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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course | HIP | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | GEO1 | GEO2 | ILO1 | ILO2 | ILO3 | ILO4 | ILO5 | ILO6 |
| 102 |  | I | I | I | I | I | I | I | I ESHU | I ESHU | I | I | I | I | I | I |
| 198 | X | I | I | I | I | I | I | I | I FYS | I FYS | I | I | I | I | I | I |
| 201 |  | I | I | I | I | I | I | I | I ESSS | I ESSS | I | I | I | I | I | I |
| 203 |  | I | I | I | I | I | I | I | I HU | 1 HU | I | I | I | I | I | I |
| 241 |  | I | I | I | I | I | I | I | I SS | I SS | I | I | I | I | I | I |
| 247 |  | R | R | R | R | R | R | R | R ESHU | R ESHU | R | R | R | R | R | R |
| 299/499 | X | R/M | R/M | R/M | R/M | R/M | R/M | R/M |  |  | R/M | R/M | R/M | R/M | R/M | R/M |
| 350 | X | R | R | R | R | R | R | R |  |  | R | R | R | R | R | R |
| 437 | X | M | M | M | M | M | M | M |  |  | M | M | M | M | M | M |
| 497 | X | M | M | M | M | M | M | M |  |  | M | M | M | M | M | M |
| 498 | X | M | M | M | M | M | M | M |  |  | M | M | M | M | M | M |

After taking any core course in WGSS, students should be able to demonstrate: An understanding of the social construction and diversity of genders

1. An understanding of the social construction and diversity of sexualities
2. An understanding of how structures of power inform and shape identities
3. An ability to perform feminist analyses and engage in feminist praxis
4. An understanding of intersectionality and its applications
5. An understanding of the ongoing legacy of androcentrism and/or patriarchy
6. An understanding of the structural nature of privilege and oppression
7. The ability to participate meaningfully in a collaborative, feminist learning environment

In the course of their education at the University of Wisconsin-Green Bay, students will:

1. demonstrate the **specialized knowledge, skills and perspectives** in their chosen field or fields of study.
2. demonstrate **broad and integrative knowledge** across a variety of fields of study.
3. develop a variety of practical and **intellectual skills**, including inquiry and analysis, critical and creative thinking, oral and written communication, quantitative literacy, information literacy, and teamwork and problem-solving
4. be anchored in **personal and social responsibility skills**, as demonstrated by engaged citizenship with a commitment to equity and inclusion knowledge of environmental and cultural sustainability, intercultural knowledge, global learning, ethical reasoning, interdisciplinarity, and foundations for lifelong learning.
5. engage in **applied, collaborative and integrated learning** in both academic and non-academic settings.