be declared in the [major name] major at the same time. Students who do wish to declare this major must first cancel their declaration in the [certificate name] certificate.

Certificate's Prohibited Combination with a Major

Students declared in the [major name] major are not eligible to declare the [certificate name] certificate.

Certificate's Prohibited Combination with another Certificate

Students declared in the [certificate name] certificate are not eligible to declare the [certificate name] certificate.

Departmental Language Placement Exams

Departments that offer language placement exams approved through governance via the *Lumen Exams* workflow should notify students of the availability and frequency of these exams. The appropriate place to publish this information is the *How to Get In* page of the relevant academic programs using these languages. Departments may initiate a Lumen Programs proposal to add this language in tandem with a Lumen Exams proposal that advances the placement exams through governance.

The statement below contains the approved Letters & Science language regarding these exams:

[Department Name] offers placement exams for students with prior language study or experience as a speaker of [language(s) for which approved placement exams are available]. For more information, see the department's website [include hyperlink to page on department website detailing dates & times exams are available].

Once published in *Guide*, the statement appears as follows:

PLACEMENT EXAM

The Asian Languages and Cultures department offers placement exams for students with prior language study or experience as a speaker of Chinese, Filipino, Hindi, Hmong, Indonesian, Japanese, Korean, Persian, Thai, Tibetan, Urdu, and Vietnamese. For more information, see the department's website.

Example Departmental Placement Exam statement as it appears on a How to Get In page.

Residence & Quality of Work

Residence

Only courses taken in residence are computed in any GPA calculation at UW–Madison. A course is considered in residence if the student enrolls for credit through UW–Madison. This would include any course that is offered:

- through in-person instruction at UW–Madison;
- via online or hybrid modality by UW-Madison;
- through a UW–Madison administered program at a distance, either domestically (e.g., the Political Science semester in Washington D.C.) or internationally (e.g., Study Abroad through International Academic Programs).

A course is not in residence when credit is earned via:

- a course transferred from another institution;
- a course completed at other UW System schools;
- a course taken abroad through another institution;
- credit awarded according to scores earned on AP (Advanced Placement), IB (International Baccalaureate), or other approved exams;
- credit by UW–Madison departmental examination (which includes retroactive foreign language credit).

UW-Extension and other campuses in the University of Wisconsin System are different institutions and credit earned at any of these campuses is considered transfer credit and not in residence.

"On Campus" Courses
A course is considered "on campus" when it is taken physically or virtually for credit in a UW–Madison course offering. Today, the UW–Madison campus must be understood to have both physical and digital instructional modalities. Any course for which a student pays UW–Madison tuition — whether it is taught exclusively via in-person instruction within a UW–Madison building, virtually by a UW-Madison instructor using a learning management system, or in a hybrid modality — is "on campus."

Quality of Work

All academic programs in L&S must include requirements for quality of work. These are defined as a minimum GPA across a specific set of courses. Sections detailing the quality of work requirements for L&S majors should include a GPA for the entire scope of the major, and a GPA for at least 15 credits of upper-level work, taken in residence.

Standards for Expressing GPAs

The University and L&S compute GPAs to the thousandth of a point (third decimal place). When specifying a GPA in official L&S publications like *Guide* and DARS, express the GPA to the thousandth of a point in order to remain consistent with approved requirements.

Major GPA

L&S requires a minimum major GPA of 2.000 across all courses in the major's subject area(s) and all other courses that meet the minimum requirements in the major. This is expressed in *Guide* and DARS as:

- Minimum 2.000 GPA in all [SUBJECT(S)] and major courses

Upper-Level GPA

L&S requires that students achieve a minimum GPA of 2.000, to be computed on at least 15 credits of "upper-level" major courses. While L&S sets this standard, program faculty determine which courses are "upper-level" in the major. This definition must be included in the Residence and Quality of Work section in *Guide*. This is expressed as:

- Minimum 2.000 GPA on at least 15 credits of upper-level work in the [major/program], in residence[1]

[1] Upper-level in the [major/program] major includes [definition of upper-level for the program].

Staffing Recommendations

It is important that *Guide* content be consistent with the practices of academic advising and policy regulation.

Academic departments must manage their human resources as necessary. However, L&S advises that the responsibility for generating content in *Guide* be given to employees whose official duties require them to have an understanding of curriculum and policy, academic advising, and DARS. This is often an academic advisor in the department or program—the same person who has DARS and DARS-X authorization—or the program manager.

Academic Information Management is available to provide information to departments regarding their staff who are authorized for DARS and DARS-X access.

How to Get In Page

Changes to the entrance requirements of a degree program must be reviewed and approved by the L&S Curriculum Committee.

Use factual, accessible language to describe the process for declaring a major. For example:

- Students must meet with the advisor to declare the major.
- Students are eligible to declare the certificate at any point in their studies. They should declare it as early as possible to plan the required coursework. Contact the undergraduate advisor to declare the certificate.
- Students must complete [STATE COURSE(S)] to establish eligibility to declare the major. See the [departmental website] [HYPERLINK] for information about scheduling an appointment with an advisor.

Programs with Entrance Requirements

If the entrance requirements of the program are relatively complex (e.g., multiple course groups), break out each requirement using a list.

If the entrance requirements include an application to the program, as in limited-enrollment programs, state the application materials required (e.g., personal statement, letter of recommendation, etc.). Specifying essay prompts or other details that vary year-to-year is not recommended. This level of detail is not governed by the L&S Curriculum Committee and can be more easily updated on a department webpage.

Directly state that advisors/the department may waive requirements for otherwise qualified students. This is especially important for transfer students if the entrance requirements include a minimum grade requirement on a specific introductory course(s).

ADMISSION TO THE BSW PROGRAM

In the spring of the junior year, students who meet the following eligibility criteria apply for admission to the Bachelor of Social Work (BSW) program:

- SOC WORK 205 and SOC WORK 206 completed;
- Declared in the Social Welfare major;
- Statistics completed (or concurrent enrollment)[1];
- Second-semester junior status (minimum of 71 credits completed); and
- Minimum of 2.500 cumulative GPA from all colleges attended[2].

Admission to the Bachelor of Social Work program is based on assessment of the applicant's background, preparation and experience for practice in the field of social work. Approximately 30–45 students are admitted to the BSW program each year. Applicants must refer to the School of Social Work BSW Application website to apply, for deadline information, and further application instructions.

Example How to Get In page, including Limited Enrollment Program admission & eligibility criteria.

Requirements Page

General Guidelines

- **State information once.** Try not to restate the same information in multiple locations on the page or on other *Guide* pages; it is difficult to keep redundant information consistent and up to date.
- **Named Options:** Requirements that are universal across all iterations of the major should be delineated on the Requirements page of the primary version of the major. Requirements that are unique to a Named Option should be detailed only on the Requirements page for that Named Option.
- **Honors in the Major:** Only include this section if students may complete Honors in the Major. This section should only include the requirements specific to Honors. Titles of regular major requirement headers can be referenced, but the requirements themselves should not be restated.

Required Content

L&S undergraduate programs (certificates and majors) will use the header list below to organize the Requirements page. The bolded headers are required for each program. Otherwise, only include the header when governed criteria exist for the program, using the order below:

> **Requirements for the [Program Type]**
> Named Option[s]
> **Residence and Quality of Work**
> Honors in the Major
> Distinction in the Major
> Footnotes

Text formatting for Headers

Use H2 headings for all required and optional headings listed above. Departments may use H3 and H4 headers to further organize their requirements. Headers are organizational tools and must be used in sequential order; for example, do not skip from H2 to H4 on the basis of visual appeal.

Lumen's typesetting of H2 headings renders all H2 text in upper case. However, text to be formatted with the H2 heading must be typed in title case. H2 headings are consumed by the "quick links" at the top of a *Guide* page; and these links are formatted exactly as typed, rather than the upper case applied by the H2 header style.

- University General Education Requirements
- College of Letters & Science Liberal Arts and Science: B.S.–AMEP
- Requirements for the Major
- RESIDENCE AND QUALITY OF WORK REQUIREMENT
- Honors in the Major
- DISTINCTION IN THE MAJOR
- University Degree Requirements

Quick Links with improper formatting.

Toggles for Headers

Toggles collapse sections of a page grouped under a header and extend to all content below the toggled header until the next header of equal or greater rank. Programs may organize content using toggles placed at one level (H3 or H4) only. Do not place policy caveats or footnoted explications under a toggled header. Do not nest a toggled header within another toggled header.

Course Lists

Couse Lists are built using tables that include a variety of features intended to help organize information and automatically calculate credit totals.

Structuring a Course List

Organizing a course list with Area Headers and Area Subheaders.

Organization

Use the table's text formatting options to organize information within the Course List. Text formatting is intended to organize information in a hierarchy; it should not be used for emphasis of specific words or phrases. Three text formatting options exist in Course Lists: *Area Header*, *Area Subheader*, and *Indent*. When creating Course Lists, use the Area Header and Area Subheader text formatting options to organize your requirement groups. The name of any top-level requirement should be styled as an Area Header.

Area Headers are best suited to organize requirement groups within the curriculum—Introductory Studies; Core; Literature & Culture; Statistics, Research, & Writing; etc.—which can then be populated with courses. Area Headers should be used as the default top-level of organization on a course list. If students must complete a certain number of credits within the requirement group organized using an Area Header, the number of credits must be added to the "Credits" field.

Area Subheaders are best suited for naming and organizing sub-groups of courses or providing specific instructions for groups of courses under an Area Header, such as "Complete at least one course:", "Complete one of the following sequences:", etc.. Area Subheaders are organizational—not text formatting—tools; they should correspond to an Area Header appearing further up the list. Using an Area Subheader to convey specific instructions related to courses in a requirement group enhances the readability of the Course List.

Language (complete one):		3-4
SCAND ST 251	Readings in Norwegian Literature	
SCAND ST 261	Readings in Swedish Literature	
SCAND ST 271	Readings in Danish Literature	
Literature & Culture (complete one course from each area):		18
Language, Culture, and History (complete at least one course):		
SCAND ST 401	Contemporary Scandinavian Languages	
SCAND ST/ MEDIEVAL 407	Old Norse	
SCAND ST/ MEDIEVAL 408	Old Norse	

The course list as it appears in Guide, organized with Area Headers and Area Subheaders.

Indenting Course Lists

If students must take all courses in the list, or within a particular requirement group, do not indent them. This will (when the *Sum Hours* feature is enabled) automatically include these courses in the summed hours (see below). If students are free to choose any courses in a requirement group's course list, indent all the courses in the list. This excludes the courses' individual credit values from the total credits calculated by the automatic summing feature; a credit total for the requirement group should be summed instead.

Survey of Literature		
ENGL 241	Literature and Culture I: to the 18th Century	3
ENGL 242	Literature and Culture II: from the 18th Century to the Present	3
American Literature (1 course)		3
ENGL/ LITTRANS 223	Vladimir Nabokov: Russian and American Writings	
ENGL 243	American Literary Cultures	
ENGL/ AMER IND 246	🎓 Literature by American Indian Women	

This course list includes properly formatted non-indented & indented courses.

Summing Credits in a Course List

Use the *Sum Hours* feature to automatically calculate the total number of credits required within the table.

The "Sum Hours" feature is enabled by selecting the box in the upper-right portion of the Course List generator.

When requirements with Area Headers/Area Subheaders have a credit requirement (for example, when indicating students complete 9 credits from a course list), add the credit requirement to the "Credits" field for that Area Header/Subheader.

Ordering Courses in a Course List

Lengthy course lists are difficult to manage in Lumen. Consistently ordered lists support readability and search efficiency, which benefits students, departments, the College, and campus partners. The recommended order for courses in a list is: alphabetically by subject, and then from lowest to highest catalog number within each subject, with the following endorsement: the department or program's subject listings should appear first. All courses that meet requirements must be discretely listed, and not described as a range.

Elective Courses in PORTUG	
Select two additional PORTUG courses numbered 302 or higher.	6
Select additional PORTUG courses beyond PORTUG 201 to bring total credits to 26. [1]	5

"Select two additional PORTUG courses numbered 302 or higher" is a range (302–???).

Common Terminology

Residence & Quality of Work (Majors)

All three components must be included, as a bulleted list, with this wording. GPAs must be carried out to the thousandths of a point. The definition of upper-level in the major must be included as a footnote.

Example:
- 2.000 GPA in all [SUBJECT(S)] and major courses
- 2.000 GPA on at least 15 credits of upper-level work in the major, in residence[1]
- 15 credits in [SUBJECT(S)], taken on the UW–Madison campus

[1]Upper-level in the major includes [definition of upper-level for the program.]

Residence & Quality of Work (Certificates)

Certificates must state the minimum number of credits in residence and minimum required GPA. These should be stipulated in a bulleted list. The GPA must be carried out to the thousandths of a point. Some certificates may have additional rules, such as whether pass/fail courses may meet requirements; those should also be stated here.

Example:
- At least [#] certificate credits must be completed in residence
- Minimum 2.000 GPA on all certificate courses. *[This is for most certificates. If another GPA requirement was approved, substitute the GPA.]*

Honors in the Major

All requirements must be included, as a bulleted list, with the wording provided. "University GPA" refers to a GPA calculated using all courses completed at or through UW–Madison. GPAs must be carried out to the thousandths of a point.

Programs with specific requirements related to total credits of Honors coursework, distinct courses required for Honors in the Major, and any other criteria should consult with AIM regarding how to articulate these for publication in *Guide*.

Example:
To earn Honors in the Major, students must satisfy the requirements for the major (above) and the following additional requirements:

- 3.300 University GPA *[This is for most programs. If another GPA requirement was approved, substitute the GPA.]*
- [Program-specific] GPA in all [SUBJECT(S)] and all major courses
- [Other program-specific requirements, such as an Honors Thesis course sequence.]

Course Lists

Indicate whether students must take all courses or a certain number of courses when course lists are present. Use the word "complete"; see the examples below. Consult with AIM as needed.

Example:

"Writing and Research Methods (complete all):"

"Major Breadth (complete three):"

"Complete one course in three areas:"

Formatting

Bullets vs. Ordered (Numbered) Lists

Use bullets unless the list is intended to prescribe information or processes with a specific, consecutive order, or to define a hierarchy. The individual components of a bulleted list are considered co-equal. Only use numbers when stipulating information with a specific order or hierarchy.

Footnotes

Footnotes have several disadvantages when used to explicate curricula in Lumen. Footnote tables are not structured data in the same way that course list tables are (e.g., in Footnote tables, the credits are not summed and courses do not carry their credit value). Footnotes are also difficult to maintain, because (unlike most word processing software) Lumen does not automatically manage the relationship between the inline footnote symbols and the notes those symbols are intended to reference. Footnotes referring to information in multiple sections of a page can often be inadvertently consumed by a toggled header, obscuring information from the reader. Footnote symbols and entries require additional management that should be kept to a minimum.

Footnotes are best used to provide details that are not applicable to all situations, and to refer readers to additional content in the Advising and Careers page of *Guide*. Use footnotes sparingly and only to provide additional, nuanced information that would be challenging to convey effectively in the requirements table.

Footnotes in any section of the Requirements page must be collected in one Footnotes section. This section must be headed with an H2 header and should be placed as the last section of the page.

When referring to specific courses in footnotes, use the Inline Courses tool to link them to the course database.
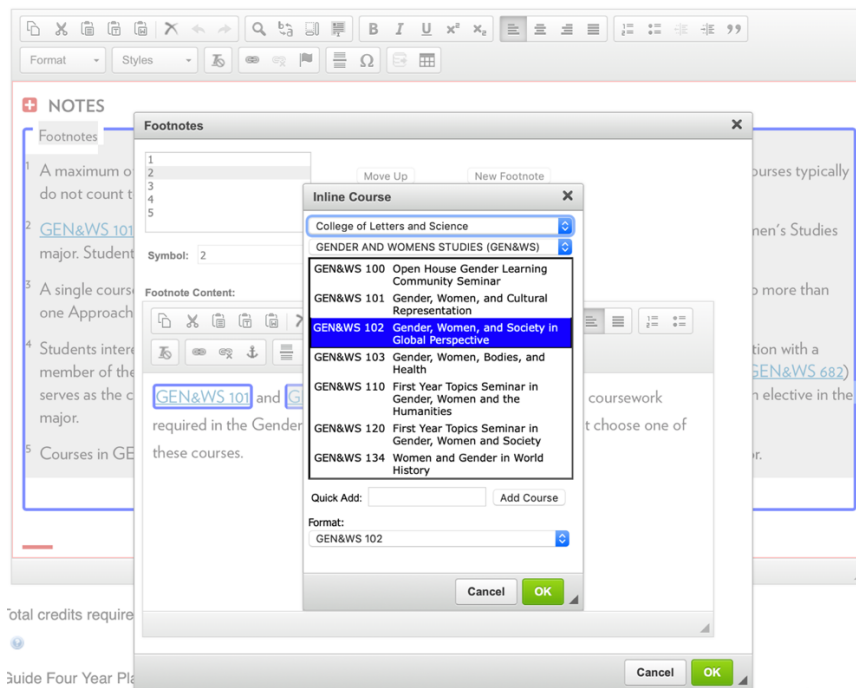
Linking to the database via the Inline Courses tool.

Toggles

Toggles can be used to manage long course lists (10+ courses). Do not embed a toggled header within another toggled header.

Indenting

Do not indent sections of text to set them off from the main body. The limitations of the text editing tools in Lumen make tracking indentation for consistency, particularly across multiple levels, burdensome for approvers and editors.

Naming Requirements

Requirements in DARS and *Guide* should have the same sub-requirement names, and the same order of requirements.

Four- & Three-Year Plans

Four-Year Plans

Each major published in *Guide* includes a "Four-Year Plan" page, which, like the admission criteria ("How to Get in" page) and the major's curriculum ("Requirements" page), is formally governed content. Each four-year plan is intended to serve two important functions:

- demonstrate to students and external audiences that the major and associated degree requirements can be completed in a four year time-to-degree window, *and*

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- suggest *one* recommended path a typical student might take to complete their degree and major.

Three-Year Plans

A "Three-Year Plan" page is an optional addition to any L&S major or degree program's *Guide* content. It is formally governed content, just like the "Four-Year Plan" page. Each three-year plan is intended to serve two important functions:

- suggest *one* recommended path a student might take to complete their degree and major in three years or fewer, and
- provide students and external audiences information about the academic criteria the department expects if a student plans to complete the major and degree requirements in three years or fewer.

What Four- & Three-Year Plans Are

Four-year plans demonstrate to students, parents, the Board of Regents, legislators, accreditors, and other interested parties that a College of Letters & Science degree program can be completed in eight semesters and 120 credits, without the benefit of test or transfer credit, and without a student placing out of any degree requirements. Four-year plans provide assurance to the public that the College's degrees are within the reach of all students regardless of the advantages of advanced standing, requirements partially met through external coursework, or requirements met through placement exams. In addition, four-year plans are instruments of advising, which, through consultation with an advisor, can be tailored to suit individual students' circumstances and goals.

Three-year plans demonstrate to students, parents, the Board of Regents, legislators, accreditors, and other interested parties that a particular College of Letters & Science degree program can be completed in three years or fewer, provided certain stated criteria are met. Three-year plans are intended to provide a starting point for students exploring the possibility of graduating in three years or fewer at UW–Madison. These plans are only examples; however, students can tailor these plans in consultation with an advisor to adjust for their own academic progress prior to matriculation, personal circumstances, and academic goals.

What Four- & Three-Year Plans Are Not

Four-year plans are not intended to be exhaustive prescriptions for all potential situations and students. They do not need to anticipate every possible vector into an academic program. It is not possible to illustrate every potential path through a major's curriculum and the L&S degree requirements in a succinct way. Four-year plans should be informed by analyses of the curriculum and how successful students progress to our degrees.

Three-year plans are not prescriptions for all potential situations and students. Students who intend to follow a three-year time-to-degree pace will enter the university with varying amounts of advance standing credit, may have taken college-level coursework during high school, and may have higher than typical placement in sequential courses of study (world language, mathematics, etc.) When a sufficient sample population of students exists, three-year plans should be informed by analyses of the curriculum and how successful students earn degrees in three years or fewer.

Four- and three-year plans published in *Guide* are not intended to substitute for advising. Academic advising should help students adjust and augment the information contained in these plans. Students are encouraged to consult with the advisor for their intended major about their own plans. Academic advising provides students with valuable context, encouragement, feedback, support, and timely updates which are often specific to the student's personal academic plan, educational goals, and prior preparation. Advising information which is broadly applicable and evergreen may be included on the major's Advising page.

Creating a Four-Year Plan

The four-year plan should include the courses required in order for students to complete the major and degree. When students may earn either the Bachelor of Arts (B.A.) or the Bachelor of Science (B.S.) degree, be sure reflect the variation in these degree programs in the four-year plan. (Refer to the section "L&S Breadth and Degree Requirements" which follows for details.) Assume that students are starting as first-year students without advanced standing (test or transfer credit). Students should make adjustments to the four-year plan published in *Guide* based on their own unique circumstances, in consultation with an academic advisor.

A four-year plan is only a suggestion to students as to how they will complete their degree and major. Think of it as roadmap with milestones that students should achieve, but with plenty of flexibility in how they might achieve them. Try to reflect the flexibility and variation of the paths through the major in this plan while also bearing in mind that the plan must be consistent with the actual curricular requirements.

The following pages detail guidelines that will create consistency in how each program represents shared requirements of the L&S degree, such as the degree and University General Education requirements. All four-year plans will be reviewed and approved by Academic Information Management (AIM) on behalf of the College of Letters & Science Curriculum Committee.

Creating a Three-Year Plan

Each Three-Year Plan published in *Guide* must include three sections:

- the standard Letters & Science Sample Three-Year Plans statement,
- a Departmental Expectations section, and
- the plan itself.

Letters & Science Sample Three-Year Plan Statement

The College requires each Three-Year Plan page to carry the following statement, delivered via Shared Content, at the top of the page:

> This Sample Three-Year Plan is a tool to assist students and their advisor(s). Students should use it —along with their DARS report, the Degree Planner, and Course Search & Enroll tools — to make their own three-year plan based on their placement scores, credit for transferred courses and approved examinations, and individual interests.
>
> Three-year plans may vary considerably from student to student, depending on their individual preparation and circumstances. Students interested in graduating in three years should meet with an advisor as early as possible to discuss feasibility, appropriate course sequencing, post-graduation plans (careers, graduate school, etc.), and opportunities they might forgo in pursuit of a three-year graduation plan.

This statement is placed on the plan during the College's review & approval stage of the Lumen Programs workflow.

Departmental Expectations

This section should contain all the special considerations the department identifies that would shape a feasible three-year plan, including expectations about completed introductory coursework (via transfer or AP/IB exam credit), minimum progress toward General Education or L&S Breadth requirements, and any placement information relevant to efficient progress through the major's requirements.

Departments should use this section to detail any special considerations from your department that shape a feasible three-year plan. These can include:

- minimum advanced standing credit upon matriculation,
- expectations about completed introductory coursework (via transfer or AP/IB exam credit),
- minimum progress toward General Education or L&S Breadth requirements, and
- any placement information relevant to efficient progress through the major's requirements.

Three-Year Plan

After the departmental expectations are stated, the three-year plan must include all remaining requirements necessary for students to complete the major and degree. When students may earn either the Bachelor of Arts (B.A.) or the Bachelor of Science (B.S.) degree, the three-year plan should

reflect the variation in these degree programs. (Refer to the section "L&S Breadth and Degree Requirements" which follows for details.) Students should make adjustments to the three-year plan published in *Guide* based on their own unique circumstances, in consultation with an academic advisor.

The guidelines below support consistency in how each program represents shared requirements of the L&S degree, such as the degree and University General Education requirements. All three-year plans will be reviewed and approved by Academic Information Management (AIM) on behalf of the College of Letters & Science Curriculum Committee.

Guidelines

- **Shared Purpose.** The College will include standardized language on all L&S Four- and Three-Year Plan pages. The standardized language details the intent of these pages, encourages students to consult additional planning resources provided to them (e.g., DARS and the Degree Planner and Course Search and Enroll tools), and affirms the role of advising in students' development of personalized four- and three-year plans.
- **General.** Create a plan that generally indicates how/when students are likely to meet requirements and take certain courses. Refer to the Requirements page for detailed information. Reference requirement names when an exhaustive list of course options creates ambiguity. The plan should not need frequent updates to reflect additions to course lists.
- **Adaptable.** Plans should provide a solid foundation for students to adapt to their own academic circumstances. Avoid over-prescribing alternate course sequences out of a desire to accommodate every potential situation. A dynamic conversation with an academic advisor is a better resource for a student interested in tailoring their plan to fit their particular needs than a static document. Students intending to graduate in three years or fewer may bring in significant amounts of transfer or test credit and will need to personalize these plans accordingly.
- **Singular.** Four-year plans should represent a plan of study for a student pursuing a single L&S major or degree program. The intent is to demonstrate that a student may complete that single major or degree program in eight semesters, rather than emphasize its compatibility with additional majors. The plan should not posit potential combinations with other major, degree, or certificate programs.
- **Terminology.** Use the terminology provided below to name University General Education Requirements and L&S Breadth and Degree requirements. Use the terminology listed on the major's Requirements page in *Guide* to name the major requirements. Direct questions about phrasing and terms to Academic Information Management (AIM).

- **Declaration.** If there is a specific requirement for when a student declares the major, include that in the plan. In keeping with L&S policy, the four-year plan should stipulate a major declaration at some point in the third year.
- **L&S Breadth.** Showcase courses in the major that meet a University General Education Requirement and/or a L&S Breadth requirement using the footnote field in the Plan of Study Grid builder. (Refer to the section "L&S Breadth and Degree Requirements" which follows for an example.) Include all L&S Breadth requirements that are not fully satisfied by the major requirements (the Departmental Expectations section of the three-year plan), using the terminology provided in these Guidelines.
- **INTER-LS 210.** The College of Letters & Science promotes the idea that a liberal arts education, in any major, leads to life-long success. INTER-LS 210 is a course designed for second-year students (but is open to all students) that connects the liberal arts and sciences degree to academic and career preparation, job skills, goal-setting, critical thinking, and reflection. While not required for any students or programs, it is an encouraged elective for any student. If a major's four-year plan has room for a 1-credit elective, please include INTER-LS 210 in the second year.
- **Credits.** Four-year plans should strive to maintain an average of 14-16 credits per semester (using only fall and spring). The total credits must add up to 120 credits (or the minimum credit required to earn the degree). For three-year plans, departments should specify an expected minimum number of advanced standing credits at matriculation in the Departmental Expectations section. The total credits of the three-year plan, plus the minimum advanced standing credits stated in the Departmental Expectations, must add up to 120 credits (or the minimum credit required to earn the degree).
- **Footnotes.** Use the Plan of Study Grid's footnote field sparingly, and only to relay auxiliary information. For example, rather than footnoting all the possible courses students might take to meet requirements, use the footnote to refer to the Requirements page, which contains the comprehensive list of approved courses. Rather than recommending courses, use footnotes to refer students to the Advising and Careers page for helpful context intended to inform their enrollment choices.

Standing and Year

A student's class standing and year of study are often asynchronous. For example, a student may have Junior standing despite being in their first year of study. As the intent of the four-year plan is to demonstrate a student can complete a degree within eight semesters, labeling the years of the plan "First Year," "Second Year," and so on is preferred.

University General Education Requirements

Every academic unit is encouraged to highlight courses in its major that meet University General Education Requirements (UGER)—in particular: Communication Part B, Ethnic Studies, and Quantitative Reasoning Part B—in the four-year plan.

FALL	CREDITS	SPRING	CREDITS
GERMAN 203	4	GERMAN 204	4
GERMAN 236	3	GERMAN 275	3
Quantitative Reasoning B	3-4	GERMAN/JEWISH 267 (enroll in Communication B Section)	4
INTER-LS 210	1	Social Science Breadth	4
Elective	4		
	15		15

GERMAN/JEWISH 267 is highlighted because it provides Communication Part B at the section-level.

University General Education Requirements

Requirement	Required Terminology	Notes
Communication Part A	Communication A	Include this requirement in the first or second semester.
Communication Part B	Communication B *[or indicate a specific course]*	Ensure the requirement is included.
Quantitative Reasoning Part A	Quantitative Reasoning A	Include this requirement in the first year.
Quantitative Reasoning Part B	Quantitative Reasoning B *[or indicate a specific course]*	Ensure this requirement is included.
Ethnic Studies	Ethnic Studies *[or indicate a specific course]*	Include this requirement in the first four semesters.
Gen Ed breadth requirements also exist, but since L&S students meet these requirements via the L&S Breadth requirements, the Gen Ed breadth requirements don't need to be separately referenced.		

L&S Breadth and Degree Requirements

Many majors require courses that will also meet an L&S Breadth, Foreign Language, or other L&S degree requirement. In these cases, the four-year plan does not need to include that requirement. For example, the Biology four-year plan does not need to specify students must meet the L&S Biological Science breadth.

SECOND YEAR

FALL	CREDITS	SPRING	CREDITS
RELIG ST course with Literature Breadth[1]	3	RELIG ST/ILS 234 or 236 (meets Communication B requirement)	3
Quantitative Reasoning B	3	RELIG ST/FOLKLORE 352, 403, or 404 (meets Ethnic Studies requirement)	3
Social Science Breadth	3	Physical Science Breadth	3
Elective	4	I/A COMP SCI, MATH or STAT (if needed for B.S.)	3
INTER-LS 210	1	Elective	4
	14		16

This four-year plan incorporates L&S Breadth and Degree requirements & highlights courses meeting UGER.

L&S Breadth and Degree Requirements (BA and BS only)

Requirement	Required Terminology	Notes
MATHEMATICS **B.A.:** Satisfied by QRA & QRB **B.S.:** Two 3+ credits of Intermediate/Advanced level COMP SCI, MATH, STAT (Limit one each: COMP SCI, STAT)	Intermediate/Advanced COMP SCI, MATH, or STAT (if B.S.)	If the major has requirements that fully or partially meet the B.S. math requirement, adjust the number of times this requirement is stipulated. If the major does not include requirements which also meet the math requirement for the BS, please allot space in the plan.

Requirement	Required Terminology	Notes
FOREIGN LANGUAGE B.A.: Complete the fourth unit of a foreign language; OR Complete the third unit of a foreign language and the second unit of a different foreign language B.S.: Complete the third unit of a foreign language	Foreign Language (if needed)	Unless the major has requirements that satisfy the B.A. and B.S. Foreign Language requirements, please include one semester of Foreign Language.
L&S BREADTH: HUMANITIES 12 credits; 6 of the 12 credits must be in Literature	Humanities Breadth Literature Breadth	Distribute the required total credit throughout the plan in allotments that enable students to save room to complete the Breadth requirement.
L&S BREADTH: SOCIAL SCIENCES 12 credits	Social Science Breadth	Distribute the required total credit throughout the plan in allotments that enable students to save room to complete the Breadth requirement.
L&S BREADTH: NATURAL SCIENCES B.A.: 12 credits; must include one 3+ credit course in biological science; must include one 3+ credit course in physical science B.S.: 12 credits; must include 6 credits in biological science; and must include 6 credits in physical science	Biological Science Breadth Physical Science Breadth Science Breadth	B.A.: Include one 3+ credit Biological Science Breadth course and one 3+ credit Physical Science Breadth course in the plan; the remainder of the 12 credits may be divided as necessary and labelled "Science Breadth" to provide flexibility and account for student choice. B.S.: Include 6 credits of Biological Science Breadth course and 6 credits of Physical Science Breadth in the plan.

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Requirement	Required Terminology	Notes
MAJOR Declare and complete at least one major	Declare the major. Apply to the [program name] program. *[Limited enrollment programs only.]*	Indicate when a student would be well-served to declare the major or apply to the limited enrollment program. To be consistent with L&S policy, this must be no later than the third year.
LIBERAL ARTS AND SCIENCE COURSEWORK 108 credits	N/A	If this requirement is something students in the major might not naturally complete, ensure a sufficient number of LAS-eligible courses are in the plan.
UW–MADISON EXPERIENCE 30 credits in residence overall SENIOR RESIDENCE: 30 credits in residence after the 86th credit; 15 credits of upper-level in the major on the UW–Madison campus	N/A	Residence requirements do not need to be stipulated in four-year plans.
MINIMUM GPAs 2.000 in all coursework at UW–Madison, 2.000 in Intermediate/Advanced coursework at UW–Madison	N/A	Quality of work requirements do not need to be stipulated in four-year plans.
TOTAL CREDITS Minimal total credits needed for the degree (e.g., 120 credits for most L&S programs)	N/A	The sum of credits automatically calculated in the plan should equal the minimal total credits required for the degree.