

The University of Wisconsin-Milwaukee  
Academic Program and Curriculum Committee

**GENERAL EDUCATION REQUIREMENTS  
POLICIES AND PROCEDURES**

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## **I. Introduction**

Since the General Education Requirements (UWM Fac. Doc. 1382) were approved by the Faculty Senate in November of 1984, the Academic program and Curriculum Committee has taken a number of actions under the authority given to it by the Senate (III. I.a.b.c.) to establish policies and define procedures for the implementation of GER in the UWM curriculum. In this effort, the APCC has worked closely with, and has been assisted by, the office of the Vice Chancellor for Academic Affairs, the Department of Enrollment Services, the Secretary of the University, and the various schools and colleges. The resulting policy statements and procedural guidelines are gathered here as a convenient reference for department chairs and committees, academic advisers, and campus administrators.

This booklet should not be looked at as the last word on implementing GER. Further actions by the APCC, particularly on-going modifications of the list of courses approved for distribution credit, will necessitate subsequent revisions or supplements. Faculty, staff, and administrators who have questions concerning GER not answered here, or who encounter problems apparently not anticipated by this document, are advised to communicate directly with either Kim Pietsch, GER Coordinator in Enrollment Services, or with the chair of the Academic Program and Curriculum Committee.

The following document contains two parts: 1. UWM Fac. Doc. 1382 establishing the GER and assigning responsibility to the APCC for implementation and 2. APCC rules and procedures established to implement the GER. Language has been changed to reflect changes as of June 1, 2002.

University of Wisconsin-Milwaukee Faculty Document No. 1382

MAY 17, 1984	REVISED
OCT. 18, 1984	AMENDED
NOV. 29, 1984	APPROVED

(Changes made to reflect the APCC actions 1986 through June 1, 2002)

GER COMPOSITE DOCUMENT

I. INTRODUCTION

The Special Task Force on General Education Requirements presented the following statement on the "Goals and Rationale of General Education," in a preamble to its report to the Academic Program and Curriculum Committee.

General education should provide opportunities to develop a strong foundation of verbal and quantitative skills; to understand the roles of methods and processes and their constraining effects on thought; to gain cultural and historical perspectives on the world; to develop consciousness of self in relation to tradition; to appreciate creativity, including the creation, testing, and application of ideas; to see how ideas relate to social structures; and to understand how values infuse both action and inquiry.

In addition to the intellectual objectives of general education, there are career considerations. In a society of rapidly expanding knowledge, training for a special task or concentration in a specific skill, risks the obsolescence of that training. Only a broad grasp of method and of the nature of innovation and renovation can prepare a person for work today. University education should provide the basis for intellectual mobility, for continuing education, and for intellectual replenishment in mid-career. Of course this must be done without sacrificing necessary depth: the environment of a university provides a unique opportunity to delve deeply into specific areas and thus to serve both the individual and society.

The general education curriculum must be embodied in and exemplified through disciplines. In order to achieve the objectives, the courses in that curriculum cannot deal with techniques in the narrow sense but must explore the foundations of knowledge: how the discipline establishes its concepts; how these concepts of choice are established with respect to alternative patterns of inquiry, mode of expressions, or course of action.

General and specialized education are directly related. General education provides a broad body of knowledge as context for specialization, and the general-education emphasis on conceptual inquiry leads students to more comprehensive views of their specialties. In this way students learn to relate particular tasks to general areas and thus acquire sufficient agility of mind and mobility of skills to move from problem to problem as knowledge develops.

**II. GENERAL EDUCATION REQUIREMENTS**

The General Education Requirements for UWM include two major requirement categories, the first designed to assure basic student competencies and the second designed to provide students with a broad body

of knowledge as a context for specialization. The first set of requirements, competency requirements, includes the general areas of English composition, mathematics, and foreign language. The second set of requirements, distribution requirements, includes the general areas of the arts, the humanities, the social sciences, and the natural sciences.

1. English Composition

The English Composition requirement is satisfied by:

- a. earning a grade of C or higher in English 102 or equivalent course; or
- b. a suitable score on the UW-System English Placement Test (or other appropriate test, as determined by the English Department).

Completion of the English Composition Requirement is a prerequisite for junior standing.

2. Mathematical Skills

The Mathematical Skills requirement is satisfied by:

- a. obtaining a grade of C or higher in Mathematics 105, 106, 109/175 or equivalent courses; or
- b. achieving a placement code of 30 on the UW System Mathematics Placement Test.

Completion of the Mathematics Skills Requirement is a prerequisite for junior standing.

3. Foreign Language

This requirement is satisfied by:

- a. completing, prior to enrollment at UWM, two years of high school level instruction in a single foreign language with passing grades; or
- b. completing two semesters (minimum of 6 credits) of college level instruction in a single foreign language with passing grades; or
- c. demonstrating foreign language ability equivalent to (2) above by means of a satisfactory score on an approved placement, proficiency, departmental, or other appropriate examination; or
- d. satisfying the APCC-approved alternative GER Foreign Language Requirement, if any, stipulated by the student's particular degree program.

Completion of the Foreign Language Requirement is a prerequisite for graduation.

4. The Arts

Three credits in a course on the history, philosophy, theory, or practice of the creative and expressive arts (e.g. visual arts, dance, music, theatre and creative writing).

5. The Humanities

A total of six credits in at least two courses.

6. The Social Sciences

A total of six credits in at least two courses.

7. The Natural Sciences

A total of six credits in at least two courses. At least one must include laboratory or field experience illustrating the generation and testing of data and the application of concepts and knowledge to the solution of problems.

8. Cultural Diversity

A total of 3 credits from the list of courses approved for cultural diversity credit.

### **III. PROCEDURAL MATTERS**

The following recommendations relate to the implementation and administration of general education requirements.

1. Governance and Administration

- a. The Academic Program and Curriculum Committee has the responsibility for establishing policy in the area of general education. This responsibility includes: the approval of courses to be designated as fulfilling the requirements; the approval of all competency examinations and the setting of minimum scores; the establishment of policies pertaining to student appeals; and the general monitoring of the academic impact of the requirements.
- b. The faculty of an individual school or college may request exemption from portions of the general education requirements for one or more of its programs. Such requests should be addressed to the Academic Program and Curriculum Committee and may be based on such grounds as excessive credit burden on majors, conflict with accreditation standards in the profession, or other academic grounds. Decisions of the Academic Program and Curriculum Committee may be appealed to the Faculty Senate.
- c. The administration of the General Education Requirements should be handled by the Office of the Vice-Chancellor for Academic Affairs, the Department of Enrollment Services, and the separate schools or colleges, in accordance with present procedures. Individual student compliance will be monitored in the same manner as compliance with other curricular requirements, i.e., by school/college advisory staff and by the Department of Enrollment Services. Student appeals will be handled in accordance with established department/school/university procedures. The Academic Program and Curriculum Committee will monitor compliance by schools and colleges.
- d. Bulletin copy prepared under a) and b) above shall be approved under automatic consent or may be modified by the Faculty Senate before the General Education Requirements are published.

2. General Education Requirements and Admission Requirements

The APCC should be charged with the task of working with the Admissions and Records Policy Committee to review admissions standards in relation to general education requirements.

3. Registration, Records, and Class Standing

(NOTE: This item was returned to Committee and preexisting rules still apply.)

The Senate should establish a single set of rules for advancement of class standing in all undergraduate schools and colleges.

Freshman	-	Admission
Sophomore	-	Semester after completion of 28 credits and removal of all admission deficiencies
Junior	-	Semester after completion of 58 credits and successful completion of English composition and Mathematical skills requirements.
Senior	-	Semester after completion of 88 credits, including 18 credits of higher division courses.

4. Effective Date

- a. With the exception of Part II, item 3 "Foreign Language," and Part II, item 8 "Cultural Diversity," these requirements shall apply to new students entering at the freshman level in fall, 1986-87.
- b. Part II, item 3 "Foreign Language" shall apply to new students entering at the freshman level in fall, 1999-00.
- c. Part II, item 8, "Cultural Diversity" shall apply to students new to UWM as of fall, 1989-90.

### **APCC Policies and Procedures**

#### III. APCC Policy on Exemptions to GER:

Criteria and procedures for reviewing requests from schools and colleges for variance from the General Education Requirements.

1. Criteria Requests for exemption from particular aspects of the General Education Requirements cannot be based on objections to the goals and rationale of the requirements, as described in Section I of the GER Composite Document, Faculty Document No. 1382, and must be consonant with the general principle and purpose of the requirements. Requests for exemptions must address each of these issues: (a) why the particular requirement at issue is inappropriate for the students of the school or college, and/or what purpose would be served by an exemption from the requirement, and (b) why the school's or college's program cannot be modified in order to accommodate the requirement.

In addition, requests for temporary exemptions for specified periods from particular requirements will be considered if it can be shown that the time is needed to modify the school's or college's program to accommodate the requirement.

2. Documentation With the request for variance the school or college must submit the most recent available data comparing its program with comparable programs at comparable universities vis a vis the requirement at issue, including universities which have adopted or are in the process of adopting university-wide general education requirements similar in character to UWM's.

3. Mechanism Requests for exemption will be reviewed by a standing subcommittee of the APCC consisting of one member from each of the four divisions of the university, and the chairperson of the APCC. The subcommittee will report to the whole APCC, which must act on the request.
4. Review All GER exemptions will be reviewed initially in five years and thereafter every 10 years.
5. Appeals Decisions of the Academic Program and Curriculum Committee may be appealed to the Faculty Senate.

#### **IV. Competency Requirements**

1. English Composition
  - a. The English Composition requirement is satisfied by:
    - 1) earning a grade of C or higher in English 102 or equivalent course; or
    - 2) a suitable score on the UW-System English Placement Test (or other appropriate test, as determined by the English Department).
  - b. Students are eligible to enroll in 102 in one of two ways:
    - 1) earning a 576 or higher on the English Placement Test (EPT); or
    - 2) earning a grade of C or higher in English 101.
  - c. A minimum of 2.5 credits in the equivalent of English 102 will be accepted as satisfying the English Composition Requirement.
  - d. Fall, 1998-99, English 102 was reactivated and English 112 inactivated in the composition curriculum. English 102 and English 112 are considered repeats of each other, and will be marked as such on transcripts.
2. Mathematical Skills
  - a. The math requirement is satisfied by:
    - 1) a grade of C or higher in Math 105, 106, 109/175 or equivalent courses; or
    - 2) a satisfactory score on the Mathematics Placement Test.
  - b. A placement code of 30 on the Mathematics Placement Test satisfies the requirement.
  - c. The equivalent of 105, 106, 109/175 includes any courses for which Mathematics 105, 106, or 109/175 are prerequisites.
  - d. A minimum of 2.5 credits in an appropriate level course(s) will be accepted as satisfying the Mathematical Skills Requirement.

3. Foreign Language

1. The requirement is satisfied by one of the options below.

1) Two years of high school level instruction in a single foreign language with passing grades prior to enrollment at UWM.

a) Students who have completed the second year of high-school-level foreign language with a passing grade will have satisfied the requirement.

b) Students who can document satisfactory completion of the equivalent of two years of study at a secondary institution where the language of instruction is other than English, as defined by UWM International Studies and Programs, will have satisfied the requirement.

2) Two semesters (minimum of 6 credits) of college level instruction in a single foreign language with passing grades.

a) Students continuing language study at the university must take a placement test to determine the entry course. The placement exam tests reading comprehension and grammatical structure.

Students placing into the first-semester course proceed through the sequence until completion of the second semester course. The requirement is satisfied with the successful completion of the second-semester course.

b) Students who can document satisfactory completion of the equivalent of two semesters of study at a post-secondary institution where the language of instruction is other than English, as defined by UWM International Studies and Programs, will have satisfied the requirement.

3) Foreign language ability equivalent to (2) above by means of a satisfactory score on an approved placement, proficiency, departmental, or other appropriate examination.

a) The requirement may be satisfied by placing into the third-semester of a language via an existing UW-System Foreign Language Placement Test.

b) Other nationally or locally developed tests, with appropriate scores, may be approved by the APCC GER Subcommittee for languages not available via the UW-System placement exams.

c) Students wishing to demonstrate competency in a language for which there is no approved local or national exam will be assisted by the GER Coordinator in the Department of Enrollment Services in locating an appropriate person to construct and/or administer an appropriate examination.

d) Other methods of certifying competency may be approved by the APCC GER Subcommittee on a case-by-case basis.

4) APCC-approved alternative GER Foreign Language Requirement, if any, stipulated by the student's particular degree program.

**V. Distribution Requirements: Criteria and Procedures for Approval of GER Distribution Credit**

1. General Policy

Distribution requirements include "the general areas of the arts, the humanities, the social sciences, and the natural sciences." This category of requirements is "designed to provide students with a broad body of knowledge" (UWM Fac. Doc. 1382, p. 2, II, par 1). The objectives are: development of "a strong foundation of verbal and quantitative skills"; understanding "the rules of methods and processes"; acquisition of "cultural and historical perspectives on the world"; development of "consciousness of the self"; appreciation of "creativity", relation of "ideas . . . to social structures"; and understanding of the role of "values . . . (in) both action and inquiry" (UWM Fac. Doc. 1382, p. 1, par. 2).

To achieve these objectives, courses that count toward distribution requirements may not "deal with techniques in the narrow sense but must explore the foundation of knowledge" (UWM Fac. Doc. 1382, p. 1, par. 4).

2. Course Policy

- a. In principle, courses providing professional training do not meet or satisfy GER distribution requirements.
- b. Courses satisfying GER distribution requirements in the humanities, social sciences, and natural sciences are offered primarily by departments in the College of Letters and Science.
- c. Courses satisfying GER distribution requirements in the Arts are offered primarily by departments in the School of Fine Arts; creative writing is offered by the Department of English and Comparative Literature.
- d. Departments or units outside of Letters and Science and Fine Arts may submit courses to the Academic Program and Curriculum Committee for inclusion in the list of courses which satisfy GER Distribution Requirements. To be included such courses must demonstrate that they:
  - 1) deal with the general methodology of the discipline,
  - 2) establish concepts and criteria of choice "with respect to alternative patterns of inquiry, mode of expression, or course of action" (UWM Fac. Doc. 1382, p. 1, par. 4),
  - 3) meet the specific criteria listed under Part IV.
- e. The list of approved courses may be modified by addition or deletion. Request for such modifications must be originated by the appropriate department or unit.
- f. Departments or units are urged to include in their list at least one course in any sequence of courses required for a major or program.
- g. No course may be repeated for GER distribution credit beyond a maximum of three credits.

3. Restrictions

- a. Departments may propose additional courses for distribution credit, provided that each additional course:
  - 1) fulfills GER distribution criteria as defined above;
  - 2) does not duplicate in whole or part any previously approved course;
  - 3) can be shown to represent an important area of the department's basic, introductory curriculum otherwise excluded from GER distribution credit; or
  - 4) is warranted by special circumstances (e.g., is required for a major outside the department, represents a separate curricular area within the department, is a jointly offered course, etc.)
- b. No course may satisfy more than one area requirement.

4. Course Approval - Procedures

a. Submission

- 1) Originating department/unit proposes a distribution designation for a given course, providing an explanation why the course should count toward distribution requirements.
- 2) CAR for new or changed courses forwarded to School or College Curriculum Committee for review and action. Existing courses may be sent directly to APCC unless the school or college request them to be submitted through its Course and Curriculum Committee.
- 3) APCC reviews proposed course and takes appropriate action.
- 4) If APCC action is positive, CAR is returned to School/College dean for final signature. Disapproved CARs are returned to originating department/unit via School/College administration with explanation of reasons for APCC action.

b. General Review Criteria and Restrictions

- 1) The following points shall be carefully considered at each review level (School/College Curriculum Committees, APCC, and other reviewing levels):
  - a) examine syllabus (in the case of variable content courses, APCC approval is based upon one or more syllabi demonstrating typical course content)
  - b) review the recommendation of originating department/unit specific criteria
  - c) compare proposed designation with other courses carrying similar designation
- 2) General criteria and restrictions applicable to all CARs submitted with request to approve for distribution requirements:
  - a) must meet the specific requirements listed in the area for which they are submitted, i.e.,

Arts, Humanities, Social Sciences, and Natural Sciences

- b) must not be a course dealing with techniques (i.e., tool courses)
- c) must explore the foundations of knowledge as embodied in an exemplified through specific disciplines
- d) must emphasize conceptual inquiries leading students to comprehensive views of their specialities
- e) a course counting toward a major may also count for GER distribution requirements in the appropriate discipline

5. Area Definitions and Specific Criteria

a. The Arts

- 1) Definition A branch of learning involving the conscious use of skill and creative imagination in the production of artistic objects or performances which stress values that stand outside conventional ideas of utility.
- 2) Criteria To satisfy the GER Distribution Requirements for the Arts a course must meet criteria a) and one other,
  - a) deal with the history, philosophy, theory, or practice of the creative and/or expressive arts
  - b) introduce the students to the historical, critical, or theoretical dimension of a specific art
  - c) require the creation of an art work
  - d) involve students in the practice of specific art medium

While most courses satisfying this requirement will be at the entry level of the discipline, departments may submit for approval by the APCC some courses in the practice of an art which require a basic level of proficiency.

Courses in the application of the arts as an experience or a method for therapeutic or other applied purposes are not eligible for GER distribution requirements. The application of an artistic methodology to a therapeutic situation places this type of course beyond the scope and intent of the GER Distribution Requirements.

b. Humanities

- 1) Definition The academic disciplines which investigate human constructs and values, as opposed to those which investigate natural and physical processes, and those concerned with the development of basic or professional skills.

The humanistic disciplines--such as art history, history, language and literature, philosophy--are concerned with questions, issues and concepts basic to the formation of character and the establishment of values in a human context; they induce an organic study of letters and knowledge; they provide literary, aesthetic and intellectual experiences which enrich and enlighten human life.

2) Criteria To satisfy GER distribution requirements for the Humanities, a course must meet criteria a) and one other:

a) Approach its subject using humanistic means of inquiry, such as: the critical use of sources and evaluation of evidence, the exercise of judgment and expression of ideas, the organization, logical analysis, and creative use of substantial bodies of knowledge.

b) Increase the student's capacities for making informed and independent evaluation pertaining to the nature of knowledge, language, and representation, and concerning the formation of ethical or aesthetic concepts, or the ways in which values are manifested within diverse theoretical or conceptual frameworks.

c) Introduce the student to substantial and coherent bodies of historical, cultural, literary or philosophical knowledge, as a means of increasing an understanding of the complexities and varieties of human events.

d) Enhance and extend the student's response to literature and/or other arts by introducing the process of thoughtful and systematic analysis, or by fostering an appreciation of distinctive cultures and traditions, or by increasing the student's sensitivity to language and its nuances.

e) Foster the application of humanistic perspective to other branches of knowledge or to issues of universal human concern.

c. Social Science

1) Definition A branch of science dealing with study of human behavior and the organization, development, and consequences of human activity.

2) Criteria A course should reflect one or more of the following intellectual foci as its primary instructional purpose:

a) The study of intrapersonal, interpersonal and/or socio-cultural factors associated with individual behavior, collective action, or societal development.

b) The study of human collectivities, organizations, institutions, and cultures, their infrastructures and interrelationships.

c) The study of capacities for and/or techniques of creating behavior acquisition and change.

d) The study of methodologies designed for conducting inquiry into human behavior, collective action, societies, or cultures.

e) Exploration of the alternative theoretical frameworks which have been used to offer meaningful explanations of social phenomena.

d. Natural Sciences

1) Definition A branch of science concerned with the physical world and its phenomena and with discovering the laws governing them. The branches of Natural Sciences--such as astronomy, geosciences, biological sciences, chemistry, physics--that deal primarily with matter, energy, and their

interrelations and transformations; with living organisms and vital processes; with the laws and phenomena relating to organisms, plants and animal life; with the physical processes and phenomena of particular systems; and with the physical properties and composition of nature and its products.

2) Criteria To satisfy the GER Distribution Requirements for Natural Sciences a course must meet the criteria listed below:

- a) Introduce major concepts of a natural science discipline, providing insights into its breadth and its relationship to other disciplines.
- b) Illustrate relationships between experiments, models, theories and laws.
- c) "Illustrate the generation and testing of data and the application of concepts and knowledge to the solution of problems" (UWM Fac. Doc. 1382, p. 3, par. 7).
- d) Discuss the limitations of data and the possibility of alternative interpretations.

At least one of the two required courses must include laboratory or field experience to satisfy the Natural Science GER Distribution Requirement.

e. Minority Cultural Diversity in America

1) Definition This area pertains to the study of life experiences either of African Americans, Hispanic Americans, American Indians, or Asian Americans.

2) Criteria Courses satisfying this requirement shall:

- a) have primary focus on African Americans, Hispanic Americans, American Indians, or Asian Americans;
- b) introduce students to significant elements that ground the life histories and life prospects of one or more of the groups listed above;
- c) scrutinize perspectives, world views, methodologies, and philosophic constructs which the group(s) use(s) to describe, explain and evaluate its/their life experiences over historical time;
- d) enhance and extend the student's ability to conceive and perceive transcultural similarities and dissimilarities, and make sound empirical as well as normative generalizations.

## **VI. Student Appeals**

1. General Policy.

1. Student appeals for exemptions from one or more of the General Education Requirements will be handled initially by the school or college in which the student is enrolled (according to the Registrar's classification) in accordance with established department/college/university procedures.
- b. Appeal boards, committees or officers are expected to adhere to APCC guidelines on student appeals, as set forth in Part II of this statement. Questions concerning any part of this policy statement should be referred to the Chair of the APCC.

3. The APCC will monitor the enforcement of GER by schools and colleges through the appeal procedure (see Part 3). If, in the judgment of the committee, questions of compliance are raised, and consultation between the APCC and the unit fails to resolve the problem, the matter will be referred to the Vice Chancellor for Academic Affairs for intervention.
  - d. Approval of GER waivers may be made by one school/college transfer with the student to another school/college provided the integrity of the school/college degree requirements is maintained. For example, approval to consider the GER Humanities requirement satisfaction does not waive a school/college 12 credit Humanities requirement selected from a restricted list of courses, nor does waiver of a competency requirement remove competency as an admission requirement to a major or professional school.
2. Grounds for Appeal.
1. Students may appeal for exemption from one or more of the General Education Requirements on the basis of:
    - 1) Equivalent academic, professional or vocational accomplishments as certified by transcripts, diplomas, work records, etc.
    - 2) Exceptional circumstances, including cases of unwarranted hardship in the fulfillment of the requirements.
    - 3) Special requirements of combined majors or unique programs of study, if it can be shown that the intent of GER is fulfilled by the student's program.
    - 4) An academic grievance against a member of the UWM faculty or staff in regard to GER courses or exams, if the grievance is upheld by the appropriate appeals body.
  - b. Students may NOT appeal for exemption from the GER on the basis of:
    - 1) Philosophical or other objections to GER.
    - 2) Failure to plan course work properly, or to schedule the required examinations in a timely fashion.
    - 3) Inability to pass a course or examination.
    - 4) Academic deficiencies upon admission to UWM.
    - 5) Transfer to UWM from another institution.
    - 6) A credit load in excess of the University's minimum for graduation, if the additional credits are judged to be within the normal range for the student's degree or program of study.
3. Procedures
1. Student confers with department or program advisers to determine grounds of appeal, as specified in II above.
  - b. Student files an appeal with the school or college dean, or with appropriate appeals committee,

according to the unit's standard procedures.

3. Dean/committee evaluate appeal according to APCC guidelines and Faculty Senate document relating to GER; decision is rendered on the basis of specific circumstances, as presented and substantiated by the student.
- d. Dean's office reports its decision to APCC via the appeals Monitoring Form (See Attachment); units are expected to file their forms within two weeks of the action.
5. APCC chair reviews forms, may request further information on individual cases from the units. If the chair raises questions of compliance with a unit's handling of appeals, and is unable to resolve the matter through consultation with the unit, the matter will be referred to the committee. (Note: if the workload requires it, the chair may appoint an ad hoc subcommittee of the APCC to assist in the screening of appeals.)
- f. Upon a majority vote of the APCC, units whose appeals procedures seem not in noncompliance with the goals and standards of the University's General Education Requirements, will be referred to the Vice Chancellor's office. The Vice Chancellor for Academic Affairs will bear the responsibility for intervention and enforcement of the regulations.

**VII. APCC Policies regarding Special and Transfer Students, Second Degree Candidates, and miscellaneous implementation.**

1. A course taken at another college/university will count toward GER distribution if it is equivalent to a course on the approved list.
2. A course taken at another college/university will not count toward GER distribution if it is equivalent to a UWM course which is not on the approved list (see 4a. below, for an exception for UW-System transfer students).
3. A course which transfers to UWM as an elective from MATC, the UW Centers, UW System campuses or other schools/colleges approved by the APCC chair will count toward GER distribution if the department recommends that the course satisfies its criteria for GER courses, and the APCC chair approves the recommendation.
4. In accordance with the UW-System Undergraduate Transfer Policy, the following principles of accommodation apply:
  1. A course designated as fulfilling a general education breadth requirement at one UW institution should transfer as general education at the receiving campus. This principle should apply whether or not the receiving institution has a direct course equivalent that satisfies general education.
  - b. When applying a course toward general education breadth requirements, the receiving UW institution would generally apply it in the same category as similar courses at that institution. However, if the course fulfills a different category at the sending UW institution and the student requests that the original designation be applied, the request should be approved where appropriate under UW-System Undergraduate Transfer Policy principles of accommodation.
  3. UW institutions should permit courses completed by UW-System transfer students to transfer in accordance with the course equivalency in effect when the courses were taken and when doing so is beneficial to students.

- d. A course designated ethnic studies at one UW institution should be applied toward the ethnic studies requirement at the receiving UW institution.
5. The University's General Education Requirements apply to all students who have not been enrolled in a degree program in an accredited institution prior to September, 1986. Students classified as "special students" at UWM or elsewhere will be subject to GER upon admission to a UWM degree program. Students who enrolled in a degree program prior to Fall 1986 but who withdrew, were cancelled, or who have no transferable credits are responsible for GER. Likewise, students who enrolled at UWM prior to fall 1989 but who withdrew or were cancelled are responsible for cultural diversity.

Exception: if a student who was enrolled in a degree program prior to fall 1986 had transferable courses but received only grades of F, s/he is not responsible for GER.

6. Advanced Standing students presenting transferable college work will not be subject to GER if they were enrolled in a degree program at an accredited institution prior to September, 1986.
7. Second-degree candidates from accredited institutions are not subject to GER.
8. English composition and math requirements are prerequisites to junior standing. Students who transfer to UWM with enough credits to be juniors or seniors are given a one-semester grace period. This means that they are permitted to register as juniors or seniors. If the competency requirements are not met after one semester, students will be demoted to sophomore standing.

In recognition that it often takes more than one semester to complete the English composition and math requirements, the APCC has approved one additional semester to satisfy the requirements. A letter explaining the one semester extension and a Year in School Extension Request Form is mailed to students shortly after the registration forms for the semester extension, students must complete the Year in School Extension Request Form. Once this request has been received, students may register at the appropriate level for the upcoming semester.