

2008 - 2010 Undergraduate Catalogue

OFFICIAL NOTICES

This catalogue is effective for students entering the college beginning in the Fall 2008 semester and until a new catalogue is published. The most up-to-date version of the catalogue may be found online at www.edgewood.edu.

The content of this document is provided for the information of the student. It is accurate at the time of publication, but is subject to change as deemed appropriate to fulfill Edgewood College's role or mission or to accommodate circumstances beyond the college's control. Any such changes may be implemented without prior notice, without obligation, and, unless specified, are effective when made.

All students are reminded to read carefully the sections of the catalogue pertaining to them. Lack of awareness of policies or requirements will not serve as a justifiable excuse at a later date.

Edgewood College's liability to any student for any reason and upon any cause of action related to the statements made in this catalogue of the policies or procedures set forth herein, shall be limited to the amount of tuition actually paid to Edgewood College by the student making the claim in the year which any action giving rise to the claim occurs.

The State of Wisconsin passed the Wisconsin Caregiver Background Check Law in 1998. This law requires a criminal background check on all people who are involved in the care of certain vulnerable groups, i.e., children, the elderly and other compromised populations. The intent of the law is to protect clients from being harmed. Therefore, Edgewood College requires background checks of employees, volunteers and students in clinical field experience placements. Students should be aware of these practices and confer with their advisors regarding their particular situations.

Edgewood College's crime statistics report and campus safety policies are available at www.edgewood.edu. A paper copy is available in the Dean of Students Office.

The Student Right to Know and Campus Security Act was signed into law November 8, 1990. This federal legislation requires colleges and universities whose students receive federal financial aid to disclose and report graduation/persistence rates for full-time undergraduate students. Edgewood is in compliance with Title I, Sections 103 and 104 of the Student Right to Know Act (P.L. 101-545 as amended by P.L. 102-26); students may obtain information about graduation rates by contacting the college's Office of Institutional Research.

Accreditation and Memberships

Edgewood College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Higher Learning Commission of the North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504
Phone: 312-263-0456 or 800-621-7440
<http://www.ncahlc.org/>

The college's business programs are accredited by the Association of Collegiate Business Schools and Programs. The nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE), and is approved by the Wisconsin State Board of Nursing. All teacher education and administrator education programs are approved by the Wisconsin Department of Public Instruction and accredited by the National Council for Accreditation of Teacher Education.

Among the associations in which the college holds membership are:

- **AACN** - American Association of Colleges of Nursing
- **AACRAO** - American Association of Collegiate Registrars and Admissions Officers
- **AACSB International** - American Assembly of Collegiate Schools of Business
- **AACTE** - American Association of Colleges for Teacher Education
- **AAC&U** - American Association of Colleges and Universities
- **AAHE** - American Association for Higher Education
- **ACCU** - Association of Catholic Colleges and Universities
- **AGB** - Association of Governing Boards
- **AILACTE** - Association of Independent Liberal Arts Colleges for Teacher Education
- **AIR** - Association for Institutional Research
- **AIRUM** - Association for Institutional Research of the Upper Midwest
- **CASE** - Council for the Advancement and Support of Education
- **CIC** - Council of Independent Colleges
- **CCNE** - Commission on Collegiate Nursing Education
- **CUR** - Council on Undergraduate Research
- **CHEA** - Council for Higher Education Accreditation
- **CUPA** - College and University Personnel Association
- **HLC** - Higher Learning Commission
- **NAC** - Northern Athletics Conference
- **NACE** - National Association of Colleges and Employees
- **NACUBO** - National Association of College and University Business Officers
- **NAICU** - National Association of Independent Colleges and Universities
- **NCAA III** - National Collegiate Athletic Association
- **NCATE** - National Council for the Accreditation of Teacher Education
- **WACRAO** - Wisconsin Association of Collegiate Registrars Officer
- **WACSN** - Wisconsin Association for Collegiate Schools of Nursing
- **WACTE** - Wisconsin Association of Colleges for Teacher Education
- **WAICU** - Wisconsin Association for Independent Colleges and Universities
- **WFIC** - Wisconsin Foundation of Independent Colleges
- **WIPCS** - Wisconsin Institute for Peace and Conflict Studies

- **WICTE** - Wisconsin Independent Colleges of Teacher Education

ACADEMIC CALENDAR 2008 - 2009

Summer College Office Hours	Monday through Thursday 7:30 a.m. to 4:30 p.m.
	Friday, 7:30 a.m. to 12:30 p.m.
Summer Hours Begin	Monday, May 19
Summer Hours End	Friday, August 15

Summer Session 2008

Classes Begin	Tuesday, May 27
4 th of July Holiday 12:30)	Thursday, July 3 (college closes at Friday, July 4 (college closed)
Classes Resume	Monday, July 7
Last Class Day	Friday, August 8

Fall Semester 2008

August Seminar	Monday-Thursday August 18-21
Classes Begin	Wednesday, August 27
Labor Day	Monday, September 1 (college closed)
Last Day to Add a Class	Wednesday, September 3
Fall Break	Monday-Tuesday October 13-14
Last Day to Withdraw From Courses	Wednesday, November 5
Thanksgiving Holiday	Wednesday, November 26 (classes end at noon)
(college closed)	Thursday-Sunday November 27-30
Classes Resume	Monday, December 1
Last Class Day	Friday, December 12
Evaluation Week	Monday-Friday December 15-
December 19	
Commencement	Saturday, December 20
Grades Out By	Friday, January 9
Winter Break	Wednesday-Sunday December 24-
January 4 (college closed)	
Session 1 Courses	August 27-October 17
Session 2 Courses	October 20-December 12

Alternate Week and Graduate courses begin on Monday, August 25. Specific dates for

alternate week courses are:

Monday, August 25 through Sunday, August 31
Monday, September 8 through Sunday, September 14
Monday, September 22 through Sunday, September 28
Monday, October 6 through Sunday, October 12
Monday, October 20 through Sunday, October 26
Monday, November 3 through Sunday, November 9
Monday, November 17 through Sunday, November 23
Monday, December 1 through Sunday, December 7
Monday, December 15 through Sunday, December 21

Winterim 2009

Classes Begin	Monday, January 5
Last Day of Class	Friday, January 16

Spring Semester 2009

Martin Luther King Jr. Day	Monday, January 19 (college closed)
Classes Begin	Tuesday, January 20
Last Day to Add a Class	Tuesday, January 27
Spring Break	Monday-Friday March 16-20
Classes Resume	Monday, March 23

Last Day to Withdraw From Courses	Tuesday, April 7
Easter Holiday	Friday – Monday April 10 - April 13 (college closed)
Classes Resume	Tuesday, April 14
Last Class Day	Friday, May 8
Evaluation Week	Monday-Friday, May 11- May 15
Commencement	Sunday, May 17
Memorial Day	Monday, May 25 (college closed)
Grades Out By	Tuesday, May 26

Session 1 Courses	January 20-March 13
Session 2 Courses	March 23-May 8

Alternate week and graduate courses begin on Tuesday, January 20. Due to two Monday holidays during the semester, specific dates for alternate week courses are:

Tuesday, January 20 through Monday, January 26
Monday, February 2 through Sunday, February 8
Monday, February 16 through Sunday, February 22
Monday, March 2 through Sunday, March 8
Monday, March 16 through Sunday, March 22

Monday, March 30 through Sunday, April 5
Tuesday, April 14 through Monday, April 20
Monday, April 27 through Sunday, May 3
Monday, May 11 through Sunday, May 17

ACADEMIC CALENDAR 2009 - 2010

Summer College Office Hours	Monday through Thursday 7:30 a.m. to 4:30 p.m.
	Friday, 7:30 a.m. to 12:30 p.m.
Summer Hours Begin	Monday, May 18
Summer Hours End	Friday, August 14

Summer Session 2009

Classes Begin	Tuesday, May 26
4 th of July Holiday 12:30)	Thursday, July 2 (college closes at Friday, July 3 (college closed)
Classes Resume	Monday, July 6
Last Class Day	Friday, August 7

Fall Semester 2009

August Seminar	Monday-Thursday August 17-20
Classes Begin	Wednesday, August 26
Labor Day	Monday, September 7 (college closed)
Last Day to Add a Class	Wednesday, September 2
Fall Break	Monday-Tuesday, October 12-13
Last Day to Withdraw From Courses	Wednesday, November 4
Thanksgiving Holiday	Wednesday, November 25 (classes end at noon)
(college closed)	Thursday-Sunday November 26 - 29
Classes Resume	Monday, November 30
Last Class Day	Friday, December 11
Evaluation Week	Monday-Friday December 14-
December 18	
Commencement	Sunday, December 20
Grades Out By	Friday, January 8
Winter Break	Thursday-Sunday December 24-
January 3 (College Closed)	

Session 1 Courses	August 26–October 16
Session 2 Courses	October 19–December 11

Alternate Week and Graduate courses begin on Monday, August 24. Due to Monday holidays during the semester, specific dates for alternate week courses are:

Monday, August 24 through Sunday, August 30
Tuesday, September 8 through Monday, September 14
Monday, September 21 through Sunday, September 27
Monday, October 5 through Sunday, October 11
Monday, October 19 through Sunday, October 25
Monday, November 2 through Sunday, November 8
Monday, November 16 through Sunday, November 22
Monday, November 30 through Sunday, December 6
Monday, December 14 through Sunday, December 20

Winterim 2010

Classes Begin	Monday, January 4
Last Day of Class	Friday, January 15

Spring Semester 2010

Martin Luther King Jr. Day	Monday, January 18 (college closed)
Classes Begin	Tuesday, January 19
Last Day to Add a Class	Tuesday, January 26
Spring Break	Monday – Friday March 29 - April 5
Easter Holiday (college closed)	Friday - Monday April 2 - April 5
Classes Resume	Tuesday, April 6
Last Day to Withdraw From Courses	Tuesday, April 6
Last Class Day	Friday, May 7
Evaluation Week	Monday-Friday May 10 - May 14
Commencement	Sunday, May 16
Memorial Day	Monday, May 31 (college closed)
Grades Out By	Friday, May 28

Session 1 Courses	January 19 - March 12
Session 2 Courses	March 15 - May 7

Alternate week and graduate courses begin on Monday, January 11. Due to a Monday holiday during the semester, specific dates for alternate week courses are:

Monday, January 11 through Sunday, January 17
Monday, January 25 through Sunday January 31
Monday, February 8 through Sunday, February 14
Monday, February 22 through Sunday, February 28
Monday, March 8 through Sunday, March 14
Monday, March 22 through Sunday, March 28
Tuesday, April 6 through Monday, April 12

Monday, April 19 through Sunday, April 25
Monday, May 3 through Sunday, May 9

COLLEGE OVERVIEW

MISSION AND SPONSORSHIP

MISSION STATEMENT

Edgewood College, rooted in the Dominican tradition, engages students within a community of learners committed to building a just and compassionate world. The College educates students for meaningful personal and professional lives of ethical leadership, service, and a lifelong search for truth.

IDENTITY STATEMENT

Sponsored by the Sinsinawa Dominicans, Edgewood College is a community of learners that affirms both its Catholic heritage and its respect for other religious traditions. The liberal arts are the foundation of all our curricular offerings in the humanities, arts, sciences, and professional programs. Committed to excellence in teaching and learning, we seek to develop intellect, spirit, imagination, and heart. We welcome women and men who reflect the rich diversity of the world's cultures and perspectives. We foster open, caring, thoughtful engagement with one another and an enduring commitment to service, all in an educational community that seeks truth, compassion, justice and partnership.

VISION STATEMENT

To be a college of choice where students are transformed within a highly engaged, integrated learning community committed to personal fulfillment and the common good.

SINSINAWA SPONSORSHIP

The Sinsinawa Dominican Congregation of Catholic Sisters, founded in 1847, has throughout its history engaged in an on-going commitment to sponsored ministries in an effort to further its mission. In each of their sponsored institutions, the Sinsinawa Dominicans, in partnership with administrators, faculty, staff, board members and friends, seek to influence the ongoing development of each unique ministry. Sinsinawa Dominican Sisters serve on the faculty and staff at Edgewood College.

The elected leaders of the Sinsinawa Dominicans are responsible for representing the mission of the Congregation to each institution. These elected leaders along with their General Finance Officer, form the Corporate Members. The Corporate Members are empowered to:

- Create, amend and restate the Articles of Incorporation and Bylaws.
- Approve the mission.
- Assess the implementation of the mission.
- Approve appointment of members to the Board of Trustees.
- Approve acquisition, purchase, sale of the assets of the corporation.
- Approve dissolution, consolidation or liquidation of the corporation.

ABOUT THE COLLEGE

The main campus of Edgewood College is located on Lake Wingra in Madison, the capital city of Wisconsin. The college offers roughly forty majors and as many minors; the most popular are nursing, education, and business. The undergraduate programs are organized into five schools: School of Arts and Sciences, School of Business, School of Education, School of Integrative Studies and the School of Nursing. The overall college enrollment is about 2,400 students.

Edgewood offers its campus residents a variety of living accommodations in residence halls and apartments. Student services include academic advising, counseling, the availability of a spiritual counselor, financial aid, career planning and placement, health services, recreational facilities, athletic and fine art events, and social activities. Edgewood College and the University of Wisconsin-Madison offer a collaborative program that allows for course opportunities and shared use of libraries. The college offers personalized educational services and close interaction of students, faculty and staff.

Edgewood's Graduate and Professional Studies Program (GAPS) has its home at the Deming Way campus on the far west side of Madison. The college shares the Monroe Street campus with the Edgewood Grade School and High School.

BOARD OF TRUSTEES

The college is governed by a Board of Trustees composed of members of the Sinsinawa Dominican Congregation and laypersons, with faculty and alumni representatives. Students, faculty, and administrators serve in an advisory capacity on the various subcommittees of the Board.

OFFICERS

Steven B. Mixtacki (Chair), *Senior Vice President, American TV & Appliance*

Phillip R. Certain (Vice Chair), *Dean Emeritus, College of Letters & Science, University of Wisconsin-Madison*

Rock Flowers (Treasurer), *President, The Edwin F. & Janet L. Bryant Foundation, Inc.*

Phil Blake (Secretary), *Former Publisher, Wisconsin State Journal; Partner, Wisconsin Investment Partners*

TRUSTEES

Diane Kay Ballweg, *President, Endres Foundation; Aviation Instructor, Edgewood High School*

James Barr, *Former CEO, TDS*

LaMarr Q. Billups, *Sr. Vice President, Georgetown University.*

Robert R. Birkhauser, *President, Aegis Tools International, Inc.*

Daniel J. Carey, *President, Edgewood College*

Jane Coleman, *Former President, Madison Community Foundation*

Catherine Coyle, *active community volunteer; parent of Edgewood College student; Community Member*

Jerry C. Curren, *Former CEO, Burkhalter Travel*

Barbara Dannhausen, OP, *Ex-Officio, Sinsinawa Dominican Representative, Office of Mission Effectiveness*

Rita Claire Dorner, O.P., *Sinsinawa Dominican Representative*

Julie Dunbar, *Music Department, Edgewood College*

DeEtte Beilfuss Eager, *Board of Directors, Madison Symphony Orchestra; Community Member*

David J. Hanson, *Attorney/Partner, Michael Best & Friedrich*

Esther Heffernan, OP, *Professor, Social Science Department, Edgewood College*

Mary Lawson, *Potter Lawson (Retired)*

Ann McCullough, OP, *Director, Development & Communication, The Sinsinawa Dominicans*

Milton McPike, *Former Madison East High School Principal*

Mike Morey, *President, Oakbrook Corporation*

Gary L. Schaefer, *Regional Chairman, Associated Bank - South Central Region*

Joan Schilling, *Chair, Undergraduate Psychology Dept., Edgewood College*

Deborah Schwartz, *President, Caritas Foundation*

Mary Ellyn Sensenbrenner, *Attorney; Board of Directors, Modern Art of Madison*

Shelly Stayer, *Johnsonville Products, Fond du Lac*

Kathleen E. Woit, *President, Madison Community Foundation*

DEGREES AWARDED

Associate of Arts, Bachelor of Arts, Bachelor of Business Administration, Bachelor of Science, Master in Business Administration, Master of Arts in Education, Master of Arts in Religious Studies, Master of Science in Nursing, Master of Science in Marriage and Family Therapy, Doctor of Education.

PHILOSOPHY OF THE CURRICULUM

Edgewood is a Catholic liberal arts college founded on the 900-year Dominican tradition of educating through Study, Contemplation and Action. The college's Dominican Catholic tradition fosters a value-oriented education for lifelong personal development and growth for responsible citizenship in the global community. Recognizing our place in the global community, we are committed to education that leads students to understanding and respect. Out of these traditions and aims, we require a General Education curriculum that consists of coursework in Foundations of Communications, Foundations of Human Learning and Human Issues Study, in addition to scholarship in a chosen area of study. Through the curriculum, students are encouraged to situate their education, whether in the humanities or a professional program, within a broad context of human intellectual inquiry and responsibility.

NONDISCRIMINATION ON THE BASIS OF DISABILITY

It shall be the policy of Edgewood College to ensure that no qualified person shall, solely by reason of disability, be excluded from participation in, or be denied benefits of, any

program or activity operated by Edgewood College.

It is the responsibility of the student seeking services to provide all necessary information and documentation of special requirements for assistance well in advance of actual need for those services. It is recommended that all information be submitted 30 days prior to the beginning of a semester. Requests for some services such as alternative textbook formats and sensory impairment accommodations may require more notice. Services for students with disabilities are coordinated through Learning Support Services.

SERVICES FOR STUDENTS WITH DISABILITIES

In compliance with federal law, the college provides services for students with documented disabilities. Interested students should contact the Coordinator of Disability Services to determine what assistance is available. It is recommended that all information, including disability documentation, be submitted at least 30 days prior to the beginning of the semester for which services are being requested. Requests for some services, such as alternative textbook formats and sensory impairment accommodations, may require more notice. Detailed information may be found at the Learning Support Services website at http://edgenet.edgewood.edu/lss/disability_services.htm

DIVERSITY STATEMENT

Edgewood College welcomes to its learning community women and men of diverse backgrounds, religious affiliations, ethnic and racial identifications, and sexual orientations.

EQUAL OPPORTUNITY EMPLOYMENT STATEMENT

It is the basic policy of Edgewood College, in accordance with its long-term commitment to the principles of social justice, to administer its employment practices – including those pertaining to recruitment, hiring, transfers, promotions, tuition remission, compensation, benefits and terminations – in a non-discriminatory manner, without regard to race, religion, color, age, sex, sexual orientation, national origin, handicap/disability, or any other basis prohibited by applicable federal, state or local fair employment laws or regulations.

AFFIRMATIVE ACTION STATEMENT

Edgewood College respects the dignity and gifts of each person. We strive to create environments in which the value of diversity is understood, practiced, and embraced by our faculty, staff, and students. Diversity encompasses race, color, ethnicity, national origin, religion, gender, age, sexual orientation, disability, and veteran status. In order to foster diversity, we commit ourselves not only to Equal Employment Opportunity, but also to Affirmative Action through special efforts to search for qualified faculty, staff, and students from diverse backgrounds. We believe that taking affirmative action will advance our goal of social and economic justice for all people. It will empower those of diverse heritages and backgrounds to share their unique contributions and, thus, further the mission of Edgewood College.

DIRECTORY OF COLLEGE OFFICES AND SERVICES

For current and detailed information about these campus offices and services, visit the online sites.

Academic Dean's Office

Academic policies and procedures
(608) 663-2200

Admissions

Admission of students, visits and campus tours
(608) 663-2294
admissions@edgewood.edu

Athletics

Intercollegiate and intramural sports
(608) 663-3249

Bookstore

Textbooks, supplies and Edgewood College insignia merchandise
(608) 663-2213
www.edgewood.bkstr.com

Business Office

Billing, payment of tuition and room and board fees
(608) 663-2203

Campus Assistance Center

General campus information, staff and faculty directory assistance
(608) 663-4861

Center for Multi-cultural Education

(608) 663-2224

Dean of Students Office

Student life, policies and activities
(608) 663-2212

Development and Public Relations

News and publications, special events, fundraising and college advancement
(608) 663-2851

Dominican Mission

Liaison with Dominican and Sinsinawa communities; Dominican life on campus
(608) 663-3388

Financial Aid

Scholarships, loans, grants and work opportunities

(608) 663-2206

financialaid@edgewood.edu

Graduate and Professional Studies (GPS) Office

Returning Adult Accelerated Program (608) 663-4248
and Graduate programs (608) 663-3297

Learning Support Services

Tutoring, Writing Center, Math/Science Lab, disability services for students
(608) 663-2281

Oscar Rennebohm Library

(608) 663-3278

<http://library.edgewood.edu>

Registrar

Registration, transcript requests and degree audits
(608) 663-2202

Residence Life

Residence hall accommodations
(608) 663-3228

Student Life and Student Development

Campus services and resources for students, organizations and clubs, student activities

Student Resource Center

Career and personal counseling services, new student advising, learning support services,
disability services
(608) 663-2281

Technology Assistance Center

Computer services, computer labs, multi-media services for classrooms
(608) 663-6900

William H. Young Center for Global Education

Information about study abroad and international initiatives
608 663-2277

For a more detailed directory of campus offices and services, go to the Edgewood College
website directory at www.edgewood.edu.

Address inquiries to:

EDGEWOOD COLLEGE

1000 Edgewood College Drive
Madison, WI 53711- 1997
Telephone (608) 663-4861
Fax (608) 663-3291

Admissions Policies and Procedures

Consideration for Admission

Edgewood College seeks to enroll students who are prepared to have a successful college experience. Grades from high school or previous colleges, test scores, course content, and life experiences may be considered in making an admission decision. Priority admission deadlines are established each semester.

Check www.edgewood.edu/students/deadlines.htm, or contact the Office of Admissions for deadlines. Note that admission to the college neither guarantees nor implies course availability. Applying early is encouraged as course selection becomes limited and extra fees may be incurred near the deadline. Shortly after an applicant's file has been completed, the applicant will be notified in writing regarding admission to the college.

For questions about admission, contact the Office of Admissions at:

(608) 663-2294

(800) 444-4861 x2294

admissions@edgewood.edu

www.edgewood.edu

Transcripts should be sent in a sealed envelope from the issuing institution to the following address. Failure to submit transcripts from all previous institutions attended may be cause for denial of admission or dismissal.

**Office of Admissions
1000 Edgewood College Dr.
Madison, WI 53711-1997**

Admission of First-Time Students

Applicants must submit the following to the Office of Admissions:

1. The Application for Undergraduate Admission, fully completed and signed by the applicant.
2. A high school transcript, sent directly from the high school. This transcript should include a list of courses, a statement of rank in class, and a cumulative grade point average.
3. Official ACT or SAT scores, sent directly from ACT, the College Board (SAT), or as part of a high school transcript. Students who have been out of high school for more than one year are not required to submit ACT or SAT scores.
4. GED scores and a transcript from the last high school attended are required for students who did not graduate from a high school.
5. A non-refundable application fee of \$25.

Once these credentials have been submitted, they become the property of Edgewood College and cannot be released for any reason.

Candidates for admission to Edgewood College are expected to present a 2.5 (on a 4.0 scale) cumulative high school grade point average, rank in the upper half of their graduating high school class, and a composite score of 18 ACT or 850 SAT (Combined Critical Reading

and Mathematics). Students who have completed the HSED or GED are expected to present a minimum composite score of 2740 or the equivalent. There may be additional entrance requirements for certain majors (e.g., Nursing). Contact the Office of Admissions for details.

Candidates will also present at least sixteen units of high school study, twelve of which should be chosen from among the following fields: Natural Science, Speech, Social Science, English, Foreign Language, History, Religious Studies (one unit only), and Mathematics. Two years of the same foreign language in grades 9-12 with grades of C or better are also recommended; if not completed in high school, the equivalent will be required at Edgewood.

First-time students who do not meet direct admission requirements may be invited to apply for conditional admission. A personal essay, letters of recommendation, and an on-campus interview may be requested by the Office of Admissions to supplement the student's application for admission to the college.

After admission, students must complete the following steps:

1. Remit a \$100 tuition deposit by May 1. The fee is non-refundable.
2. Attend one Advising/Registration day during the spring or summer prior to the start of the Fall semester.
3. Prior to the start of classes, submit final high school transcripts, including the student's date of high school graduation.

Admission of Transfer Students

Applicants must submit the following to the Office of Admissions:

1. The Application for Undergraduate Admission, fully completed and signed by the applicant.
2. Official transcripts from each college or university attended. Transcripts must be sent directly from the previous institution to the Office of Admissions. Failure to provide transcripts from all institutions attended may be cause for withdrawal from the college.
3. A high school transcript, sent directly from the high school to the Office of Admissions. This transcript should include a list of courses, a statement of rank in class and a cumulative grade point average. Transfer students who have been out of high school less than one year and who have not taken the ACT test may be required to take an ACT at Edgewood.
4. GED scores and transcripts from the last high school attended are required for students who did not graduate from a high school.
5. A non-refundable application fee of \$25.

Students are expected to present a minimum cumulative college grade point average of 2.0 (on a 4.0 scale) in 12 academic-level credits from an accredited institution. Students who do not meet a 12 credit minimum will be reviewed based on their high school standing as well. Students suspended or dismissed from a previous college must serve the terms of the suspension or dismissal from the issuing institution prior to being considered for admission to Edgewood College. After that time, the student may be required to submit additional materials (personal statement, letters of recommendation) for review by the Admissions Committee.

Transfer of Credits

1. An official evaluation of credits is completed after the student is admitted to the college.
2. Courses in which a student receives a “D” grade or lower do not transfer.
3. Any transfer student who has not fulfilled Edgewood’s English composition and mathematics requirements must take placement tests upon entry.
4. A maximum of 60 semester hours can be transferred from all junior colleges or two-year campuses attended.
5. Students who receive an Associate of Arts and Science Degree in Liberal Studies from one of the University of Wisconsin Colleges or who have received an Associate of Arts or Science Degree from Madison Area Technical College will be considered to have fulfilled all of Edgewood College’s General Education requirements except Foreign Language, Religious Studies, Human Issues, and computer proficiency. This policy does not apply to students who were enrolled at Edgewood College prior to attending these institutions or who start taking courses at Edgewood College prior to finishing their Associate Degree.
6. Courses that are repeated are counted only once in total credits earned. If a student repeats a course at Edgewood which was previously accepted for credit at the time of transfer, the transferred credits will be removed from the student’s record.
7. To earn a degree, a minimum of 32 semester hours must be earned at Edgewood College, including required work in the major. Each department determines the number of credits that must be earned at Edgewood by those who apply for advanced study in that department.
8. Some departments have admission requirements beyond those needed for general admission. See requirements for individual schools and departments.
9. All records of transcripts received by the college become the property of the college and will not be released to the student, nor will copies be made.
10. Failure to submit complete and official copies of all previous academic credentials constitutes academic misrepresentation and will cause an offer of admission to be revoked

Admission of Re-Entry Students

Guidelines for students wishing to re-enter Edgewood College include the following:

1. Students in good standing who have not attended other institutions since last attending Edgewood College must contact the Office of Admissions (either in person or by telephone) to complete a Re-entry form.
2. Any student who has attended another institution since last attending Edgewood College must submit official transcripts from each institution in addition to completing (either in person or by telephone) the Re-entry form. Re-entry students must continue to meet admission requirements in order to re-enter.
3. Students dismissed from Edgewood College who wish to return must follow the eligibility requirements specified in the [ACADEMIC STANDING](#) section of the catalogue. Students must also meet the terms outlined in his/her dismissal letter prior to being considered for re-entry to Edgewood College. Students may be asked to submit an essay, transcripts of recent college work, and two letters of recommendation, in addition to completing the Re-entry form. The student’s application will be considered by the Admissions Committee.
4. Initial matriculation carries a five-year statute of limitations. If a student re-enters after an absence of five or more years, he or she will be responsible for completing all requirements in the catalogue in effect at the time of re-entry.

Admission of International Students

International students seeking admission to Edgewood College for the first time must submit the following, in addition to the information necessary for domestic first-time and transfer students:

1. Official copies of high/secondary school and all college/university transcripts and certified translations into English of all transcripts not originally in English.
2. For non-native speakers of English, verification of English proficiency through one of three ways:
 - a. TOEFL of 71 internet-based; 197 computer-based; 525 paper-based.
 - b. Letter of recommendation from an ESL school recognized by Edgewood College.
 - c. Successful completion of at least 12 credits of college-level academic work at another college or university in the United States.
3. Transfer students must submit their transcripts to an educational credential evaluation service recognized by the college for a course-by-course review so that credit transfer may be determined.
4. Verification of ability to pay for the cost of attendance (both direct costs, such as tuition, fees, and books and indirect costs like insurance, transportation, etc.). This figure is determined annually. Ability to pay can be documented through a combination of assets and income.
5. If educational expenses will be paid by a sponsor, a notarized affidavit of support signed by that sponsor is required.
6. Applications will not be considered after July 15 for the start of the Fall semester or November 15 for the Spring. All priority admission deadlines also apply to international students. Applicants are encouraged to apply as soon as possible, as it may take weeks or months after the issuance of the I-20 form to receive a visa.

General admissions deadlines apply to students who do not need I-20 forms (i.e., they are here on another visa, are permanent residents, etc.)

Admission of Post-Baccalaureate Students

Students who have earned a Bachelor's degree and who wish to be admitted to Edgewood College to work toward teacher certification or to earn a second major or second baccalaureate degree must apply under this status. To apply, a student must submit:

1. The Application for Undergraduate Admission, fully completed and signed by the applicant.
2. Official transcripts from each college or university attended, showing the degree earned. Transcripts must be sent directly from the previous institution to the Office of Admissions.
3. Students seeking a second baccalaureate degree must submit an official high school transcript.
4. A non-refundable application fee of \$25.

Admission of Students Not Seeking A Degree

Students may be admitted to Edgewood College to take courses without pursuing a degree. Priority is given to degree-seeking students; admission and course availability for non-degree-seeking students will be determined by overall institutional enrollment on a semester by semester basis. Note that instructor approval to take a specific course does not

constitute permission to enroll in courses at the college and will not influence a student's admission to the college. Students may be admitted as:

Limited status – students may take a maximum of two undergraduate courses. Such students must submit the Application for Undergraduate Admission, the \$25 non-refundable application fee, and must meet with an admissions counselor to determine eligibility for this status. No transcripts are necessary for Limited Status students.

Non-degree – students may take an unlimited number of courses for college credit. Such students must submit the Application for Undergraduate Admission, the \$25 non-refundable application fee, and must submit one official transcript from a previously attended high school or college.

High school students – may enroll at the college by completing the Application for Undergraduate Admission and by submitting the \$25 non-refundable application fee and their most recent high school transcript. Students must carry a minimum of a 3.0 (on a 4.0 scale) high school grade point average in order to be considered for admission, and may take a maximum of two courses per semester. Students must reapply each semester to be eligible for early admission programs.

Auditing Courses

Students who wish to audit courses (and participate without receiving credit) are required to complete the Auditor Application and Registration form available in the Undergraduate Admissions Office. Priority is given to degree-seeking students; admission and course availability for auditing students will be determined by overall institutional enrollment semester by semester. Instructor approval is required to audit a course; however, instructor approval to take a specific course does not constitute permission to enroll in courses at the college and will not influence a student's admission to the college.

Admission of Graduate Students

Students interested in taking graduate level courses at Edgewood College should consult the Graduate Catalogue regarding admission to the following programs: Master in Business Administration, Master of Arts in Education, Master of Science in Marriage and Family Therapy, Master of Science in Nursing, Master of Arts in Religious Studies, and Doctor of Education. For additional information, contact the Office of Graduate and Professional Studies at 608-663-4243, 800-444-4861 or gps@edgewood.edu.

Campus Visits

Many students find that a visit to campus is helpful in the admissions process. The Admissions Office is open Monday–Friday, 8:00 a.m.–5:00 p.m. and some Saturdays.

Appointments with admissions counselors are available during those hours, and evening appointments are available by request.

Tuition and Fees

The information presented here is valid at the time of publication, but may be subject to change. Inquire at the Business Office for current information or see the current Timetable online on EdgeReg at <http://edgereg.edgewood.edu>.

UNDERGRADUATE TUITION AND FEES

Application Fee.....	\$25
Matriculation Fee, payable upon entrance.....	10
Tuition for full-time students, per year.....	20,040
Tuition for full-time (12-17 credits students, per semester*.....	10,020
Each additional credit over 17 per semester.....	630
Tuition for part-time students, per credit hour.....	630
Non-Credit Attendance Fee for part-time students (per course).....	630
Auditing Fee for part-time students (per credit).....	75
Nursing clinical surcharge, per clinical course.....	630
Graduate, Alumni and Senior Citizens over 62 (per credit).....	25
Science Lab Fee (per course).....	55

Books are not included in college fees.

*** In an academic year, a student who is full-time for two semesters is permitted to take a maximum of 34 credits during Fall, Spring and Winterim of that year.**

GRADUATE TUITION AND FEES

Application Fee.....	\$ 25
Tuition per credit.....	655
Non-Credit Attendance Fee.....	655

ANNUAL ROOM AND BOARD FEES

- Marie Stephen Reges “Stevie” Hall (triple room and board)...\$6692
- Dominican Hall (double room and board) ...\$6872 - \$7,184
- Regina Hall and Marshall Hall (single room and board)...\$6,570
- Weber Hall two-student apartment, per student (apartment only)...\$4,832
- Rosewood and Siena (room/apartment only)...\$3,390 - \$3,470

All students must pay tuition, room and board and fees or sign a payment plan agreement on or before the final payment day, as listed in the current Timetable.

A service charge of 1% per month, or 12% per year, will be imposed on any unpaid balance remaining 30 days after Final Payment Deadline. This service charge rate is subject to change.

No student will be allowed to register unless all bills from the previous semester have been paid. No transcripts or degrees will be issued until all financial obligations have been met.

Student accounts that are placed with a collection agency or attorney for collection are subject to additional charges equal to the cost of the collection, including collection agency and attorney fees and court costs incurred.

SPECIAL SERVICES FEES

Reinstatement Fee.....	\$50
Transcript Fee.....	3
Proficiency Test (fee must be taken prior to taking the exam).....	50
Credit Award Fee:	
40% of the prevailing per credit tuition fee, less the fee paid for the test.	
Credit for Prior Learning Workshop Fee.....	50
Late Payment Fee.....	50

PRIVATE MUSIC LESSON FEES

A student may take private or class lessons for credit or for no credit with the additional lesson fee as follows:

Fourteen forty-five minute private lessons in piano or voice...\$601

Private lessons taken for credit are also subject to a charge of \$601 per credit.

INSTITUTIONAL REFUNDS

No refund is given for unauthorized withdrawal. Students are billed and graded for courses unless an official withdrawal is filed in the Registrar's Office. Refer to the Timetable for specific deadline dates for withdrawals. Refund of tuition will be granted on the following scale:

For withdrawal within the first week:	100%
For withdrawal within the second week:	80%
For withdrawal within the third week:	60%
For withdrawal within the fourth week:	40%
For withdrawal within the fifth week:	20%
For withdrawal after the fifth week:	NO REFUND

If a student living in residence withdraws from the college, he/she is entitled to a refund for the amount paid for board for the period beginning Monday of the week following official withdrawal and ending on the date to which advance payment has been made. This will be a prorated refund based on the number of weeks that board is available for the year. Room fees are not refundable.

INSURANCE

The insurance policies of Edgewood College do not provide for care, custody or control of personal property of the students while on our premises. Therefore, recovery losses cannot be made from the college or its insurers.

FINANCIAL AID

Financing a college education is an important investment that requires many resources. The Financial Aid office offers assistance to students by outlining various financial resources available and guiding students through the application process. Office staff is available throughout the year to assist students with their needs.

Financial Aid consists of

- Scholarships based on merit (academic, talent, special skill).
- Grants based on need, as determined by a student's aid application.
- Student Employment that allows students work and earn money to help pay for school.
- Loan money that is often repaid after school at a low interest rate.

Student Eligibility

In order to receive aid from the student aid programs described in this section, students must:

1. Be fully admitted to a "degree" or "certification" program.
2. Register for a minimum of six (6) credits if an undergraduate or post baccalaureate, four (4) if a graduate student.
3. Maintain satisfactory academic progress as described later in this section.
4. Be a U.S. citizen or permanent resident of the U.S. and/or its territories (eligible non-citizens will be asked to provide proof of residency).
5. Must not have been recently convicted under federal or state law of sale or possession of drugs.

Applying for Financial Aid

In order to apply for aid at Edgewood, students must complete a Free Application for Federal Student Aid (FAFSA). Applying early is the key to maximizing the number of aid programs for which students will be considered. The college's priority filing date is March 1.

Applying for aid and completing the Free Application for Federal Student Aid (FAFSA) is fast, easy and costs nothing at www.fafsa.ed.gov. Students should use the following information to apply, then print the confirmation page and completed application for their records.

- Edgewood's Title IV school code is 003848
- Prior year Federal taxes and W2 forms for both student and parent, if applicable
- Visit www.pin.ed.gov to apply for student and parent PINs to electronically sign the FAFSA

Student may also contact the Financial Aid office for assistance or to set up an appointment to complete the FAFSA.

Information reported to FAFSA is applied to a formula established by the U.S. Congress. The formula determines the Expected Family Contribution (EFC). This is a figure that assists in determining which type and how much financial aid a student may qualify for.

The Financial Aid office first calculates the estimated cost of attending Edgewood for an academic year. This amount includes tuition, fees, books, room, transportation, and any other miscellaneous personal expenses a student may incur. The EFC is then subtracted from the cost of attendance. If there is anything left over, the student has financial need.

The Financial Aid office puts together a financial aid package that comes as close as possible to meeting the student's need. However, because funds are limited, the amount awarded may fall short of the amount of need demonstrated.

An award letter is sent to students indicating the types and amounts of aid, how it will be disbursed, and any other conditions of the award. To indicate acceptance and to assure the availability of the awards offered, students must sign the award letter and return it by the specified date.

Verification

Some students may be randomly selected for a process called "verification" by the federal processing agency or by the Financial Aid office. This requires the submission of prior year federal taxes and W2 forms for the student and parent (if applicable) along with a verification worksheet. These must be submitted before any financial aid can be released. Timelines for submitting required documentation will be included. Failure to provide the material may jeopardize further eligibility. If no changes in aid occur after this process is completed, students can expect the same aid they were originally offered. If changes result, the office will submit corrections to the FAFSA processing center which will result in a new Student Aid Report (SAR) and possibly a revised award letter.

Federal and State Grants

Academic Competitiveness Grant (ACG)

Awarded to full-time undergraduates in their first or second year of study, who are US citizens and eligible for the Federal Pell Grant, and who have successfully completed a rigorous high school program, as determined by the state or local education agency and recognized by the Secretary of Education.

Bureau of Indian Affairs (BIA) and The State Indian Grant Program

Provides state and federal grant funds for American Indians. Application must be made through the BIA office. State Indian Grant Funds are available to Wisconsin residents who are at least 25% Native American. Awards are based on financial need and eligibility cannot exceed ten semesters.

Department of Vocational Rehabilitation (DVR)

DVR provides state grant funds for undergraduate students who have financial need and have some type of physical, psychological or emotional disadvantage that impedes the student from obtaining a degree. The student must contact the local DVR office to apply. The student is then assigned a DVR counselor and must maintain close contact with the counselor throughout the student's academic career.

Federal Pell Grant

A federal Pell Grant does not get repaid. This grant is awarded only to undergraduate students who have not yet earned a Bachelor's degree. Students do not need to be full-time to qualify; less than half-time students can qualify. Students must complete a Free Application for Student Financial Aid (FAFSA) to be considered for a Pell Grant and must reapply each academic year.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Awarded to students who show exceptional financial need, with priority given to Pell Grant recipients who have not yet completed a Bachelor's or first degree. Funds for this program are allocated to the college on a limited basis. Students should apply early for consideration.

Military Programs

The U.S. Armed Forces and Veterans Administration offer financial aid opportunities through grants and loans. For more information, contact a local recruiting office, the Wisconsin National Guard, or Department of Veterans Affairs. Information is also available at www.gibill.va.gov.

National Science and Mathematics Access to Retain Talent Grant (SMART Grant)

Available during the third and fourth years of undergraduate study to full-time students who are eligible for the Federal Pell Grant and who are majoring in physical, life or computer sciences, mathematics, technology or engineering or a foreign language determined critical to national security.

Wisconsin Tuition Grant (WTG)

Grant assistance for eligible Wisconsin resident undergraduates based on enrollment status and financial need. Award amounts vary annually and eligibility cannot exceed ten semesters. Apply early for consideration.

Wisconsin Talent Incentive Program (TIP)

A State of Wisconsin grant for low-income students and/or students who traditionally might not attend college. Students must be freshmen to receive the grant initially and must be enrolled consecutive terms and continue to show financial need for renewal consideration. Eligibility cannot exceed ten semesters.

Wisconsin Minority Student Grant

A State of Wisconsin grant for African American, American Indian, Latino/Latina, or Southeast Asian from Laos, Cambodia, or Vietnam admitted to the U.S. after December 31, 1975 who are sophomores, juniors and seniors and who demonstrate financial need. Edgewood receives an allocation annually from the Higher Education Aids Board. Funds are limited each academic year and eligibility cannot exceed eight semesters.

Wisconsin Hearing & Visually Handicapped Student Grant Program

Provides funding for undergraduate Wisconsin residents who show financial need and have a severe or profound hearing or visual impairment. Eligibility cannot exceed ten semesters.

Edgewood College Scholarships and Grants

The following awards for first-time freshmen and transfers do not require repayment. They are based on full-time continuous enrollment beginning with matriculation.

First-Time Full-Time Freshmen Awards

Alumni Scholarship

Awarded to students whose parents or grandparents are Edgewood College alumni.

Community Scholars Award

Qualified first-time freshmen for this award will be academically motivated Dane County residents who demonstrate financial need. Students with a strong interest in serving the civic needs of Dane County during college and after graduation are encouraged to apply. For consideration, the Community Scholars Award application must be completed by March 1.

Cor ad Cor Award

Qualified first-time freshmen students for this award will demonstrate the potential for success given unique backgrounds or life experiences. This award is not based on ACT scores or high school GPA. For consideration, the *Cor Ad Cor* application must be completed by March 1.

Dominican Scholarship

Awarded to first-time freshmen for academic achievement based on a combination of high school grade point average and ACT score. The average grade point for recipients is a 3.7 with an average ACT score of 25.

Ethnic Studies Award

Awarded to students who plan to pursue a minor in Ethnic Studies.

Founders Scholarship

Awarded to first-time freshmen for academic achievement based on a combination of high school grade point average and ACT score. The average grade point for recipients is a 3.4 with an average ACT score of 23.

Heritage Scholarship

Awarded to first-time freshmen for academic achievement based on a combination of high school grade point average and ACT score. The average grade point for recipients is a 3.0 with an average ACT score of 20.

Mazzuchelli Award

Awarded to students who are actively developing their spiritual life and plan to participate in college ministry opportunities through Edgewood College. Students who have a record of noteworthy participation and service within a religious congregation or faith-based organization are encouraged to apply.

Presidential Scholarship

Edgewood's most prestigious academic scholarship for first-time freshmen based on a combination of high school grade point average and ACT score. The average grade point for recipients is a 3.85 with an average ACT score of 27.

Voyager Scholarship

Awarded to first-time out-of-state freshmen who qualify for the Presidential or Dominican Scholarships.

Full-Time Transfer Student Awards

Transfer Scholarship

Awarded to students with a transfer GPA of at least a 3.0 and a minimum of 15 transferable credits, this scholarship is based on full-time continuous enrollment.

First-Time Full-Time Freshmen and Transfer Student Awards

Designated Scholarships

The college awards various named and endowed scholarships in addition to other aid to help offset students' financial need. These awards may also be based on talent, religious preference, unique backgrounds or extracurricular involvement. Students will be automatically considered for these awards when they apply for financial aid.

Edgewood Grant

An institutional grant with preference given to students with financial need.

Fine Arts Grants: Art, Music, Theatre, Creative Writing, Foreign Language

For talented first-time freshmen and transfer students who are interested in music, art, theatre, foreign language or creative writing and who continue participation in these areas. To access all forms and criteria, students should go to:

www.edgewood.edu/financial/freshman/finearts/.

Loan Programs

Federal Family Education Loan (FFEL) Program

Includes the Federal Stafford Loan (subsidized and unsubsidized) and the Federal PLUS (Parent Loan to Undergraduate Students). The source of funds for these programs is from banks, credit unions, and other similar types of lending institutions.

Lenders send the borrower's loan funds directly to the Edgewood College Business office. Net loan proceed amounts are credited to the student's account. If total financial aid exceeds charges, excess funds are returned to the student in the form of a refund. This refund is available as indicated in the semester Timetable.

First-time Federal Stafford borrowers must complete a Master Promissory Note (MPN) and participate in a loan entrance counseling session prior to receiving the first disbursement of their loan proceeds. This can be done in person or online at www.edgewood.edu/financial. All students are limited in the total amount they can borrow from the Federal Stafford Loan Program during their undergraduate and graduate academic careers.

Maximum annual amounts that may be borrowed beginning July 1, 2007 are:

Annual Maximums	Freshman	Sophomore	Junior/ Senior	Graduate
Credit Levels	0-27 credits	28-59 credits	60+ credits	
Stafford Subsidized/ Unsubsidized for Dependent Students	\$3,500	\$4,500	\$5,500	\$8,500

Additional Unsubsidized for Independent Students	\$4,000	\$4,000	\$5,000	\$12,000
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Aggregate loan limits are:

Aggregate Borrowing Amounts		
Dependent	Independent	Graduate
\$23,000	\$46,000	\$138,500

The graduate aggregate amount includes Stafford Loans received for undergraduate study.

Interest Rates

Annual interest rates are set each July 1 for subsidized and unsubsidized loans.

Origination Fees

Lenders are authorized to charge borrowers an up-front origination and guarantee fee of up to 4%. These fees are deducted from each disbursement of the student's or parent's loan.

Repayment

Repayment with interest begins six (6) months after graduation or termination of enrollment status of at least a half-time basis. Students may be allowed up to ten years to repay based upon the amount they have borrowed. Students are eligible for deferment of repayment under specified conditions.

Federal Plus Parent Loan

This loan is available for the parents of dependent undergraduate students. Parents may borrow the difference of the student's cost of attendance less financial aid. Lenders require that parents meet "credit-worthiness" standards. Beginning July 1, 2006 the fixed annual rate is 8.5% for PLUS loans. The length of repayment is ten years. The minimum monthly repayment is \$50, beginning 60 days after the second disbursement of funds is applied to the student's account. In certain exceptional circumstances, payments may be postponed while the student is enrolled. Contact the lender for further details.

Graduate Plus Loan

This loan is available for graduate students. They may borrow the difference of their cost of attendance less financial aid. Lenders require that students meet "credit-worthiness" standards. Beginning July 1, 2006 the fixed annual rate is 8.5% for PLUS loans. The length of repayment is ten years. The minimum monthly repayment is \$50, beginning 60 days after the second disbursement of funds is applied to the student's account. In certain exceptional circumstances, payments may be postponed while the student is enrolled. Contact the lender for further details.

Alternative Student Loan Programs

Several private lenders offer alternative student loans. To obtain information regarding lenders, terms and amounts available, students should go to

<http://www.edgewood.edu/financial/freshman/loans/alternative.htm> or contact the Financial Aid office.

Louis Gartner Loans

Based on student need and administered by Edgewood College, these loans are provided to nursing majors for up to \$1,000 per year at 5% interest.

Bing Crosby Loan

A limited fund providing loans of \$500 or less for students who have financial need. Interest charged is 3.0%. Edgewood College administers this loan program.

Student Employment

A variety of student employment positions, mostly on campus, are available to students. Preference in awarding these positions is given to full-time students who demonstrate financial need. Students are limited to earning the amount listed on their financial aid award and are paid monthly. A limited number of positions are available to domestic and international students who have not applied for or are not eligible for financial aid. Students are responsible for finding their job placements on campus. Information about available positions can be found at <http://www.edgewood.edu/financial/studentemployment/>.

Outside Sources

Students are encouraged to research the possibilities of outside scholarship funds in their local communities or with employers. Public libraries offer books listing private scholarship possibilities. Some sources of outside scholarship funding opportunities can be found at <http://edgenet.edgewood.edu/scholarships/>

Study Abroad

Edgewood students participating in a study abroad program are eligible for financial aid, regardless of whether the program is required for the student's program of study. The type of aid available varies depending upon the program. A consortium agreement may be required. Students should contact the Financial Aid office to discuss their individual circumstances and options.

Leave of Absence Policy

A student with financial aid may take a leave of absence from Edgewood College for not more than a total of 180 days in any 12-month period. Students must complete a written request and submit it to the Office of Financial Aid. Requests must be approved by the Director of Financial Aid. Leaves of absence will not be treated as a withdrawal by the Financial Aid office and no return of Title IV funds will be calculated. If the student does not return within the expiration of the leave, Edgewood will calculate the amount of Title IV grant and loan assistance that is to be returned according to the Higher Education Act, 34 CFR 668.22 (j)(1) (ii).

Financial Aid Refund Policy

The Financial Aid Refund policy was developed in accordance with the 1998 Reauthorization of the Higher Education Amendments. This is a separate policy from the tuition refund policy and schedule of the Business office.

If a student withdraws from school on or before 60% of the semester is completed, a percentage of federal financial aid funds received by the student shall be returned by Edgewood, and possibly the student. The following formula will be used in determining the amount to be returned:

$$\begin{array}{r} \text{Total Title IV aid disbursed} \\ \text{(including aid that could have been disbursed)} \\ - \text{Earned Aid*} \\ \hline = \text{Aid that must be returned} \end{array}$$

*[*Title IV Aid Received (excluding Work-Study) X % of Semester Attended = Earned Aid]*

At the time of withdrawal, the college returns the financial aid funds it is required to return. In certain situations, a student may be asked to repay financial aid funds they received that semester as a result of a previous credit balance. A copy of the college's Return of Title IV Funds policy is available from the Financial Aid office.

If a student unofficially withdraws, simply stops attending class or earns no credits, the return-of-funds rules apply and aid is sent back to the appropriate program. Often the semester midpoint will be used as the last day of attendance unless otherwise documented.

Other Financial Aid Policies

Errors and inconsistencies in the documents provided to the Financial Aid office may require further clarification. False claims of independent student status, citizenship, false identities, forgery of signatures or certifications and false income statements will be referred to the Office of the Inspector General of the U.S. Department of Education.

Changes to federal, state, or Edgewood College policies, as well as unintended errors, subject all financial aid information to modification without notice. Edgewood College reserves the right to change any provisions or requirement at any time.

Satisfactory Academic Progress (SAP)

All financial aid recipients are required to meet the satisfactory academic progress standards established by Edgewood College, per federal regulations, as follows. This policy is monitored each term and is separate from Edgewood's academic standing policy.

1. Students must meet the minimum credit requirement on which their aid was initially based.
2. Students must meet the minimum *cumulative* grade point average of 2.0.

Additionally, students may not exceed the maximum length of time to receive aid. Federal regulations set the maximum time a student may take to complete his/her

educational program at 150% of the published length of the educational program. Transfer credits from other colleges or universities are counted as attempted hours.

I received financial aid as a...	I must successfully complete... (per semester)*
Full-time undergraduate (12 or more credits)	12 credits
Full-time graduate (9 or more credits)	9 credits
3/4 time-undergraduate (9-11 credits)	9 credits
1/2 time-undergraduate (6-8 credits)	6 credits
1/2 time-graduate (4-8 credits)	4 credits

*Successful completion of credits: Grades of A through D or P (Pass) are considered to be successful completion. Any other grade is not considered a successful completion. Taking an Incomplete (I) is not considered successful completion; however, if a student successfully completes the course by the end of the following term and earns a passing grade, he or she may notify the Financial Aid Office for reevaluation.

At the end of each term, the Financial Aid office reviews how many credits students successfully completed. This number is compared to the credit enrollment on which the aid was based (e.g., full- time, half-time). If a student meets the minimum credit and GPA requirement, the student is making satisfactory academic progress. If the student does not meet the satisfactory academic progress criteria, the following actions will be taken:

- **Probation:** The first time a student does not meet satisfactory academic progress, the student is placed on financial aid probation but will continue to be eligible for aid.
- **Termination:** The second time a student does not meet satisfactory academic progress, the student's eligibility for financial aid is discontinued.

Students who are unable to meet satisfactory academic progress due to unusual circumstances may submit a letter of appeal to the Financial Aid Office requesting that their aid be reinstated. Contact the office for details or see the website

http://www.edgewood.edu/financial/current/academic_progress.htm.

Students may also choose to enroll in a minimum of 6 credits at their own expense and earn a cumulative GPA of at least 2.0 to have their financial aid reinstated.

ACADEMIC INFORMATION

Academic Policies

ACADEMIC ADVISING

Advising is an integral part of academic life at Edgewood College. From the time students are admitted to Edgewood, they work with their academic advisor to clarify their life/career goals and to develop their educational plans for the realization of these goals.

Most academic advisors are faculty members, usually associated with a student's chosen major. Some of the schools have professional advisors. In order to register for classes, students must meet with their academic advisor and are encouraged to confer with their advisor regularly to ensure they are progressing smoothly through their academic program.

Advising is coordinated by the Office of the Academic Dean. Students may contact that office with questions they may have regarding advising. Online resources may be found at the Virtual Advising Center, edgenet.edgewood.edu/advising.

Although advisors assist students, students are fully responsible for knowing and fulfilling the specific requirements in their major and for graduation, and for the academic policies in this catalogue.

ACADEMIC HONESTY POLICY

As members of a scholarly community dedicated to healthy intellectual development, students and faculty at Edgewood College are expected to share the responsibility for maintaining high standards of honesty and integrity in their academic work. Each student should reflect this sense of responsibility toward the community by submitting work that is a product of his or her own effort in a particular course, unless the instructor has directed otherwise. In order to clarify and emphasize its standards for academic honesty, the college has adopted this policy.

The following are examples of violations of standards for academic honesty and are subject to academic sanctions: cheating on exams; submitting collaborative work as one's own; falsifying records, achievements, field or laboratory data, or other course work; stealing examinations or course materials; submitting work previously submitted in another course, unless specifically approved by the present instructor; falsifying documents or signing an instructor's or administrator's name to any document or form; plagiarism; or aiding another student in any of the above actions.

Plagiarism, which is defined as the deliberate use of another's ideas or words as if they were one's own, can take many forms, from the egregious to the mild. Instances most commonly seen in written work by students in order from most to least serious are:

- Borrowing, buying or stealing a paper from elsewhere; lending or selling a paper for another's use as his or her own; using printed material written by someone else as one's own

- Getting so much help on a paper from someone else, including a college tutor, that the student writer can no longer legitimately claim authorship
- Intentionally using source material improperly, e.g., neither citing nor using quotation marks on borrowed material; supplying an in-text citation but failing to enclose quoted material within quotation marks; leaving paraphrased material too close to the original version; failing to append a works-cited page when sources have been used
- Unintentional misuse of borrowed sources through ignorance or carelessness

Sanctions recommended for dishonesty are an “F” on the assignment and/or an “F” in the course. More serious violations may be referred to the Academic Dean’s Office for appropriate action.

ACADEMIC SUPPORT PROGRAM

Freshmen admitted conditionally to the college are required to participate in a program that offers study skills assistance, special courses and mentoring by college staff during their first year. The College Transition Program is coordinated by the Academic Dean’s Office, Admissions, and Learning Support Services.

ADMINISTRATIVE WITHDRAWAL

Edgewood College reserves the right to withdraw any student from classes at any time during the semester or term for reasons such as (but not limited to):

- Disruptive behavior in the classroom that interferes with the learning of other students
- Lack of course prerequisite(s)
- Lack of instructor, advisor, or departmental approval for a course
- Academic dishonesty

Once registered, the student retains responsibility and financial liability for all enrolled courses. Tuition refunds will not be granted when students are withdrawn by the institution for cause.

ATTENDANCE

Individual instructors set attendance policies for their classes. Responsibility for attending class is placed upon the student in the context of learning and academic achievement. Students are responsible for work missed due to absence. Students who miss class are encouraged to discuss their absence with their instructors, preferably before the absence occurs. When an emergency arises that will result in prolonged absence, the Academic Dean’s Office will notify the student’s instructors, if the student explains the reason for the absence and requests that instructors be informed.

Non-attendance does not constitute official withdrawal. See [CHANGE OF SCHEDULE](#) and [WITHDRAWAL FROM COLLEGE](#) information in this section for withdrawal policies. **A student who is not attending a class for which he or she is registered, and who has not officially withdrawn from the class by the tenth week of the semester, will receive a grade of “F” for the class.**

FERPA

The Family Educational Rights and Privacy Act (FERPA) of 1974, also known as the Buckley Amendment, provides that students have the right to see their official academic records (accessibility) and to determine who will see their records (confidentiality). Detailed information on the provisions of the Act and its applications are included in the Student Handbook.

PRE-COLLEGE SKILL DEVELOPMENT COURSES

Students whose placement scores indicate a deficiency in writing or mathematics that could jeopardize their future success are required to take appropriate skill-development courses. Students must take their English course during their first semester, assuming the course is open, and are required to take their pre-college math course during their first year at Edgewood College. Credit toward graduation is not given for these courses; however, credits do count toward full-time status in the semester in which they are taken.

Registration Policies and Procedures

REGISTRATION

Registration means enrolling in courses for a specific semester or term. The Timetable of courses offered is published twice a year in April and November and may also be accessed online on EdgeReg at edgereg.edgewood.edu. It includes specific information for registration. The majority of students register online using EdgeReg to select courses. Current students are expected to register in the announced registration periods called Priority Registration. Students are given priority in registration according to their classification and total number of credits earned.

CHANGE OF SCHEDULE: ADDING OR DROPPING

Any change in schedule (course add, course drop, or credit change) should be discussed with the student's academic advisor. A student may add courses through the first week of the semester. Add/drop deadlines for Session, Winterim and Summer courses are indicated in the Timetable and on EdgeReg. The student is responsible for dropping or adding courses officially by appropriate deadlines indicated in the current Timetable.

Course drops are not permitted after the fifth week of a session course or after the tenth week of a semester course. Students who are dropping all their courses or their only course must use a Term Withdrawal form. Students are fully responsible for submitting forms to the Registrar by the appropriate deadlines.

PAYMENT OF FEES

Payment of fees or fee arrangements must be made prior to the start of classes each term. Refer to the Timetable or EdgeReg for specific deadlines. Students who have not made fee payments or fee arrangements by the stated deadline in the current Timetable will be withdrawn. There is a \$50 fee to be reinstated. The fee for reinstatement after the semester or term ends is \$150.

FAILURE TO REGISTER

Students may not attend courses for which they are not registered. The last day to add or register for a course is the end of the first week of classes in a semester. Session, Summer and Winterim add deadlines appear in the Timetable. A student who attends a class for which he or she is not registered and has not paid tuition will not be allowed to add the course after the first week of classes or at a later date.

WITHDRAWAL FROM COLLEGE

A student who wishes to withdraw from the college during the semester (i.e., drop all courses), must submit a completed and signed Term Withdrawal form to the Registrar's Office. Failure to meet the drop deadline can result in grades of "F" and/or financial consequences. Non-attendance does not constitute withdrawal; failure to withdraw officially will result in liability for all tuition and fees and grades of "F" for each course enrollment. See the refund policy under [TUITION AND FEE INFORMATION](#).

CREDIT LOADS

Full-time students carry a load of 12 to 17 semester hours each semester. Semester loads exceeding 18 hours are rare and should be considered carefully. Semester loads over 18 credits must be approved by the Academic Dean's Office. In order to graduate in four years, students must earn an average of at least 15 credits per semester. Actual credit loads may vary depending upon the major. See tuition for overloads under [TUITION AND FEE INFORMATION](#).

CLASSIFICATION OF STUDENTS

Students are classified according to the number of credits they have earned. Those who meet the entrance requirements are classified as freshmen. Students with 28 semester-hours of credit are classified as sophomores; those with 60 semester-hours are classified as juniors; those with 90 semester-hours are classified as seniors. A student who does not wish to enroll as a candidate for a degree at Edgewood College or does not meet the admission requirements is classified as a Limited or Non-Degree student.

COURSE FREQUENCY

Frequency of course offerings (every semester, every year, in alternate years, or occasionally) is determined by the relevance of courses to programs and by student need, interest, and enrollment. Academic departments usually develop a two-year course rotation to assist students with program planning. The college reserves the right to cancel a course for lack of adequate enrollment or other reasons. Individual course frequency is listed in the course descriptions for each academic department.

COURSE NUMBERING SYSTEM

Below 100	Pre-college courses do not fulfill degree requirements
100-299	Introductory Courses
300-399	Intermediate Courses
400-499	Advanced Courses
500-800	Graduate Courses
F1-F8	Foundations of Human Learning courses

AUDITING A COURSE

Full-time students may attend a non-credit course or audit a credit course with no additional tuition charge. Persons other than full-time students who attend or audit a course will be charged the current per-hour audit fee, except graduates of Edgewood College and senior citizens over the age of 60, who will be charged a discounted audit fee.

Permission to audit requires consent of the instructor. Audit status permits the person to attend the class but does not authorize participation in class discussion or evaluation by the instructor. Explicit consent of the instructor is required for active participation in the class. Audit students are admitted on a space-available basis.

This policy applies only to courses other than laboratory and nursing clinical courses and not to special programs, workshops, institutes, etc. The college reserves the right to withdraw permission to attend or to audit, and to refund the audit fee, if the circumstances in a particular course should make such withdrawal and refund advisable.

TRANSFER CREDITS

Edgewood College accepts academic credit from recognized regionally accredited post-secondary institutions.

Courses with grades of "D" or lower do not transfer (this includes grades of D+). Courses taken as Pass/Fail or "for credit only" do not transfer without official documentation from the institution verifying that the grade is equivalent to a "C" or better.

A maximum of 60 credits may be transferred from all combined coursework earned at two-year institutions, including two-year UW college campuses and UW Extension coursework.

The Registrar's Office determines acceptability of courses for transfer and fulfillment of General Education requirements in accordance with policies of the Undergraduate Curriculum Committee and the Faculty Association. Academic departments determine whether transferred courses fulfill requirements in the major or minor.

Current Edgewood students must receive prior approval to enroll at another institution for the purposes of transferring courses back to Edgewood by submitting a Request for Transfer form to the Office of the Registrar.

The general residency requirement is that a minimum of 32 semester credits must be earned at Edgewood College, including required work in the major. Each academic department determines the number of Edgewood credits that must be earned in the major or minor.

International students or students who have studied abroad must submit a report from a foreign credential evaluation service in order for courses taken abroad to transfer. Contact the Office of the Registrar for information.

Courses that are repeated are counted only once in total credits earned. If a student repeats a course at Edgewood that was previously transferred from another institution, the transferred credits will be removed from the student's record.

Transferred courses are not included in the Edgewood College grade point average calculation; however, they are included in the calculation for graduation honors.

TRANSCRIPTS

A transcript of credits is an official document issued by the Registrar's Office. Requests for Edgewood College transcripts must be in writing, including the student's signature, or on a Transcript Request form. The fee is \$3.00, which must accompany the request. No request will be honored if any outstanding financial obligations to the college have not been met. There is a three- to ten-day processing period for transcript requests.

Edgewood College does not issue transcripts or copies of records on file from other institutions. All transcripts received by Edgewood College become the property of the college and cannot be released to the student. Students may review their transcripts from other institutions in the Registrar's Office during regular office hours.

REGISTRAR'S OFFICE FORMS

Forms mentioned in the above sections may be obtained at the Office of the Registrar, or online at www.edgewood.edu/registrar/forms.htm.

Grading System

LETTER GRADES

The quality of a student's work is expressed in grades and grade points. The scale is:

A	Excellent	4.0 grade points/semester hour
AB		3.5 grade points/semester hour
B	Good	3.0 grade points/semester hour
BC		2.5 grade points/semester hour
C	Satisfactory	2.0 grade points/semester hour
CD		1.5 grade points/semester hour
D	Poor	1.0 grade points/semester hour
F	Failure	0.0 grade points/semester hour
F*	Failure in Pass/Fail course	
P	Pass in a Pass/Fail course (equivalent of D or better)	
I	Incomplete (a temporary grade; must be changed to a letter grade)	
NR	Not reported by instructor	

CALCULATION OF GRADE POINT AVERAGE

The grade point average (GPA) is calculated by dividing the total number of grade points by the total number of attempted credits. Pass/Fail, pre-college, transfer and audit grades are not included in the Edgewood GPA. However, the Edgewood GPA and the GPA of transferred credits are used in the calculation of graduation honors. See [GRADUATION HONORS](#) for information on how graduation honors are calculated.

PASS/FAIL GRADING

Juniors and seniors with a 2.50 cumulative GPA may carry an average of one course each semester on a pass/fail basis. However, Foundations requirements must be taken for letter grades. Courses in the Human Issues Program may be taken on a pass/fail basis by any student. Major and minor departments must authorize pass/fail courses taken within the major/minor. Signed pass/fail Option forms must be submitted within two weeks from the first class meeting. Deadlines vary for Summer and Winterim; consult the current Timetable. Pass/fail grades, because they do not have grade points, do not affect the GPA of a student. The pass/fail option, once taken, may not be revoked at a later time for a letter grade.

INCOMPLETE GRADES

The grade of "Incomplete" will be given only for reasons of health or other serious emergencies and when arrangements have been made in advance with the instructor. A Request for Incomplete form must be completed and signed by both the student and the instructor and filed with the Registrar's Office by the appropriate deadline. It is the student's responsibility to contact the instructor in this matter. A student who has not completed all requirements for a course by the time of the final grading period and who does not have a serious reason, and has not made arrangements with the instructor to receive an "Incomplete" must be graded on the basis of the work submitted up to the time of the grading period.

"Incomplete" is a temporary grade and must be removed ten weeks after the semester or term in which the grade of "Incomplete" was given. If the work is not made up within the specified time, whether or not the student continues at the college, the grade becomes an "F."

UNREPORTED GRADE ("NR")

A grade of "NR," indicating "not reported," is given by the Office of the Registrar when an instructor has not submitted a grade for a student. The "NR" will lapse to a grade of "F" if the Registrar's Office has not received a grade from the instructor two weeks after the end of the semester or term in which the "NR" was received.

GRADE REPORTS

Grade reports are sent to students at their designated mailing addresses at the close of each term. Final grades are also posted on EdgeReg under "My Grades." If the student has not met his/her financial and library obligations to the college or his/her credentials are not on file, this report is withheld.

Freshmen are provided with mid-semester grades in Fall and Spring to better assess their academic progress; sophomores receive mid-semester grades in the Fall. Students who are doing less than average work at the midpoint of the course may be notified and asked to

arrange a conference with their advisor, instructor and/or Learning Support Services staff. Mid-semester grades do not go on a student's permanent record.

APPEAL OF GRADES AND GRADE CHANGES

Student appeals regarding grades and other course-related concerns must be made to the department in which the concern arises, according to the following procedure. The student should first discuss the matter with the instructor. If a resolution cannot be reached, the student should contact the department chair, who may initiate the department's appeal procedures. If a resolution is not reached, the Academic Dean's Office should be contacted. Grades may be changed within one year of the end of the course. No grade appeals or grade changes will be accepted after one year.

REPEATING A COURSE

Most courses may not be repeated for additional credit. A student may choose to repeat a course in order to improve a poor or failing grade. Both grades earned are included in the GPA calculation, but the credits are earned only once, provided at least one of the courses has a passing grade. Both courses and grades will appear on the transcript in the terms they were taken and the repeated course will be noted as "R" (repeated). In some courses, where the content changes from one term to another, it may be possible to earn credits more than once. Some examples include: Independent Study courses, selected Workshops and Internships, and Special Topics courses. Contact the Registrar's Office for specific information.

DEAN'S LIST

Full-time students who earn a cumulative GPA of 3.75 or higher are eligible for the Dean's List after completing 24 semester hours of study at Edgewood College. Such students must be in good academic standing and have no grades of "Incomplete" or "NR." Grades from transfer credits are not calculated in the cumulative GPA. Dean's List may be awarded retroactively.

SEMESTER HONORS

Semester Honors is awarded to students who carry at least 12 graded credits (excluding Pass/Fail courses and pre-college courses) and earn a semester GPA of at least 3.50 with no grades of "I," "NR," "F," or "F*." Semester Honors may be awarded retroactively.

Academic Standing

Good Academic Standing

To be in good academic standing, a student must have a cumulative GPA of at least 2.00 with no grades of "Incomplete." The GPA is based on all courses attempted on a graded basis except Pass/Fail courses and pre-college courses. A student's academic standing is noted on the term grade report and on his or her official record. It is not calculated for Winterim.

Warned: Incomplete

This standing is given whenever a student has received one or more grades of "Incomplete." This is a temporary status and will change to the appropriate academic standing when the "Incomplete" is removed and the GPA is re-calculated.

Probation

A student will be placed on probation if the cumulative GPA is less than 2.00. Students on probation are required to meet with Learning Support Services staff for an assessment and information about academic support services. While on probation, a student who takes an "Incomplete" in any course may not register for the following semester. Students have only one term on probation in which to raise their cumulative GPA to at least a 2.0 and return to good academic standing. A student who does not raise his or her GPA in that one term is dismissed (see below).

Dismissal

A student will be dismissed from the college if the cumulative GPA is less than 2.00 for two successive terms, including Summer Session (but excluding Winterim), with a minimum of 12 cumulative credits attempted overall.

Students dismissed from the college may re-apply after attending another institution and demonstrating academic success in at least 12 credits of college-transferable courses. The application is reviewed by the Admissions Committee.

Satisfactory Academic Progress

A full-time student is making satisfactory academic progress if he or she earns a minimum of 12 Edgewood credits each semester in Fall and Spring, and is in good academic standing (a cumulative GPA of 2.0 or higher) for each term he/she enrolls, including Fall, Spring, and Summer. Pre-college courses, while they do not count in credit earned, count toward the computation of full-time status for satisfactory progress in the semester they are taken.

Other Study Opportunities

COLLABORATIVE PROGRAM WITH THE UNIVERSITY OF WISCONSIN

In order to supplement the instructional resources of Edgewood College and provide expanded opportunities to students, the University of Wisconsin-Madison and Edgewood College have an agreement by which Edgewood students may take courses at UW-Madison and have these courses and grades appear on their official Edgewood record and included in the Edgewood GPA. Students' Edgewood tuition payment covers the cost of the courses. The Collaborative Program is offered during the Fall and Spring semesters only; Winterim and Summer Session are not included.

The Collaborative Program is open to full-time degree-seeking students who have completed at least one semester at Edgewood College, are in good academic standing, and have satisfied all financial obligations to the college. Students may take one course at UW-Madison each semester, not to exceed five credits and not offered at Edgewood in the same semester. A course may not be repeated. Courses must be approved prior to enrollment and be applicable to the student's Edgewood College degree.

The Collaborative Program application form may be obtained from the Registrar's Office; deadlines for applying are August 1 for the Fall semester and December 15 for the Spring semester. **Approval to participate in the program does not guarantee enrollment, which is subject to available space in the course, according to UW's policies.** As part of the application process, students also apply to the UW Guest and Special Student program and follow UW registration procedures. Fees are deferred to Edgewood when students register at UW.

In order to withdraw from a course, in addition to officially dropping the course at UW, the student must officially drop the course at the Office of the Registrar at Edgewood College in accordance with published procedures and deadlines.

CREDIT FOR PRIOR LEARNING

The college offers several ways of obtaining credit for prior college-level learning, as described below. All credit for prior learning for General Education requirements must be completed before the semester in which the student graduates. This includes proficiency exams, nationally standardized exams and portfolios.

Credits earned through Credit for Prior Learning (CPL) or proficiency exams are not considered residence credits and may not be used in fulfillment of the 32-credit residency requirement. Contact the Credit for Prior Learning Office for more information.

Advanced Placement and International Baccalaureate Examinations

A high school senior who has completed one or more Advanced Placement (AP) or International Baccalaureate (IB) courses in high school and has taken the corresponding exams is encouraged to forward the results of the tests to the Academic Dean's Office. Edgewood College grants college credit to students who have successfully completed AP and IB exams.

Nationally Standardized Examinations

- The College-Level Examination Program (CLEP) of the College Board
- Excelsior Examinations
- Defense Activity for Non-Traditional Education Support (DANTES)

The college policy for awarding credit on the basis of these examinations varies and is based on national recommendations. For specific information, contact the Coordinator of the Credit for Prior Learning Program.

Edgewood College Examination Program

- Proficiency examinations for Foundations of Communications requirements: college writing, speech, college algebra, critical thinking
- Departmental and other instructional unit examinations for specific courses

For information on Edgewood examinations, contact the Academic Dean's Office. Proficiency exams may not be taken in a student's final semester.

Credit for Prior Learning Portfolio Program

Edgewood College also offers a Credit for Prior Learning Portfolio Program to supplement the other alternative routes to credit.

Adults who have been out of school for several years have often achieved college-level learning through experiences in business, industry, volunteer work, or self-directed study. The Credit for Prior Learning Program provides a means of awarding credit for such learning if it matches actual courses the college offers.

With special CPL workshop assistance (taken on a Pass/Fail basis), candidates prepare a portfolio that describes, documents, and discusses the candidates' prior learning as related

to the course for which the student wished to earn credit. The portfolio is used as part of the assessment process in awarding credit.

Any student enrolled at Edgewood College may apply. Awards of credit become part of the student's permanent record after the student has completed at least one semester of full-time study or 16 semester hours of part-time study at Edgewood College.

Armed Services and Organization-Sponsored Learning

Courses taken in the Armed Services and other non-collegiate organizations may be recognized for credit at Edgewood College when they are related to college programs and are listed in the American Council on Education's national guides. All of these are general elective credits toward the degree.

Credits for Non-Native Speakers of English

Non-native speakers of English may earn proficiency credit in their first language for courses offered at the 400-level in literature and culture. Ordinarily, the Foreign Language Department will request a portfolio for evaluation. Students who wish to earn credit in languages not taught at Edgewood may do so depending on the availability of a qualified individual to assess proficiency. Contact the Office of the Academic Dean to initiate the process. Students may not earn retroactive credit for high school courses in their native language or for the study of English.

Retroactive Credit for Foreign Language Learning

Edgewood College's Department of Foreign Language offers the opportunity for students to receive credit toward the degree for high school courses in foreign languages (see [FOREIGN LANGUAGE DEPARTMENT](#)).

GRADUATE COURSES

Undergraduate students at the college may enroll in graduate courses under the following conditions:

1. The student has a cumulative GPA of 2.75 on a 4.0 scale.
2. The student holds junior or senior status as an undergraduate.
3. The student has completed all prerequisites for the graduate course.
4. The student has completed Eng 110 and COMMS 101, or their equivalents.
5. The student has the consent of the instructor in the graduate course (for MFT courses, the consent of the director of the Marriage and Family Therapy program).
6. There is space available in the course after all graduate registrants for the course have been accommodated.
7. The student's credit load does not exceed 16 credits during the semester of enrollment in the graduate course.

Undergraduate students wishing to take a graduate course must submit a completed Request to Take Graduate Course form to the Registrar. If a graduate course is taken for undergraduate credit, the student may not later use this course to meet the credit, residency, or GPA requirement for the Master's Degree at Edgewood College.

For post-baccalaureate students, conditions #1 and #3 above apply. Conditions #2, #4, #5, #6, and #7 above do not apply. Post-baccalaureate students wishing to take a graduate course must complete a Request to Take Graduate Course form. These graduate credits

may be applied to a graduate degree at Edgewood College. Approval of the respective department is required.

HONORS PROGRAM

The Honors Program is designed to meet the needs of able, motivated students by providing opportunities for intellectual and social development in and out of the classroom. It has as its goals to provide intellectual challenge and stimulation, pushing students beyond their assumed limits; to promote excellence in the classroom through a participatory and interactive environment; an emphasis on challenging material; and an expectation that students are motivated to learn. It is expected that students will take an active role in their intellectual development in Honors courses and outside the classroom.

Requirements of the Honors Program

Students are required to take Honors courses, participate in certain extra-curricular activities and develop their own Honors Scholarship project in their senior year.

Several courses designated "Honors" are offered each semester according to a two-year rotation. These specially-designed and innovative courses fulfill the Foundations of Human Learning degree requirements. Students also participate in one event or activity each semester, such as a cultural event at the Madison Overture Center, a campus speaker, concert or film, or a field trip.

Student who complete the Honors program will have:

- Completed at least five courses designated "Honors."
- Taken an advanced section of ENG 110 College Writing.
- Participated in an approved extra-curricular event during each semester and written a reflective report.
- Completed an Honors Scholarship contract in an upper-level course in their major.
- Maintained a cumulative GPA of at least 3.3.

Admission to Honors

Students interested in the Honors Program should contact the Associate Academic Dean. New freshmen are placed into the program based on these requirements:

1. A minimum high school GPA of 3.5.
2. A minimum ACT composite score of 25.
3. Rank in the top 15% of high school graduating class.

Continuing and transfer students may apply to the program with:

1. An application that includes letters of recommendation from instructors who can assess the student's academic potential.
2. A GPA of at least 3.3.

Benefits of Honors

A student completing the requirements of the Honors Program is designated a "Graduate of the Honors Program" on his or her diploma and transcript. Other benefits include:

- Small courses to facilitate participation and interaction.

- Courses with a focused topic or innovative approach to the material or a specialized reading list.
- Creating bonds with other Honors students.
- Achieving a feeling of pride and accomplishment in rising to academic challenges.
- Expanding one's intellectual horizons.
- Enhancing one's potential for future admission to graduate schools or gaining employment.

INDEPENDENT STUDY

Once students have earned at least 48 credits toward the degree, they are eligible to take an independent study course on a selected topic for which they develop their own curriculum. Such courses are based on individualized and independent learning, and are developed with a directing professor with specific learning goals that include meeting with the professor regularly. They are limited to one course per semester and, in general, may be taken for one to three credits per course. Some schools and departments permit four credits per course.

Foundations requirements may not be fulfilled through independent study. Independent study courses may not be audited. Students must complete an Independent Study form with their directing professor and register for the appropriate Independent Study course within an academic department.

DEGREE REQUIREMENTS

Goals of the Foundations Curriculum

The goal of the college's General Education Foundations curriculum is to educate students in the liberal arts tradition by providing a strong foundation in skills and learning in the disciplines.

Foundations of Communication courses provide students the knowledge and skills to use logic and language effectively. Foundations of Human Learning courses provide students the foundational understanding necessary for the development of literacy and critical ability in the arts, sciences and humanities essential to career advancement, self-knowledge, a sense of personal responsibility and moral direction.

These goals, objectives and requirements were created and approved by the faculty in May of 1994 and revised in December of 2004.

Foundations of Communications

English Composition: to articulate and support clear, intelligent ideas in written essays that demonstrate the student's concern for subject, audience, and purpose.

Mathematics: to acquire the ability to approach problems in a systematic way and to have a basic understanding of mathematical language and ways of thinking.

Speech: to develop an authentic and articulate public voice, i.e., to develop a student's capacity to say what he/she means when speaking in public and to say it cogently, coherently, clearly, intelligibly, and in a manner appropriate to the occasion.

Logic and Critical Thinking: to acquire the ability to clarify ideas, form well-grounded judgments, and unite judgments in an orderly manner, so as to reason to a valid conclusion.

Computer Competency: to provide an understanding of the operation and use of computers and basic information literacy.

Foreign Language: to acquire in a cultural context an introductory knowledge of the structure and vocabulary of a foreign language.

Foundations of Human Learning

F1 Literature: to develop skills of interpretation and critical evaluation of literature and to develop one's ability to experience literature with thoughtful enjoyment.

F2 History and Appreciation of the Fine Arts: to express aesthetic awareness and critical judgments of creative works.

F3 Fine Arts Studio Experience: to enable the student to express personal ideas, thoughts, and feelings in an original and creative manner, to explore a variety of media and to foster perceptual, creative, and aesthetic awareness.

F4 Social Sciences: to gain the ability to search in a disciplined way for answers to questions about human social behavior and societal changes and to examine the link between the individual's experiences and larger social processes and public issues.

F5 Natural Sciences: to see the natural sciences as a human activity that, in part, deals with a variety of problems that societies face when interacting with the environment.

F6 History: to investigate the complexity of the human condition in time, the dynamic and global nature of history and historians' approaches to the past.

F7 Philosophy: to stimulate consideration of the ultimate human questions, such as the nature of the universe, the cause of the universe, the purpose of existence, and the criteria for genuine human living within the context of the search for goodness, truth, beauty, and

happiness.

F8 Religious Studies: to reflect and critically study faith, spirituality, and religious traditions as an integral part of the human experience.

Degree Requirements for the Bachelor of Science Degree

A minimum of 120 credits (several majors may require additional credits), and a minimum cumulative GPA of 2.0 are required. The college residency requirement is 32 credits; departments may specify other residency requirements for their majors and minors.

I. Foundations of Communication

- English Composition
ENG 110 College Writing 4 credits
- Mathematics
MATH 101 or other course* 3 credits
- Speech
COMMS 101 Speech 3 credits
- Critical Thinking
PHIL 101 Logic: The Practice of Critical Thinking 3 credits
- Foreign Language
One foreign language† 6 credits
- Computer competency
As determined by the student's major

* The math requirement may be satisfied by completing one of MATH 101, 111, 112, 122, 131 or 231 with a passing grade, or demonstrating proficiency. The following courses do not satisfy the requirement: MATH 98, 99, 102, 103 or 121. Some majors require students to take a specific Foundations math course. See specific Schools and Departments.

† A student may fulfill the Foundations foreign language requirement with a minimum of two years of the same foreign language in high school (grades 9-12) with a minimum of C (2.0) in each semester. Foreign language taken in seventh or eighth grade is not counted. No credit is awarded for language courses taken in high school, unless the student wishes to earn retroactive credits for high school work. Students for whom English is a second language satisfy this requirement by successful completion of English Composition and an Edgewood F1 literature course (i.e., a literature course taken in English). Contact the Associate Academic Dean for determination of the foreign language requirement for non-native speakers.

II. Foundations of Human Learning

- An F1 course in literature (minimum of 3 credits)
- An F2 course in the history and/or appreciation of one of the following arts: visual art, music, film or theatre (minimum of 3 credits)
- An F3 studio experience in one of the following arts: visual art, creative writing, dance, music or theatre (minimum of 2 credits)
- An F4 course in one of the following social sciences: anthropology, economics, psychology, sociology, political science (minimum of 3 credits)

- An F5 two-semester sequence in one of the natural sciences, including experimental studies (minimum of 6 credits with lab components)
- An F6 course in history (minimum of 3 credits)
- An F7 course in philosophy other than PHIL 101 Logic (minimum of 3 credits)
- An F8 course in religious studies (minimum of 3 credits)

These courses are indicated under course offerings in the catalogue and in each Timetable using the “F” and area numbers 1-8. Approved interdisciplinary studies courses may be substituted for other Foundations courses as noted in the semester Timetable. These courses will be designed to fulfill the objectives of specific Foundations areas.

Acceptance of transfer courses as equivalents in the Foundations curriculum will be based on catalogue descriptions and/or syllabi. It is the responsibility of the transfer student to provide this documentation. Decisions will be made by the Registrar and Associate Academic Dean.

III. Human Issues Study

All degree candidates must complete a minimum of 3 credits in an approved Human Issues Study. See [HUMAN ISSUES](#) for further details.

IV. Major

Students are required to complete all the requirements for a major, as listed in the catalogue under the specific Schools, Departments and Fields of Study

Degree Requirements for the Bachelor of Arts Degree

All degree requirements for the Bachelor of Arts degree are the same as for the Bachelor of Science degree except for the foreign language requirement. The foreign language requirement for a B.A. consists of 16 credits in one language, or 14 in one and 8 in a second. The equivalent of these credits may be earned in high school with a minimum grade of C in both semesters of the final year.

Bachelor of Arts Requirements for Non-Native Speakers of English

1. Previous Education
 - a. The student must have completed three years of high school in which instruction occurred in his or her first language.
 - b. The student must have completed ENG 110 and an F1 literature course (i.e., a literature course taken in English).
 - c. The student must complete a minimum of 32 credits at Edgewood College.
2. For students who did not receive high school instruction in their first language, the college will accept proficiency (through the Academic Dean’s Office) or CLEP exams in place of high school instruction. Then, items b) and c) listed above.
3. Students may complete 16 credits in a language other than their first language or English, or 14 credits in one language and 8 credits in a second.

Degree Requirements for the Associate of Arts Degree

A minimum of 60 credits, to include:

1. Foundations of Communication
Same as for a B.S. except for the computer competency requirement
2. Foundations of Human Learning
Same as for a B.S.
3. Human Issues Study
Same as for a B.S.

Bachelor of Arts/Bachelor of Science Degree Requirement Checklist

For students matriculating in Fall 2005 or later

I. FOUNDATIONS OF COMMUNICATION

___ ENG 110 College Writing

___ MATH 101 OR a college-level algebra, pre-calculus or calculus course

Some majors may have specific math course requirements; check the catalogue

___ COMMS 101 Speech

___ PHIL 101 Logic: The Practice of Critical Thinking

___ Computer Competency (as determined by student's major)

___ Foreign Language (minimum of two semesters of one language)

For a B.S., at least 6 credits in one language; for a B.A., 16 credits in one language, or 14 credits in one and 8 in a second. High school coursework may fulfill the requirement, but credit is not given unless the student wishes to earn retroactive credit.

II. FOUNDATIONS OF HUMAN LEARNING

___ An F1 course in literature. Pre-req is ENG 110

___ An F2 course in the history and appreciation of one of the fine arts: art, music, film or theatre

___ An F3 studio experience course in one of the fine arts: art, dance, music, theatre, creative writing

___ An F4 course in one of the social sciences: anthropology, economics, political science, psychology, sociology

___ An F5 sequence of two courses in one of the natural sciences, including experimental study

___ An F6 course in history

___ An F7 course in philosophy other than PHIL 101 Logic. Pre-req is PHIL 101.

___ An F8 course in religious studies

III. HUMAN ISSUES STUDY

___ Human Issues Seminar(s) (3-4 credits),

OR

___ Independent Study on a Human Issues topic (min. 3 credits)

IV. MAJOR

Students should obtain a checklist of requirements for their major from the specific school or department or go to the [Degree Checklist](#) section of the catalogue.

Also required: A minimum of 120 credits and a cumulative GPA of at least 2.0. Some majors may require more credits and a higher GPA for completion of the degree.

Students are responsible for knowing and fulfilling all the requirements of their degree program

Majors and Minors

Majors and minors may be selected from the following list or the student may design an individualized major or minor. Generally, minors are not required, except for some programs, as described in the section of the catalogue for schools, departments, and fields of study

MAJORS

Accounting	English
Art	English Teaching
Art and Design Teaching	French
Art Therapy	French Teaching
Biology	Graphic Design
Biology Teaching	History
Biology Teaching with Environmental Science	Individualized Major
Broad Field Natural Science	International Relations
Broad Field Science Teaching	Mathematics
Broad Fields Social Studies	Mathematics Teaching
Business	Music
Business Teaching	Music: Business
Business/Computer Information Systems	Music Education
Chemistry	Natural Science and Mathematics with a pre-engineering concentration
Chemistry Teaching	Nursing
Child Life	Political Science
Communication Studies	Psychology
Computer Information Systems	Religious Studies
Computer Science Teaching	Sociology
Criminal Justice	Sociology: Human Services
Cytotechnology	Spanish
Early Childhood: Special Education	Spanish Teaching
Economics	Studies in Education
Elementary Education	Theatre Arts
	Theatre Education

MINORS

Art	History Teaching
Biology	Individualized Minor
Biology Teaching	Mathematics
Business	Mathematics Teaching
Chemistry	Mathematics and Computer Science for Elementary Education
Chemistry Teaching	Music
Communication Studies	Natural Science Teaching
Computer Information Systems	Philosophy
Computer Science	Physics
Computer Science Teaching	Political Science
Early Childhood Education	Psychology
Earth Science	Religious Studies
Economics	Science Education
Elem./Middle School Math	Secondary Education
English	Social Studies Teaching
English/Communication Arts	

English Language Learning
English Teaching
Environmental Studies
Ethnic Studies
French
French for Elementary Education
French Teaching
History

Sociology
Spanish
Spanish for Elementary Education
Spanish Teaching
Theatre Arts
Theatre Education
Women's and Gender Studies

Individualized Majors and Minors

The individualized major and minor offer students an opportunity develop their own program of study combining courses from across the curriculum. The Undergraduate Curriculum Committee (UCC) is authorized to approve individualized majors and minors and determines the number of credits that must be earned at Edgewood College. Students interested in developing an individualized major or minor should contact the Dean of the School of Integrated Studies for the specific guidelines.

The minimum total number of credits for an individualized major is 42. At least 20 credits of an individualized major must be 300 level or above. An individualized minor must include at least 24 credits, of which 12 credits must be 300 level or above.

Additionally, the William H. Young Center for Global Studies offers an individualized major and minor in global studies.

Requirements for Graduation

Candidates for the Associate or Bachelor's degree at Edgewood College must complete one of the degree programs listed above, have a cumulative 2.0 GPA, complete a minimum of 32 credits at Edgewood College, file an Application for a Degree form and an Approval for Graduation form in the Registrar's Office at the beginning of the final semester, and meet all financial obligations to Edgewood College. A student may not graduate with a grade of "Incomplete" on his/her academic record. Degree requirements must be completed within 5 years of a student's last date of attendance at Edgewood. After 5 years, students will be required to fulfill any additional requirements that have been established by the college.

Students who, at the time degrees are awarded, have not completed all requirements, including GPA minimum, an approved Human Issues Study, an Application for Degree form, an Approval for Graduation form and official transcripts of outstanding transfer coursework, will be removed from the graduation list. Students must then submit a new Application for Degree form for their intended date of graduation.

Waiving of Requirements

The requirements for the degree are guidelines that point out standard means toward a liberal education. The Associate Academic Dean has authority to waive any general degree requirement for an individual student when he/she and the student concur in a belief that such a waiver achieves the objectives of a liberal education at Edgewood College, as well as

the requirement in question. Waivers for General Education requirements are extremely rare and requests must be made in writing. Chairpersons of departments or deans of schools may waive any part of the requirements for a major or minor. Waivers or substitutions must be documented on a Special Arrangement form.

Graduation and Commencement

Edgewood College officially awards degrees three times each year, on January 10, May 25 and August 25.

Commencement ceremonies are held in May and December. Students may participate in the May ceremony if they expect to have all requirements completed by May 25, or if they have fewer than two courses outstanding not to exceed 8 credits, and it is anticipated that these requirements will be completed by August 25 (evidence of registration is required). Students may participate in the December ceremony only if they expect to have **all** requirements completed by January 10. Student who complete their degree requirements and do not participate in a Commencement ceremony at that time may participate in the following semester's ceremony.

Graduation Honors

Graduation honors are awarded to students who have demonstrated superior scholarship in all their college coursework.

To be eligible for graduation honors, a student must have earned a minimum of 60 credits (Bachelor's degree) or 48 credits (Associate degree) from Edgewood College at the time of graduation. The GPA calculation for Graduation Honors includes all transfer credits, as well as all credits earned at Edgewood. Graduation honors are not the same as membership in the Honors Program.

Three classes of Latin honors are awarded:

- *Summa cum laude*: cumulative GPA of 3.9
- *Magna cum laude*: cumulative GPA of 3.7
- *Cum laude*: cumulative GPA of 3.5

ART DEPARTMENT

MAJORS

Art
Art and Design Teaching
Art Therapy
Graphic Design

MINOR

Art

MISSION STATEMENT

The mission of the Art Department is to promote and maintain the highest possible degree of quality instruction in art in order to facilitate students' work toward the attainment of their highest potential in the visual arts.

The Art Department offers a program of instruction that includes the study of aesthetics, art criticism, art history, art production, graphic design, art and design teaching, and art therapy. At the core of a liberal arts education, art contributes to the development of creativity, self-expression, human wholeness, and global vision.

ART DEPARTMENT GOALS

The goals of the Art Department are to help students:

1. Demonstrate fluency in the history, theories, principles, and skills of visual art.
2. Articulate how art contributes to the development of intellectual, aesthetic, spiritual and emotional awareness in oneself and others.
3. Develop multicultural awareness and global perspective through the study of historical and contemporary arts.
4. Explore art as a means of communicating with and serving the broader community; explore art-making as a collaborative process.
5. Develop an integrative approach to art in relation to other disciplines.
6. Prepare for a career and/or continued study in the visual arts, including art education, art history, art therapy, graphic design and studio.

POLICIES

It is important for all art majors and minors to begin taking art courses in their first year of study. Students should complete a declaration of major/minor form during their freshman or sophomore year with the assistance of their advisor.

At the end of the sophomore year, each potential or declared major/minor will present a portfolio of their best work from each studio course completed. At this time the student and Art Department faculty will have the opportunity to review the work.

Participation in a senior presentation is a requirement for all majors. Options for senior presentations include: an art exhibition, a slide presentation, or, for graphic design majors, presentation of a professional quality portfolio. During this presentation, the student will arrange a final critique with Art Department faculty.

In the Spring semester, each major/minor is encouraged to participate in the Edgewood College Student Art Exhibit.

Field trips to local and regional art galleries, museums, and artists' studios may be required as partial fulfillment of any particular art course. Studio fees may be required for certain courses to cover basic material expenses.

Auditors are accepted by consent of the instructor into studio art classes.

THE PAINTED FOREST AND ART STUDIO AND STUDY CENTER

In October 2004, the Kohler Foundation, Inc. gifted the Painted Forest historical site in Valton, Wisconsin, with its wall to ceiling murals, to Edgewood College. The college continues the site's role to educate students, artists, researchers, and other visitors, and to preserve this unique Wisconsin "outsider" art treasure for the future. The Edgewood College Art Studio and Study Center is close to the Painted Forest in Valton. Recently constructed by the Kohler Foundation, Inc., it is used for workshops, lectures, exhibits, performances, seminars, retreats, and artist residencies.

ART MAJOR

The art major engages students in a comprehensive two-dimensional and three-dimensional visual art experience. The studio art curriculum involves studio practice, immersion in a broad selection of art history classes and an opportunity to exhibit art work annually in the Edgewood College DeRicci Gallery.

Forty-five credits, to include:

1. Required Courses
 - ART 200F3 Drawing I
 - ART 202 Two-Dimensional Design
 - ART 214 Drawing II
 - ART 216 Three-Dimensional Design
 - ART 150 Computer Graphics
 - ART 464 Art Seminar
2. Two of the following art history courses:
 - ART 124F2 Global Perspectives in the Visual Arts
 - ART 144F2 Art Survey – Ancient to Medieval Art
 - ART 146F2 Art Survey – Renaissance to Impressionism
 - ART 254F2 Modern Art in Europe and the United States
 - ART 264F2 Multicultural Art in the USA
3. One of the following courses:
 - ART 250 Art of Africa, Americas, and Oceania
 - ART 252 History of Women Artists in Europe and North America
 - ART 260 History of Art in North America
 - ART 354 Contemporary Art
 - ART 362 Native American Art
 - ART 364 Selected Topics in Art History
4. Four of the following courses:

- ART 102F3 Watercolor
- ART 205 Painting I or ART 305 Painting
- ART 207 Photography or ART 204 Digital Photography
- ART 208 Advanced Photography
- ART 206 Relief Printing or ART 308 Etching
- ART 312 Figure Drawing
- ART 360 Digital Fine Art

5. The following three courses:

- ART 218 Ceramics I
- ART 316 Sculpture
- ART 318 Ceramics II

6. ART 150 Computer Graphics fulfills the General Education computer competency requirement.

A student majoring in art must complete a minimum of 12 credits in art courses at Edgewood.

ART AND DESIGN TEACHING MAJOR

The teaching major is part of a program leading to a Wisconsin initial educator license to teach at the early childhood through adolescence level (Birth–Age 21).

1. The major requires 63 credits, to include the requirements for an Art major and completion of the Education professional requirements and the licensing sequence for Early Childhood-Adolescence: Regular Education (see [EDUCATION](#)), plus:
 - ART 104F3 Fibers
 - ART 120F3 Video
 - ART 207 Photography I
 - ART 150 Computer Graphics
 - ART 466 Methods of Teaching Art and Design, Early Childhood-Early Adolescence
 - ART 468 Methods of Teaching Art and Design, Early Adolescence-Adolescence
 - ART 150 Computer Graphics fulfills the General Education computer competency requirement.

2. An Art and Design Teaching major student must be admitted to teacher education before being admitted to ART 466 and 468; admission to teacher education is recommended as early as possible.

ART THERAPY MAJOR

The art therapy major includes courses in studio art, art therapy, and psychology, and prepares students for entry into a Master's degree program which leads to credentialing and

licensure as an art therapist/psychotherapist. The Bachelor's degree may lead to art, recreation, and program specialist positions in community settings.

1. Required courses:
 - ART 102F3 Watercolor or ART 305 Painting II
 - ART 200F3 Drawing I
 - ART 202 Two-Dimensional Design
 - ART 205 Painting I
 - ART 216 Three-Dimensional Design
 - ART 218 Ceramics I
 - ART 240 Introduction to Art Therapy
 - ART 316 Sculpture
 - ART 342 Adapted Art Media and Methods
 - ART 344 The History and Foundation of Art Therapy
 - ART 150 Computer Graphics
 - ART 345 Applications of Adapted Art
 - ART 492 Art Therapy Internship
 - PSY 101F4 General Psychology
 - PSY 340 Abnormal Psychology
 - PSY 345 Lifespan Development
 - PSY 380 Introduction to Psychotherapies or PSY 300 Psychology of Personality

2. One of the following art history courses:
 - ART 144F2 Art Survey – Ancient to Medieval Art
 - ART 146F2 Art Survey – Renaissance to Impressionism
 - ART 254F2 Modern Art in Europe and the United States

3. ART 150 Computer Graphics fulfills the General Education computer proficiency requirement.

A student majoring in art therapy must complete at least 12 credits in art and art therapy at Edgewood College.

GRAPHIC DESIGN MAJOR

The graphic design major provides students a strong foundation in basic art and design and gives individual attention to students' development. Students learn a mix of art, design and technical computer skills.

Fifty-one credits, to include:

1. Required courses
 - ART 200F3 Drawing I
 - ART 120F3 Video
 - ART 202 Two-Dimensional Design
 - ART 205 Painting I
 - ART 207 Photography I

- ART 210 Graphic Design
 - ART 214 Drawing II
 - ART 220 Typography
 - ART 310 Advanced Graphic Design
 - ART 312 Figure Drawing
 - ART 150 Computer Graphics
 - ART 450 Advanced Computer Graphics
 - ART 470 Web Media and Design
 - BUS 301 Marketing Principles
 - BUS 433 Advertising and Promotion Strategy
2. Two of the following art history courses:
- ART 124F2 Global Perspectives in the Visual Arts
 - ART 144F2 Art Survey – Ancient to Medieval Art
 - ART 146F2 Art Survey – Renaissance to Impressionism
 - ART 254F2 Modern Art in Europe and the United States
 - ART 264F2 Multicultural Art in USA
3. ART 150 Computer Graphics to fulfill the general education computer proficiency requirement.

Transfer students must complete a minimum of 12 credits in art courses at Edgewood.

Students are encouraged to participate in an internship to gain practical experience.

ART MINOR

Thirty credits, to include:

1. Required courses
- ART 200F3 Drawing I
 - ART 202 Two-Dimensional Design
 - ART 214 Drawing II
 - ART 216 Three-Dimensional Design
2. Two of the following art history courses:
- ART 124F2 Global Perspectives in the Visual Arts
 - ART 144F2 Art Survey – Ancient to Medieval Art
 - ART 146F2 Art Survey – Renaissance to Impressionism
 - ART 254F2 Modern Art in Europe and the United States
 - ART 264F2 Multicultural Art in the USA
3. Two of the following courses:
- ART 102F3 Watercolor
 - ART 205 Painting I or 305 Painting II

- ART 450 Advanced Computer Graphics
 - ART 206 Relief Printmaking or ART 308 Etching
 - ART 207 Photography or 204 Digital Photography
 - ART 208 Advanced Photography
 - ART 312 Figure Drawing
 - ART 360 Digital Fine Art
4. Two of the following courses:
- ART 218 Ceramics I
 - ART 318 Ceramics II
 - ART 316 Sculpture

For the art minor, students must complete a minimum of 9 credits in art courses at Edgewood College.

BROAD FIELDS SOCIAL STUDIES

An interdisciplinary major administered by the History and Social Science Departments

MAJORS

BFSS History Concentration

BFSS History Concentration With Teaching Minor

BFSS Social Science: Economics Concentration

BFSS Social Science: Political Science Concentration

BFSS Social Science: Sociology/Anthropology Concentration

BFSS HISTORY CONCENTRATION

Administered by the History Department

An interdisciplinary major of 54-56 credits in history and the social sciences, to include 34-36 credits in history with 20 credits from at least three of the following social sciences: economics, political science, sociology/anthropology, and psychology. Requirements are:

1. One course in each of these areas: A, B, and C (see [HISTORY](#)).
2. HIST 295 Pro-seminar: Historians, Historiography and Historical Methods
3. HIST 400/401A, B, or C, Selected Issues/Research Paper
4. 10-12 credits of electives which may be chosen from any department that teaches a "history of" course, e.g. history of religion; history of music; history of art, etc.
Confirm with history advisor.
5. Majors must be adept at using a word processing program. They must also be familiar with computer-accessed historical sources. Instruction in researching such sources is begun in HIST 295, and continued in upper division courses. Majors demonstrate proficiency in HIST 401.

Students must earn at least 12 credits in history courses at Edgewood College. At least half of the credits in history should be at the 200 level or above. A minimum cumulative grade point average of 2.75 is required in history courses offered toward the major.

The History Department has identified three broad goals for the student majoring in Broad Fields Social Studies History Concentration that will be assessed on an on-going basis, but particularly in HIST 400/401.

Each successful BFSS-History Concentration major will demonstrate:

1. Competence in research, critical reading of sources, communicating, writing, reasoning and analyzing.
2. The basic skills of the historian, to include historical method and historiography.
3. Competence in historical knowledge, historical periodization and historical geography and the social sciences.

BFSS HISTORY CONCENTRATION WITH TEACHING MINOR

Administered by the History Department

The major is part of a program leading to a Wisconsin initial educator license to teach Social Studies and History at the early adolescence through adolescence level (ages 10-21). Students complete an interdisciplinary major of 58-60 credits with 46-48 in history and 12 in the social sciences distributed as follows:

1. The required courses in history are:
 - o HIST 115 F6 plus one elective from Area A in History (see [HISTORY](#))
 - o HIST 131F6 and HIST 132F6 plus one elective from Area B in History (12 cr)
 - o HIST 111F6 plus one elective from Area C in History
 - o HIST 295 Pro-Seminar
 - o HIST 400/401 A, B, or C Selected Issues/Research Paper
 - o 6-8 credits in electives from any department that offers a “history of” course, e.g. history of religion; history of music; history of art, etc., or HIST 120F6 World Civilization and one 3 or 4 credit course in any department that offers a “history of” course.
 - o Twelve social science credits to include 4 in economics and eight in either sociology, psychology, anthropology or other department approved social science courses. Consult with an advisor.
 - o Post-bacs must complete a 12 credit residency requirement with the History Department. Consult with an advisor.

2. Completion of the Education professional requirements and the licensing requirements for teacher education (See [EDUCATION](#)). A Broad Fields Social Studies - History Major with a teaching minor must be admitted to teacher education before being admitted to HIST 459H; admission to teacher education is recommended as early as possible.

3. To meet Wisconsin Department of Public Instruction licensing requirements, students should take GEOG 265 Environmental Conservation which includes coursework in conservation of natural resources and marketing and consumer cooperatives. Students are advised to check carefully the certification requirements of the state in which they plan to teach.

4. Majors must be adept at using a word processing program. They must also be familiar with computer-accessed historical sources. Instruction in researching such sources is begun in HIST 295, and continued in upper division courses. Majors demonstrate proficiency in HIST 401.

5. At least half of the credits in history should be at the 200-level or above. Post-baccalaureate and undergraduate students must earn at least 12 credits in history at Edgewood College.

6. A minimum cumulative grade point average of 3.0 is required in history and social science courses offered toward the major with at least a 3.5 in the senior seminar.

BFSS SOCIAL SCIENCE: ECONOMICS CONCENTRATION

Administered by the Social Science Department

A Broad Fields Social Studies interdisciplinary major of 56-60 credits in history and the social sciences selected by the student in consultation with a Social Science Department advisor,

to include 28-36 credits in economics and the required social science sequence with supporting courses from at least two of the following disciplines: geography, history, political science, sociology, anthropology.

All students in Broad Fields Social Studies with concentrations in Economics, Political Science or Sociology/Anthropology must complete the 13 credit common interdisciplinary sequence in social science.

Interdisciplinary Sequence in Social Science:

- SS 200 Data Analysis for Social Science
- SS 368 Social Science Research Methods
- SS 369 Social Science Statistics
- SS 484 Senior Social Science Seminar

Required courses:

- The Social Science Interdisciplinary Sequence (13 credits) (see above)
- ECON 255F4 Principles of Macroeconomics
- ECON 256F4 Principles of Microeconomics
- ECON 350 Economics of Labor, Poverty and Income Distribution

BFSS SOCIAL SCIENCE: POLITICAL SCIENCE CONCENTRATION

Administered by the Social Science Department

A Broad Fields Social Studies interdisciplinary major of 56-60 credits in history and the social sciences selected by the student in consultation with a Social Science Department advisor, to include 28-36 credits in political science and the required social science sequence with supporting courses from at least two of the following disciplines: economics, geography, history, and sociology/anthropology.

All students in Broad Fields Social Studies with concentrations in Economics, Political Science or Sociology/Anthropology must complete the 13 credit common interdisciplinary sequence in social science.

Interdisciplinary Sequence in Social Science:

- SS 200 Data Analysis for Social Science
- SS 368 Social Science Research Methods
- SS 369 Social Science Statistics
- SS 484 Senior Social Science Seminar

Required courses:

- The Social Science Interdisciplinary Sequence (13 credits) (see above)
- PS 210 Introduction to International Relations or PS 275 Introduction to Comparative Politics

- PS 301 Political Ideas

BFSS SOCIAL SCIENCE: SOCIOLOGY/ANTHROPOLOGY CONCENTRATION

Administered by the Social Science Department

A Broad Fields Social Studies interdisciplinary major of 56-60 credits in history and the social sciences selected by the student in consultation with a Social Science Department advisor, to include 28-36 credits in sociology and anthropology and the required social science sequence, with supporting courses from at least two of the following disciplines: economics, geography, history, and political science.

All students in Broad Fields Social Studies with concentrations in Economics, Political Science or Sociology/Anthropology must complete the 13 credit common interdisciplinary sequence in social science.

Interdisciplinary Sequence in Social Science:

- SS 200 Data Analysis for Social Science
- SS 368 Social Science Research Methods
- SS 369 Social Science Statistics
- SS 484 Senior Social Science Seminar

Required courses:

- The Social Science Interdisciplinary Sequence (13 credits) (see above)
- SOC 201F4 Introduction to Sociology or ANTH 222F4 Introduction to Cultural Anthropology
- SOC 402 Theories of Society

One course from the following:

- SOC 323 The Family and Society
- SOC 324 Education and Society
- SOC 345 Religion and Society
- SOC 365 Women and Society

One course from the following:

- SOC 322 Class, Social Change and Revolution
- SOC 332 Education and Society
- SOC 349 Social Psychology

BUSINESS

MAJORS

Business with concentrations in Accounting, Finance, Management, Marketing or General Business

Accounting

Business Teaching

Business/Computer Information Systems

MINOR

Business

GRADUATE PROGRAMS

The School of Business offers a Master of Business Administration (MBA), a Master of Accountancy (MS), and a number of graduate certificates. Junior and senior undergraduates may qualify to take a graduate course, although special permission is required. Graduate courses are courses numbered at or above the 500 level; descriptions appear in the Graduate catalogue.

Mission Statement of the School of Business

Changing business through education, one student at a time.

POLICIES

- Eighteen credit rule for all majors: For students earning a major, a minimum of 18 credits in Business courses numbered 300 or above must be earned at Edgewood College.
- Twelve credit rule for the minor: For students earning a minor, a minimum of 12 credits in Business courses must be earned at Edgewood College.
- Business residency rule: Once enrolled at Edgewood College, all coursework to be applied to a Business major or minor must be taken at Edgewood College. Exceptions to this rule will occur only in extreme circumstances and require prior written permission of both the student's academic advisor and the School of Business Dean.
- Prerequisites for courses: All Business courses numbered above 300 have the following prerequisites:
 - ENG 110 College Writing
 - Prior completion of 40 credits (exception: Accounting courses are exempt from the 40 credit prerequisite)

Specific courses have prerequisites that must be satisfied prior to enrollment. See course descriptions in the catalogue.

- During their junior year, students must complete the Declaration of Major form with assistance from their advisor, and submit it to the Registrar.
- Certified Public Accountant (CPA) exam: The requirements to sit for the CPA exam include the completion of 150 credits of college coursework. This requirement may be met one of these ways:

1. Completing both a Bachelors Degree in Accounting and a Master of Science in Accountancy
 2. Completing both a Bachelors Degree in Accounting and a Master of Business Administration
 3. Completing a Bachelors Degree in Accounting and additional coursework.
- o Graduate school: Most graduate programs require a course in business calculus prior to beginning graduate study. It is recommended that students who plan to apply to graduate school take the graduate course BUS 502 Business Analysis in either their junior or senior year. Taking the BUS 502 course as an undergraduate will avoid delaying a graduate program.

BUSINESS MAJOR

The Business major requires completion of two sets of courses:

- I. **Required Courses**
- II. **A Concentration in One Area** (student selected)

I. Required Courses

- CS 150 Introduction to Information Systems
- PHIL 104F7 Ethics
- MATH 121 Statistics
- MATH 122 Finite Mathematics
- ECON 255F4 Principles of Macro-Economics
- ECON 256F4 Principles of Micro-Economics
- BUS 280 Financial Accounting
- BUS 281 Managerial Accounting
- BUS 301 Marketing Principles
- BUS 302 Management of Human Performance
- BUS 303 Corporate Finance
- BUS 304 Law I
- BUS 305 Operations Management
- BUS 306 Professional Communication
- BUS 475 Business Internship
- BUS 498 Business Strategy

Policies for Required Courses:

- MATH 121 and MATH 122 are prerequisites for a number of business courses. Student should consult the catalogue course descriptions
- ECON 255F4 and 256F4 satisfy the Foundations F4 requirement.
- PHIL 104F7 satisfies the Foundations F7 requirement. PHIL 101 Logic is a prerequisite for PHIL 104F7.
- BUS 306 is a prerequisite for BUS 475.
- Freshman and sophomores should focus on completing prerequisites for BUS 301-305, the non-business courses in the Required Courses list and the college's Foundations F1-F8 requirements.

II. Concentration Areas

In addition to completing the required courses, students must complete the courses in one of the following concentration areas: accounting, finance, management, marketing or general business.

Accounting Concentration

The following courses are required:

- BUS 380 Intermediate Accounting I (Fall)
- BUS 381 Intermediate Accounting II (Spring)

Students must take three of the following:

- BUS 385 Cost Accounting (Fall)
- BUS 421 Business Law II (Spring)
- BUS 481 Auditing (Spring)
- BUS 483 Accounting Systems (Fall)
- BUS 485 Income Tax Accounting I (Fall)
- BUS 495 Income Tax Accounting II (Spring)

Finance Concentration

The following courses are required:

- BUS 380 Intermediate Accounting I (Fall)
- BUS 381 Intermediate Accounting II (Spring)
- BUS 411 Topics in Corporate Finance (Spring)
- BUS 412 Investments (Spring)
- BUS 413 International Finance (Fall)

Note: ECON 460 Money, Banking and International Capital Markets, is a recommended elective for the Finance Concentration.

Management Concentration

The following courses are required:

- BUS 340 Management of Organizations (Fall)
- BUS 430 Human Resource Management (Spring)
- BUS 445 Exploring Entrepreneurship (Fall)
- BUS 440 Improving Organizational Effectiveness (Spring)
- BUS 465 Social Responsibility of Business

Marketing Concentration

The following courses are required:

- BUS 431 Marketing Strategy (Fall)
- BUS 432 Consumer Behavior (Spring)
- BUS 433 Advertising and Promotion Strategy (Spring)
- BUS 434 Market Research and Analysis (Fall)
- BUS 435 Professional Selling and Sales Management (Fall)

General Business

In addition to the required courses, students must complete 12 credits of business courses numbered above BUS 306. The course plan must be approved by the student's business advisor.

Sample Four-Year Business Major Course Sequence

	Fall Semester ⁷	Spring Semester ⁷
Freshman	ECON 255F4 or 256F4 MATH 111 (if required) ¹ CS 150 ENG 110 ³ COMMS 101	ECON 256F4 or 255F4 MATH 121 ¹ PHIL 101 ² ENG 110 ³
Sophomore	MATH 122 ¹ BUS 280 PHIL 104F7 ¹	BUS 281 BUS 301 ⁵
Junior	BUS 302 ⁵ BUS 303 ⁵ C1 ⁶	BUS 304 ⁵ BUS 305 ⁵ C2 ⁶ BUS 306 ⁴
Senior	BUS 475 ⁴ C3 ⁶ C4 ⁶	BUS 498 C5 ⁶

Advisory notes for the business major course sequence:

1. MATH 121 and MATH 122 are prerequisites for many required business courses. It is important that they are completed before the end of the sophomore year. MATH 121 has a prerequisite of MATH 101 or 111. MATH 122 has a prerequisite of MATH 111. MATH 122 satisfies the college's Foundations mathematics requirement.
2. PHIL 101 Logic is a prerequisite for PHIL 104F7 Ethics.
3. ENG 110 is the college's Foundations writing requirement and is to be completed prior to the end of the sophomore year.
4. BUS 306 is a prerequisite for BUS 475
5. ENG 110 and the prior completion of 40 credits are prerequisites for BUS 301-306.
6. C1-C5: Concentration area courses generally offered once annually. These courses should be taken in sequence with prerequisite considerations in mind. The rotation may vary within concentrations.
7. General Education requirements not listed on the table that must also be fulfilled:
 - o Foreign Language
 - o Foundations of Human Learning area F1, F2, F3, F5, F6, F8
 - o Human Issues Study

ACCOUNTING MAJOR

Undergraduates have two options for completing a Bachelor's degree in Accounting.

1. Four-year program: students will complete 120 credits, including 24 credits of accounting, 9 credits of finance, and 6 credits of business law. They will still need 30 additional credits to sit for the Certified Public Accounting (CPA) exam.
2. Five-year Program: students will apply to the Graduate School's Master of Science in Accountancy program at the end of their junior year. In their senior year, they will complete the requirements for their Bachelor's degree Accounting and take up to nine credits of graduate work. In their fifth year, they will complete the requirements for the Master of Accountancy degree, and have the 150 credits to sit for the CPA exam.

Undergraduates who take courses in the Graduate Program may count those courses toward their undergraduate degree or their graduate degree, but not both. Students should confer with an accounting advisor.

Advisory notes for the Accounting Majors:

- Students are advised to plan carefully to fulfill all prerequisites for Accounting courses.
- Most accounting courses are offered only once each year. Planning for the completion of these courses is especially important.
- Well-prepared students may complete the Accounting major in 120 credits; others may require more than 120 credits. 150 credits are required to sit for the CPA exam in Wisconsin. Discuss the options and course scheduling with an accounting advisor.
- During their junior year, students must complete a Declaration of Major form, with the assistance of an advisor, and submit it to the Registrar's Office.

Requirements for the Bachelor's Degree: Four-Year Program

The Accounting major requires the completion of four sets of courses:

- I. Required Courses as indicated under the Business major
- II. The following Finance courses:

- BUS 411 Topics in Corporate Finance (Spring)
- BUS 412 Investments (Spring)
- BUS 413 International Finance (Fall)

- III. The following Accounting Courses:

- BUS 380 Intermediate Accounting I (Fall)
- BUS 381 Intermediate Accounting II (Spring)
- BUS 385 Cost Accounting (Fall)
- BUS 421 Business Law II (Spring)
- BUS 481 Auditing (Spring)
- BUS 483 Accounting Systems (Fall)
- BUS 485 Income Tax Accounting I (Fall)
- BUS 495 Income Tax Accounting II (Spring)

- IV. One of the following graduate courses:

- BUS 714 Cost Accounting 2
- BUS 726 Advanced Accounting 1
- BUS 727 Government and Not-for-profit Accounting
- BUS 756 Fraud and Forensic Accounting

A Permission to Register for a Graduate Course form must be completed and approved in order to register for these courses. Course descriptions appear in the Graduate Catalogue.

Requirements for the Bachelor's and Master's Degrees: Five-Year Program

The combined undergraduate and graduate program requires the completion of four sets of courses:

- I. Required Courses as indicated under the Business major
- II. The following Finance courses:
 - BUS 411 Topics in Corporate Finance (Spring)
 - BUS 412 Investments (Spring)
 - BUS 413 International Finance (Fall)
- III. The following Accounting courses:
 - BUS 380 Intermediate Accounting I (Fall)
 - BUS 381 Intermediate Accounting II (Spring)
 - BUS 385 Cost Accounting (Fall)
 - BUS 421 Business Law II
 - BUS 481 Auditing (Spring)
 - BUS 483 Accounting Information Systems (Fall)
 - BUS 485 Income Tax Accounting I (Fall)
 - BUS 495 Income Tax Accounting II (Spring)
- IV. Graduate work fulfilling the Master of Accountancy degree as follows:
 - BUS 714 Cost Accounting 2
 - BUS 726 Advanced Accounting 1
 - BUS 727 Government and Not-for-profit Accounting
 - BUS 756 Fraud and Forensic Accounting
 - BUS 798 Strategic Financial Management
 - IC 800 Ethics
 - BUS 601 Executive Communications
 - BUS 603 Organizational Development and Behavior
 - BUS 604 Operations Management
 - BUS 606 Strategic Marketing

BUSINESS/COMPUTER INFORMATION SYSTEMS MAJOR

1. All required courses for the [Business minor](#)
2. All specific courses listed for the [Computer Information Systems major](#)

BUSINESS TEACHING MAJOR

1. All required courses for the [Business minor](#).
2. Proficiency in information concepts, keyboarding, 180 hours of work experience in a commercial field.
3. Teaching majors must complete professional requirements and appropriate licensure requirements in the School of Education for the Secondary Education minor. (See [EDUCATION](#)). The Business Teaching major is part of a program leading to a Wisconsin initial educator license to teach business at the early childhood through adolescence level (birth-21).
4. A Declaration of Major form is to be completed by the student and business advisor, and submitted to the Registrar.

BUSINESS MINOR

The Business minor requires the completion of the following 35 credits of coursework, as follows:

- MATH 121 Statistics
- MATH 122 Finite Mathematics
- ECON 255F4 Principles of Macro- Economics
- ECON 256F4 Principles of Micro- Economics
- BUS 280 Financial Accounting
- BUS 281 Managerial Accounting
- BUS 301 Marketing Principles
- BUS 302 Management of Human Performance
- BUS 303 Corporate Finance
- BUS 304 Law I
- BUS 305 Operations Management

Advisory notes on the Business minor:

- MATH 121 and MATH 122 are prerequisites for several business courses within the minor. MATH 121 has a prerequisite of MATH 101 or 111. MATH 122 has a prerequisite of MATH 111.
- BUS 301-305 prerequisites: Prior completion of 40 credits; ENG 110 College Writing; see catalogue course descriptions for additional prerequisites.
- A Declaration of Minor form is to be completed by the student and business advisor, and submitted to the Registrar.

COMMUNICATION STUDIES

MAJORS

Communication Studies

MINORS

Communication Studies

Interdisciplinary English/Communication Studies/Theatre Arts

POLICIES

Normally, courses required for the Communication Studies majors are offered annually. Students are urged to consult the Communication Studies website for information regarding this sequence, so that requirements may be fulfilled in the normal pattern.

Communication Studies majors are required to maintain at least a 2.75 GPA in their Communication Studies courses.

DEPARTMENT AWARD

The Martie Kaump Award is given to a student who has demonstrated outstanding artistic achievement and student leadership. The criteria for this award includes the following: student is able to work independently, uses research tools in academic work, is able to formulate long-range goals, is reasonably successful in mentoring less experienced students, has completed 70 credits and maintained a grade point of 3.2 or higher. This award is given in alternate years by the Communication Studies and the Theatre Arts departments.

COMMUNICATION STUDIES MAJOR

Students must complete the major core courses and one of the following emphases, totaling at least 48 credits. Twenty of these credits must be at or above 300-level.

I. Major core, minimum 24 credits. Core courses taken over the minimum 24 credit hours may count towards an emphasis.

- COMMS 201 Communication and Civilization
- COMMS 240 Introduction to Interpersonal Communication
- COMMS 241 Introduction to Organizational Communication
- COMMS 243 Introduction to Media Studies
- COMMS 311 Qualitative Communication Research Methods
- COMMS 312 Argument and Controversy
- COMMS 313 Quantitative Communication Research Methods
- COMMS 317 Intercultural Communication
- COMMS 440 Senior Capstone

II. Areas of Emphasis, minimum 24 credits.

Organizational/Interpersonal Emphasis

- Required: COMMS 318 Advanced Organizational Communication and COMMS 450 Internship
- Recommended:
 - ANTH 222F4 Introduction to Cultural Anthropology
 - BUS 301 Marketing Principles
 - BUS 302 Management of Human Performance
 - BUS 306 Professional Communication
 - BUS 340 Management of Organization
 - BUS 432 Consumer Behavior
 - BUS 434 Marketing Research
 - COMMS 250 Relational Communications
 - COMMS 314 Persuasion, Promotion and Advertising
 - COMMS 310 Advanced Communication Theory
 - COMMS 320 Group Discussion and Team Leadership
 - COMMS 430 Special Topics in Communication Study
 - PHIL 103F7 Philosophy of the Person
 - PSY 300 Psychology of Personality
 - SOC/PSY 349 Social Psychology
 - SOC 309 Race and Ethnicity

Media and Message Emphasis

Students in this emphasis should develop a coherent body of media and message skills

- Required: COMMS 316 Mass Communication Campaigns and COMMS 450 Internship
- Recommended:
 - ART 120F3 Video
 - ART 210 Graphic Design
 - ART 310 Advanced Graphic Design
 - ART 150 Computer Graphics
 - BUS 306 Professional Communications
 - COMMS 226F2 Film Criticism
 - COMMS 228F2 Television Criticism
 - COMMS 219 A & B Applied Mass Communication
 - COMMS 260 Writing for the Media
 - COMMS 330 Introduction to Video Production
 - COMMS 332 Advanced Video Production
 - COMMS 310 Advanced Communication Theory
 - COMMS 314 Persuasion, Promotion and Advertising
 - COMMS 318 Advanced Organizational Communication
 - COMMS 320 Group Discussion and Team Leadership
 - COMMS 430 Special Topics in Communication Study
 - ENG 201 Introduction to Journalism
 - ENG 202 Journalism Practicum
 - ENG 300 Advanced Writing
 - ENG 301 Magazine Writing
 - ENG 303 Introduction to the Study of Language
 - ENG 380 Literary Criticism and Theory
 - THA 264F3 Oral Interpretation
 - THA 265F3 Acting I

Communication and Social Influence Emphasis

- Required: COMM 314 Persuasion, Promotion and Advertising and COMMS 450 Internship

- Recommended: COMMS 260 Writing for the Media
ANTH 222F: Introduction to Cultural Anthropology
BUS 301 Marketing Principles
COMMS 316 Mass Communication Campaigns
COMMS 310 Advanced Communication Theory
COMMS 318 Advanced Organizational Communication
COMMS 430 Special Topics in Communication Study
ENG 201 Introduction to Journalism
ENG 276F1 Mythology
FREN 314 Language in the Media
PHIL 105F7 Social and Political Philosophy
PS 350 Public Policy Process
PS 360 Political Parties and Interest Groups
PS 460 Mass Media and Politics
SOC 322 Class, Social Change and Revolution
SOC 365 Women and Society
SPAN 314 Language in the Media
SOC/PSY 349 Social Psychology
THA 264F3 Oral Interpretation
THA 265F3 Acting I

Individually Planned Emphasis

- Required: COMMS 450 Internship

COMMUNICATION STUDIES MINOR

1. Minimum of 24 credits in communication studies courses, 12 of these credits need to be at or above 300-level.
2. Minor core: COMMS 201 Communication and Civilization, and COMMS 240 Interpersonal Communication

Interdisciplinary Options

Interdisciplinary options are courses from other disciplines approved for inclusion in a student's major as appropriate to his or her area emphasis. Courses from other disciplines which are not on this list may be included in the major provided that they contribute to a coherent program of study as approved by the student's major advisor.

- ANTH 222F4 Introduction to Cultural Anthropology
- ART 120F3 Video
- ART 210 Graphic Design
- ART 220 Typography

- ART 310 Advanced Graphic Design
- ART 350 Computer Graphics
- ART 470 Web Media & Design
- BIO 250 Environmental Biology
- BIO 301 Biotechnology
- BIO/PSY 430 Animal Behavior
- BUS 301 Marketing Principles
- BUS 302 Management of Human Performance
- BUS 306 Professional Communications
- BUS 340 Management of Organizations
- BUS 432 Consumer Behavior
- BUS 433 Advertising and Promotion Strategy
- BUS 434 Marketing Research
- BUS 435 Professional Selling and Sales Management
- BUS 465 Social Responsibility in Business
- ENG 201 Introduction to Journalism
- ENG 202 Journalism Practicum
- ENG 276 Mythology
- ENG 300 Advanced Writing
- ENG 301 Magazine Writing
- ENG 303 Introduction to the Study of Language
- ENG 309 The New Journalism
- ENG 312 Topics in Journalism
- ENG 380 Literary Criticism and Theory
- FREN 314/414 Language in the Media
- FREN 433 Film and Society
- HIST 204F6 Social Movements in U.S. History
- PHIL 103F7 Philosophy of the Person
- PHIL 104F7 Ethics
- PHIL 105F7 Social and Political Philosophy
- PSY 300 Psychology of Personality
- PS 350 Public Policy Process
- PS 360 Political Parties and Interest Groups
- PS 460 Mass Media and Politics
- SOC 309 Race and Ethnicity
- SOC 322 Class, Social Change and Revolution
- SOC 349 Social Psychology
- SOC 365 Women and Society
- SPAN 314/414 Language in the Media
- SPAN 436 Film and Society

INTERDISCIPLINARY MINOR IN ENGLISH/COMMUNICATION STUDIES/THEATRE ARTS

The minor, together with a licensing major in Middle Childhood through Early Adolescence, is part of a program leading to a Wisconsin initial educator license to teach English language arts at the level corresponding to the licensing major.

The minor is also useful for Elementary Education majors.

Contact the Chair of the Communication Studies Department for the specific course requirements and policies.

COMPUTING AND INFORMATION SCIENCES

MAJORS

Computer Information Systems
Business/Computer Information Systems
Computer Science Teaching

MINORS

Computer Information Systems
Computer Science
Computer Science Teaching

COMPUTER INFORMATION SYSTEMS MAJOR

The Computer Information Systems major is structured to provide students with the theoretical framework and skill sets necessary to compete and be productive in the information technology world.

Specifically, the major focuses on building an understanding of core information technologies and related areas of study, preparing students for the practical application of various information sciences and related technologies and engaging students in sharpening their abilities to think critically and to work in teams. It incorporates both individual and team projects, and a senior capstone experience, which provides the opportunity to integrate all previous learning and experiences.

A total of 64 credits as follows:

1. Computing and Information Sciences courses
 - CS 150 Introduction to Information Systems
 - CS 180 Introduction to Programming
 - CS 220 Data Communications: Theory and Applications
 - CS 270 Database Structures
 - CS 301 Information Systems: Analysis and Design
 - CS 302 Information Systems: Design and Implementation
 - CS 333 Programming in Visual Basic
 - CS 334 Programming in JAVA
 - CS 340 Programming for the Web
 - CS 350 Operating Systems
 - CS 430 Information Security and Network Management
 - CS 480 Web and E-Commerce Development
 - CS 492 Information Systems Project
2. Business courses
 - BUS 280 Financial Accounting
 - BUS 281 Managerial Accounting
 - BUS 302 Management of Human Performance
 - BUS 304 Law I

Students graduating with a Computer Information Systems major may need to complete more than 120 credits in order to complete their degree.

The General Education computer competency requirement for Computer Information Systems majors is satisfied by the requirements for the major.

BUSINESS/COMPUTER INFORMATION SYSTEMS MAJOR

1. All courses listed for the [Business minor](#) (35 cr).
2. All courses listed for the [Computer Information Systems major](#) (64 cr).

Students graduating with a Business/Computer Information Systems major may need to complete more than 120 credits in order to complete their degree.

The General Education computer competency requirement for Business/Computer Information Systems majors is satisfied by the requirements for the major.

COMPUTER SCIENCE TEACHING MAJOR

The Computer Science Teaching Major is part of a program leading to a Wisconsin initial educator license to teach computer science at the early adolescence through adolescence level (ages 10 - 21).

1. Computing and Information Sciences
 - o CS 150 Introduction to Information Systems
 - o CS 180 Introduction to Programming
 - o CS 220 Data Communications: Theory and Applications
 - o CS 333 Programming in Visual Basic
 - o CS 334 Programming in Java
 - o CS 340 Programming for the Web
 - o CS 350 Operating Systems
2. A course on computers in education approved by the department.
3. Two elective courses to be determined by the department.
4. Completion of the Education professional requirements and licensure requirements for early adolescence through adolescence (see [EDUCATION](#)).

A Computer Science Teaching major must be admitted to teacher education before being admitted to ED 459U; admission to teacher education is recommended as early as possible.

The General Education computer competency requirement for Computer Science Teaching majors is satisfied by the requirements for the major.

COMPUTER INFORMATION SYSTEMS MINOR

This minor is designed mainly for students majoring in Business or Graphic Design, but can also be a valuable addition to the education of any student interested in the use and development of information systems.

A total of 24 credits as follows:

- Computing and Information Sciences 150 Introduction to Information Systems
- CS 180 Introduction to Programming
- CS 220 Data Communications: Theory and Applications
- CS 270 Database Structures
- CS 301 Information Systems: Analysis and Design
- CS 302 Information Systems: Design and Implementation

COMPUTER SCIENCE MINOR

A total of 20 credits as follows:

Computing and Information Sciences

- CS 150 Introduction to Information Systems
- CS 180 Introduction to Programming
- CS 220 Data Communications: Theory and Applications
- CS 333 Programming in Visual Basic
- CS 340 Programming for the Web

COMPUTER SCIENCE TEACHING MINOR

The Computer Science Teaching Minor is part of a program leading to a Wisconsin initial educator license to teach computer science at the level corresponding to the student's major.

1. A teaching major in some field for middle/secondary or secondary education.
2. A total of 20 credits in Computing and Information Sciences as follows:
 - CS 150 Introduction to Information Systems
 - CS 180 Introduction to Programming
 - CS 220 Data Communications: Theory and Applications
 - CS 333 Programming in Visual Basic
 - CS 340 Programming for the Web
3. A course on computers in education approved by the department.
4. Completion of the education professional requirements and licensure requirements for Early Adolescence through Adolescence (see [EDUCATION](#)). A Computer Science Teaching minor must be admitted to teacher education before being admitted to ED 459U; admission to teacher education is recommended as early as possible.

DEPARTMENT POLICIES

1. Due to the interactive nature of the Computing and Information Sciences curriculum, all students in the major and minor degree programs are required to use a laptop computer throughout the duration of the program. The first course to require

the use of a laptop computer is CS180 Introduction to Programming. To obtain specific information about the laptop computer configuration, please contact the Chair of the Department.

2. A student must have a cumulative grade point average of 2.5 or higher in the three courses CS 180, CS 270 and CS 333, or written consent of the department before he/she may declare a major in Computer Information Systems, Business/Computer Information Systems or Computer Science Teaching.
3. A student must have a cumulative grade point of 2.5 or higher in all computer science courses in order to earn a major in Computer Information Systems, Business/Computer Information Systems or Computer Science Teaching.
4. A minimum of three computer science courses in the majors at or above the 300 level must be taken in the Department of Computing and Information Sciences at Edgewood College. A minimum of two computer science courses in the minors, one at or above the 200 level and one at or above the 300 level, must be taken in the department.
5. Courses in computer science taken more than five years ago may not be accepted toward the majors in Computer Information Systems, Business/Computer Information Systems or Computer Science Teaching; or the minors in Computer Science Teaching, Computer Science, or Computer Information Systems. Such courses are accepted at the discretion of the department.
6. Any course requirement other than the minimum residency requirement and all 400 level courses may be satisfied through examination or Credit for Prior Learning.
7. Courses in the department may not be taken Pass/Fail.
8. Courses in Department of Computing and Information Sciences may not be audited.

ASSESSMENT

The CIS major is designed to provide solid grounding in computer information systems, and prepare students for direct entry into the workforce as computer information systems professionals in the roles of system and network analysts, database administrators, programmers or programmer/analysts; or to provide solid grounding that can serve as a basis for further study in computer science. The department identifies the following five goals:

1. **Fundamental Concepts of Information and Computer Technology**
 - Students should demonstrate the ability to efficiently use computers with end-user software to solve real life problems
2. **Application Development**
 - Students should demonstrate the ability to solve application problems of limited complexity
 - Be able to implement those solutions using current Object Oriented programming languages
 - Be able to use new application development methods involving Computer Aided Software Engineering (CASE)
 - Understand the integration of individual application systems into overall organizational information systems
3. **Project Management**

- Students should demonstrate the ability to participate as a member of a project team in the solution of a real-life problem at a professional quality level (program capstone)
 - Be able to develop a multi-user system with audit controls and project management techniques
 - Be able to use accepted testing strategies
 - Be able to plan and implement auditing
4. **Information Systems**
- Students should be able to apply the concepts of management information systems
 - Be able to describe the organizational impact of information systems and emerging technologies, as well as ethical issues surrounding the use of information systems
5. **Fundamental Business Concepts**
- Students should demonstrate comprehension of fundamental business concepts in management, accounting, finance and law (to be done in cooperation with the Business Department)

COURSE SEQUENCE FOR COMPUTER INFORMATION SYSTEMS MAJOR

The normal sequence of computer science courses for majors in Computer Information Systems is as follows:

Year	Fall Semester	Spring Semester
Freshman ¹	CS 150 ²	CS 180
Sophomore	CS 333 CS 220 BUS 280	CS 334 CS 270 BUS 281
Junior	CS 301 CS 340 BUS 302 ³	CS 302 CS 350 or BUS 302 ³
Senior	CS 430 CS 480 BUS 304 ⁴	CS 492 or BUS 304 ⁴

1. The student with no prior computer experience should take CS 100.
2. The student must take or test out of CS 150.
3. BUS 302 Management of Human Performance may be taken either first or second semester.
4. BUS 304 Business Law may be taken either first or second semester.

EDUCATION

EARLY CHILDHOOD THROUGH MIDDLE CHILDHOOD TEACHING MAJORS

Early Childhood: Special Education
Early Childhood: Special and Regular Education
Elementary Education with Early Childhood Minor
Elementary Education

EARLY CHILDHOOD THROUGH ADOLESCENCE TEACHING MAJORS

Art and Design Teaching
Business Teaching
French Teaching/Spanish Teaching
Music Education
Theatre Education

EARLY ADOLESCENCE THROUGH ADOLESCENCE TEACHING MAJORS

(Requirements for these teaching majors are listed the Departments)

Biology Teaching
Broad Field Science Teaching
Broad Fields Social Studies: History Concentration with Teaching
Computer Science Education
English Teaching
History Teaching
Mathematics Teaching

NON-LICENSING MAJORS

Child Life
Studies in Education

MINORS

Secondary Education
Teaching English Language Learners: ESL
Teaching English Language Learners: ESL/Bilingual Education

MISSION

It is the mission of the School of Education to prepare reflective practitioners for effective schools with an emphasis on leadership at the classroom, school, district, and system levels.

VISION

The School of Education envisions that 93 candidates for licensing as initial

educators should be reflective

practitioners committed to student learning and continuing professional development in a dynamic world.

Students should bring to their positions an informed view of the world, a solid grounding in content for teaching, a grasp of the principles and conditions of establishing a positive learning environment, a functional understanding of the diverse backgrounds and learning styles which children and youth represent, an appreciation of the value of parental involvement in student learning, sensitivity to the need for positive community relations, a specialized expertise for their level and area of preparation, and are assessed under professional quality standards for initial educators.

PURPOSE AND BELIEFS

Influenced by the concept of a professional educator as a reflective practitioner, the School of Education has as a central purpose the preparation of teachers who have a solid general education, who develop an awareness and functional understanding of the methods and content of inquiry in recognized fields of the arts and sciences, who acquire effective professional knowledge and skills, who receive professionally appropriate experience for teaching children and youth, who value a commitment to service, and who are assessed against professional standards.

In such a context, the central purpose of the teacher education program is based on four core beliefs:

- *belief in the intellectual personal uniqueness and value of every human person;*
- *belief in the efficacy of education as a force in promoting the dignity, freedom, and responsibility of each person, and understanding of the basic unity and equality of all human persons;*
- *belief in the liberating dimension of education through reflective action and critical analysis; and*
- *belief in the potential of Christian humanism as a dynamic reality in nurturing qualities of respect, care, genuineness, and understanding.*

STANDARDS AND OBJECTIVES

Full implementation of PI 34 for teacher and administrator licensing in Wisconsin took full effect September 1, 2004. All students completing programs for licensing after August 31, 2004, must meet new licensing and license-renewal rules applicable to the respective programs, including PRAXIS II testing and performance-based portfolio assessment. The new Teacher Education Program Approval and Licensing rules have restructured teacher education, educator licenses, and professional development for practicing educators in Wisconsin. The new system is based on the ten Wisconsin Teacher Standards with related knowledge, skills and dispositions.

To receive a license to teach in Wisconsin, the student must complete an approved program and demonstrate proficient performance in the knowledge, skills, and dispositions under all of the following ten standards:

1. Teachers know the subjects they are teaching. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. Teachers know how children grow. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. Teachers understand that children learn differently. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. Teachers know how to teach. The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.
5. Teachers know how to manage a classroom. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Teachers communicate well. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Teachers are able to plan different kinds of lessons. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. Teachers know how to test for student progress. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. Teachers are able to evaluate themselves. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. Teachers are connected with other teachers and the community. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

These standards serve as objectives for all teacher education programs with adaptations appropriate to the respective licenses sought.

ASSESSMENT AND TRANSITIONS

All students in licensing programs leading to the initial educator license follow the same four transition steps in the teacher education admission process.

Based on the ten Wisconsin Teacher Standards, each of the initial educator preparation

licensing sequences shares a set of four common transition points with related assessments outlined below. Student performance is assessed in relation to the standards through multiple measures over time and with developmental expectations over the four transition steps. Rubrics guide the assessment process at each step. Results of the assessments are shared with each student and serve as the basis for decisions regarding continuation in the respective licensing sequences. Aggregated assessment results of student performance during program enrollment and after entry into the profession as an initial educator are the basis for program assessment and development.

There are four transition points of admission to teacher education. There are separate application forms for each transition point and each has several assessments based on evidence gathered in a portfolio maintained by the student. An approved application for each respective transition point is required for continuation in the program.

The four transition steps are:

1. **Preliminary Entry** to teacher education is encouraged as soon as a student is eligible in order to receive proper advising and timely notice of program requirements and developments.
2. **Aspiring Professional Transition** is required in order to take courses beyond ED 310 and for full admission to teacher education. This transition requires PRAXIS I testing, a portfolio record of various initial endorsements based on the Wisconsin Teacher Standards and copies of reflective papers and other artifacts which a student prepares during passage through the program.
3. **Emergent Professional Transition** is required in order to take methods courses and for admission to student teaching. Advance planning is particularly important for this transition step which includes PRAXIS II testing and content assessments, as well as other advanced assessments. This transition requires a portfolio record of various advanced endorsements based on the Wisconsin Teacher Standards and copies of reflective papers and other artifacts which a student prepares during passage through the program.
4. **Licensure Endorsement Transition** is required for program completion and recommendation for licensure by the Wisconsin Department of Public Instruction. Assessment activities related to this transition occur during the final student teaching or internship semester. This transition requires a portfolio record of all endorsements based on the Wisconsin Teacher Standards and legislative requirements, professional practice endorsements, copies of reflective papers, initial educator development statement, and other artifacts which the student prepares during passage through the program.

PORTFOLIO AND RESOURCES FOR LEARNING

As a student passes through the four stages of the assessment system, formal evidence of learning and accomplishment is documented in a portfolio. Since each stage represents developmental growth toward initial educator licensing, students should challenge themselves to show evidence with increasing indications of what they know and are able to do as a result of what they have learned through courses, field experiences, standardized tests, and other opportunities for professional growth they encounter. A review of a

student's portfolio is required at each of the four stages of transition.

Courses, field experiences, standardized tests, and other opportunities for professional growth and enrichment are, thereby, resources for learning and accomplishment. While the ten Wisconsin Teacher Standards guide the systematic assessment of what a student knows and is able to do there are key areas of assessment that have varying influence on a student's preparation depending on the stage in the preparation program.

The key areas are: Communication Skills, General Education, Human Relations, Professional Dispositions, Content Knowledge, Pedagogical Knowledge, and Teaching Practice. These all offer opportunities for learning and reflection and integration with the ten Wisconsin Teacher Standards.

LICENSING SEQUENCES

Early Childhood: Special Education

This license enables students to teach infants and very young children with special educational needs from birth to age eight.

Early Childhood: Regular Education

For licensure in early childhood education, students complete either the Early Childhood: Special and Regular Education Major, or the Early Childhood Education minor and a major in Elementary Education.

Early Childhood through Middle Childhood: Regular Education

To teach children ages birth through eleven, students must complete the Elementary Education major with the Early Childhood minor.

Early Childhood through Adolescence: Regular Education

To teach at the early childhood through adolescence level, birth through age 21, students must complete a teaching major in one of the following areas, as well as the Professional Core and specialized professional studies requirements for teaching students in a wide range of ages.

- Art and Design Teaching
- Business Teaching
- French Teaching/Spanish Teaching
- Music Education
- Theatre Education

Middle Childhood-Early Adolescence: Regular Education

To teach children and youth ages six through thirteen, students must complete the Elementary Education major with a minor. The minor may be a licensing minor or a non-licensing minor. The following are typical minors:

- English/Communication Studies/Theatre Arts

English
Teaching English Language Learners (ESL or ESL/Bilingual)
French
History
Mathematics
Natural Science Teaching
Science Education
Social Studies Teaching Minor
Spanish

Middle Childhood - Early Adolescence: Special Education

To teach children and youth ages six through thirteen in special education populations, students must complete a graduate program in cross-categorical special education. Undergraduate licensing programs are excellent foundations on which to build a graduate program in special education.

Early Adolescence--Adolescence: Special Education

To teach children and youth ages ten through 21 in special education populations, students complete the graduate program in cross-categorical special education. Undergraduate licensing programs are excellent foundations on which to build a graduate program in special education.

Early Adolescence -- Adolescence: Regular Education

To teach at the early adolescence through adolescence level, ages ten through 21, students must complete a teaching major and a minor in Secondary Education. Teaching majors include:

Biology Teaching
Broad Field Science Teaching
Broad Fields Social Studies: History Concentration with Teaching
Computer Science Education
English Teaching
History Teaching
Mathematics Teaching

Additional teaching minors are also available in Biology, Chemistry, English, History, Teaching English Language Learners (TESOL), French, Mathematics, Theatre Education, and Spanish. Minors must be accompanied by a teaching major, and minors in science may be taken only in combination with a science teaching major.

Teaching English Language Learners: ESL

This English as a Second Language license is an add-on license and must be attached to a content area license in Early Childhood: Regular Education or Middle Childhood – Adolescence: Regular Education. The license enables students to teach English language learners in either a mainstream or pullout classroom. Proficiency in a second language is not required as the language of instruction is in English.

Teaching English Language Learners: ESL/Bilingual License

This English as a Second Language/Bilingual license is an add-on license and must be attached to a content area license in Early Childhood: Regular Education or Middle Childhood – Adolescence: Regular Education. The license enables students to teach English language learners in a bilingual classroom. Proficiency in a second language is required as the language of instruction is in English and a language other than English.

DEGREE PLANS

The following degree plans point out the normal means to satisfy requirements. The School of Education may approve equivalents or substitutions for requirements listed. Students should consult a School of Education advisor.

As of Fall of 2008, the School of Education's required undergraduate core curriculum has been redesigned, including the role and developmental sequence of the practicum experience, and the purpose and sequence of key assignments. The old professional core prerequisites comprised eight courses totaling 20 credits; the new core comprises seven courses also totaling 20 credits. Students who have begun coursework in the old core (ED 305/405, 230, 250, 270, 272, 310 and 410) should consult their School of Education advisor to determine if they need to finish out the old core or can transition efficiently to the new core. Students who need to complete the old core courses should plan to do it in the 2008-2009 school year, as courses will no longer be offered after that.

The new Professional Core Prerequisites courses are as follows. Students should meet with their School of Education Advisor to determine how coursework previously taken fulfills these new requirements.

- ED 200 Education in a Pluralistic Society: Connecting Past and Present (3 cr)
- ED 201 Teachers as Inquirer I: Reflective Practitioner (2 cr)
- ED 302 Instructional Resources and Media (2 cr)
- ED 303 Teaching and Learning I: Curriculum Design and Assessment (3 cr)
- ED 304 Teaching and Learning II: Learning Environments (4 cr)
- ED 306 Exceptional Children and Youth (3 cr)
 - ED 307 English Language Learners (ELL) in the Mainstream Classroom (3 cr)

EARLY CHILDHOOD: SPECIAL EDUCATION MAJOR

License: Early Childhood: Special Education (Birth–Age 8)

1. Within the Foundations of Communications and Foundations of Human Learning curriculum that all students must complete, the following courses are required or recommended, as noted.

- MATH 101 Introduction to Problem Solving is preferred

- A course in national, state, and local government, typically PS 262F4 Introduction to the American Political Process
- Coursework in biological and physical science: NATS 106F5/107F5 is recommended
- Coursework in western and non-western studies: courses in history, world issues or politics, geography, global culture, arts and religion may be approved to fulfill one or both requirements
- ED 271F7 Philosophy of Education is recommended

2. Professional Core Prerequisites

- ED 200 Education in a Pluralistic Society: Connecting Past and Present
- ED 201 Teachers as Inquirer I: Reflective Practitioner
- ED 302 Instructional Resources and Media
- ED 303 Teaching and Learning I: Curriculum Design and Assessment
- ED 304 Teaching and Learning II: Learning Environments
- ED 306 Exceptional Children and Youth
- ED 307 English Language Learners (ELL) in the Mainstream Classroom
-

3. Requirements for the Major

- ED 210 Infancy and Childhood
- ED 324 The Helping Relationship
- ED 337 Topics in Early Childhood Education
- ED 340 Language Development and Disorders
- ED 381 Pre-Reading and Literature for the Young Child
- ED 418 Developing and Facilitating Laughter and Play
- ED 419 Introduction to Infants and Young Children Who are Differently Abled
- ED 420 Assessment of Infants and Young Children Who are Differently Abled
- ED 424 Methods of Teaching Nursery School and Kindergarten
- ED 425 Methods of Teaching Reading and Language Arts
- ED 434 Methods of Discovery, Quantity and Creativity in Nursery School and Kindergarten
- ED 438 Curriculum and Programming for the Young Exceptional Child
- ED 480 Student Teaching: Nursery
- ED 486 Student Teaching: EC: EEN

4. Licensing Transition Steps

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- PRAXIS II: Test Code 0014; Passing Score: 147
- Preliminary Entry
- Aspiring Professional
- Emergent Professional
- Licensure Endorsement
- Exit GPA

EARLY CHILDHOOD: SPECIAL AND REGULAR EDUCATION

MAJOR

License: Early Childhood Special and Regular Education (Birth-Age 8)

1. Within the Foundations of Communications and Foundations of Human Learning curriculum that all students must complete, the following courses are required or recommended, as noted.
 - MATH 101 Introduction to Problem Solving is preferred
 - A course in art fundamentals, typically ART 106F3 Art Structure
 - A course in basic concepts of music theory and application, typically MUS 141F3 Music Structure
 - A course in national, state, and local government, typically PS 262F4 Introduction to the American Political Process
 - Coursework in biological and physical science: NATS 106F5/107F5 is recommended
 - Coursework in western and non-western studies: courses in history, world issues or politics, geography, global culture, arts and religion may be approved to fulfill one or both requirements
 - ED 271F7 Philosophy of Education is recommended
2. Professional Core Prerequisites
 - ED 200 Education in a Pluralistic Society: Connecting Past and Present
 - ED 201 Teachers as Inquirer I: Reflective Practitioner
 - ED 302 Instructional Resources and Media
 - ED 303 Teaching and Learning I: Curriculum Design and Assessment
 - ED 304 Teaching and Learning II: Learning Environments
 - ED 306 Exceptional Children and Youth- 3 cr
 - ED 307 English Language Learners (ELL) in the Mainstream Classroom
3. Requirements for the Major
 - ED 210 Infancy and Childhood
 - ED 324 The Helping Relationship
 - ED 337 Topics in Early Childhood Education
 - ED 340 Language Development and Disorders
 - ED 381 Pre-Reading and Literature for the Young Child
 - ED 382 Literature for Childhood Through Early Adolescence
 - ED 418 Developing and Facilitating Laughter and Play
 - ED 419 Introduction to Infants and Young Children Who Are Differently Able
 - ED 420 Assessment of Infants and Young Children Who Are Differently Able
 - ED 424 Methods of Teaching Nursery School and Kindergarten
 - ED 425 Methods of Teaching Reading and Language Arts
 - ED 434 Methods of Discovery, Quantity and Creativity in Nursery School and Kindergarten
 - ED 438 Curriculum and Programming for the Young Exceptional Child
 - ED 480 Student Teaching: Nursery
 - ED 481 Student Teaching: Kindergarten
 - ED 482 Student Teaching: Grades 1-3

- ED 486 Student Teaching: EC: EEN
4. Licensing Transition Steps
- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
 - PRAXIS II: Test Code: 0014; Passing Score: 147
 - Preliminary Entry
 - Aspiring Professional
 - Emergent Professional
 - Licensure Endorsement
 - Exit GPA

ELEMENTARY EDUCATION MAJOR WITH EARLY CHILDHOOD MINOR

License: Early Childhood To Middle Childhood: Regular Education (Birth-Age 11)

1. Within the Foundations of Communications and Foundations of Human Learning curriculum that all students must complete, the following courses are required or recommended, as noted.
 - MATH 101 Introduction to Problem Solving
 - MATH 102 Arithmetic Structures
 - MATH 103 Geometric Structures
 - A course in art fundamentals, typically ART 106F3 Art Structure
 - A course in basic concepts of music theory and application, typically MUS 141F3 Music Structure
 - A course in national, state, and local government, typically PS 262F4 Introduction to the American Political Process
 - Coursework in biological and physical science: NATS 104F5/105F5 is recommended
 - Coursework in western and non-western studies: courses in history, world issues or politics, geography, global culture, arts and religion may be approved to fulfill one or both requirements
 - ED 271F7 Philosophy of Education is recommended
2. Requirements for the Major
 - ED 210 Infancy And Childhood
 - ED 211 Health Education
 - ED 212 Physical Education
 - ED 337 Topics in Early Childhood Education
 - ED 382 Literature for Childhood through Early Adolescence
 - ED 422 Methods of Teaching Fine Arts
 - ED 423 Methods of Teaching Social Studies
 - ED 425 Methods of Teaching Reading And Language Arts
 - ED 427A Methods of Science and Environmental Education I

- ED 427B Methods of Science and Environmental Education II
- ED 428 Methods of Teaching Mathematics
- Ed 483 Student Teaching: 1-9 or ED 485A Student Teaching Internship-Elementary

3. Professional Core Prerequisites

- ED 200 Education in a Pluralistic Society: Connecting Past and Present
- ED 201 Teachers as Inquirer I: Reflective Practitioner
- ED 302 Instructional Resources and Media
- ED 303 Teaching and Learning I: Curriculum Design and Assessment
- ED 304 Teaching and Learning II: Learning Environments
- ED 306 Exceptional Children and Youth
- ED 307 English Language Learners (ELL) in the Mainstream Classroom

4. Requirements for the Minor

- ED 340 Language Development and Disorders
- ED 381 Pre-Reading and Literature for the Young Child
- ED 418 Developing and Facilitating Laughter and Play
- ED 419 Introduction To Infants and Young Children Who Are Differently Abled
- ED 420 Assessment of the Young Exceptional Child
- ED 424 Methods of Teaching Nursery School and Kindergarten
- ED 434 Methods of Discovery, Quantity and Creativity in Nursery School and Kindergarten
- ED 480 Student Teaching: Nursery
- ED 481 Student Teaching: Kindergarten

5. Licensing Transition Steps

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- PRAXIS II: Test Code: 0014; Passing Score: 147
- Preliminary Entry
- Aspiring Professional
- Emergent Professional
- Licensure Endorsement
- Exit GPA

ELEMENTARY EDUCATION MAJOR

License: Middle Childhood through Early Adolescence: Regular Education (Ages 6-13)

1. Within the Foundations of Communications and Foundations of Human Learning curriculum that all students must complete, the following courses are required or recommended, as noted.
 - MATH 101 Introduction to Problem Solving
 - MATH 102 Arithmetic Structures
 - MATH 103 Geometric Structures • A course in art fundamentals, typically ART

106F3 Art Structure

- A course in basic concepts of music theory and application, typically MUS 141F3 Music Structure
- A course in national, state, and local government, typically PS 262F4 Introduction to the American Political Process
- Coursework in biological and physical science: NATS 104F5/105F5
- Coursework in western and non-western studies: courses in history, world issues or politics, geography, global culture, arts and religion may be approved to fulfill one or both requirements
- ED 271F7 Philosophy of Education is recommended

2. Professional Core Prerequisites

- ED 200 Education in a Pluralistic Society: Connecting Past and Present
- ED 201 Teachers as Inquirer I: Reflective Practitioner
- ED 302 Instructional Resources and Media
- ED 303 Teaching and Learning I: Curriculum Design and Assessment
- ED 304 Teaching and Learning II: Learning Environments
- ED 306 Exceptional Children and Youth
- ED 307 English Language Learners (ELL) in the Mainstream Classroom

3. Requirements for the Major

- ED 210 Infancy and Childhood
- ED 211 Health Education
- ED 212 Physical Education
- ED 337 Topics in Early Childhood Education
- ED 382 Literature for Childhood through Early Adolescence
- ED 422 Methods of Teaching Fine Arts
- ED 423 Methods of Teaching Social Studies
- ED 425 Methods of Teaching Reading and Language Arts
- ED 427a Methods Science and Environmental Education I
- ED 427b Methods Science and Environmental Education II
- ED 428 Methods of Teaching Mathematics
- ED 483 Student Teaching: 1-9 or ED 485A Student Teaching Internship-Elementary

4. A teaching minor or a minor in a field of study. See SCHOOLS, DEPARTMENTS AND FIELDS OF STUDY

5. Licensing Transition Steps

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- PRAXIS II: Test Code 0146; Passing Score: 146
- Preliminary Entry
- Aspiring Professional
- Emergent Professional
- Licensure Endorsement
- Exit GPA

ART AND DESIGN TEACHING MAJOR

License: Early Childhood through Adolescence: Regular Education (Birth - Age 21)

1. Requirements for the Art and Design Teaching Major. See ART DEPARTMENT
2. Within the Foundations of Communications and Foundations of Human Learning curriculum that all students must complete, the following courses are required or recommended, as noted.
 - A course in national, state, and local government, typically PS 262F4 Introduction to the American Political Process
 - Coursework in biological and physical science: NATS 106F5/107F5 is recommended
 - Coursework in western and non-western studies: courses in history, world issues or politics, geography, global culture, arts and religion may be approved to fulfill one or both requirements
 - ED 271F7 Philosophy of Education is recommended
3. Professional Core Prerequisites
 - ED 200 Education in a Pluralistic Society: Connecting Past and Present
 - ED 201 Teachers as Inquirer I: Reflective Practitioner
 - ED 302 Instructional Resources and Media
 - ED 303 Teaching and Learning I: Curriculum Design and Assessment
 - ED 304 Teaching and Learning II: Learning Environments
 - ED 306 Exceptional Children and Youth
 - ED 307 English Language Learners (ELL) in the Mainstream Classroom
4. Requirements for the Specialization in Early Childhood - Adolescence
 - ED 210 Infancy and Childhood
 - ED 220 Preadolescence, Adolescence and Young Adulthood
 - ED 240 Introduction to Secondary Education
 - ED 382 Literature for Childhood through Early Adolescence
 - ED 383 Literature for Adolescence through Young Adulthood
 - ED 431 Secondary Teaching: Principles and Practices
 - ED 453 Methods of Teaching Art and Design: Early Childhood-Early Adolescence/Art 466
 - ED 458 Methods of Teaching Art and Design: Early Adolescence – Adolescence/Art 468
 - ED 476 Reading and Literacy Development in the Content Areas
 - ED 488 Student Teaching: Art
 - A Elementary
 - B Middle/Junior High
 - C Secondary
5. Licensing Transition Steps
 - PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173

- PRAXIS II: Test Code: 0133; Wisconsin Passing Score: 155
- Preliminary Entry
- Aspiring Professional
- Emergent Professional
- Licensure Endorsement
- Exit GPA

BUSINESS TEACHING MAJOR

License: Early Childhood through Adolescence: Regular Education
(Birth - Age 21)

1. Requirements for the Business Teaching Major. See SCHOOL OF BUSINESS.
2. Within the Foundations of Communications and Foundations of Human Learning curriculum that all students must complete, the following courses are required or recommended, as noted.
 - A course in national, state, and local government, typically PS 262F4 Introduction to the American Political Process
 - Coursework in biological and physical science: NATS 106F5/107F5 is recommended
 - Coursework in western and non-western studies: courses in history, world issues or politics, geography, global culture, arts and religion may be approved to fulfill one or both requirements
 - ED 271F7 Philosophy of Education is recommended
3. Professional Core Prerequisites
 - ED 200 Education in a Pluralistic Society: Connecting Past and Present
 - ED 201 Teachers as Inquirer I: Reflective Practitioner
 - ED 302 Instructional Resources and Media
 - ED 303 Teaching and Learning I: Curriculum Design and Assessment
 - ED 304 Teaching and Learning II: Learning Environments
 - ED 306 Exceptional Children and Youth
 - ED 307 English Language Learners (ELL) in the Mainstream Classroom
4. Requirements for the Specialization in Early Childhood - Adolescence
 - ED 210 Infancy and Childhood
 - ED 220 Preadolescence, Adolescence and Young Adulthood
 - ED 240 Introduction to Secondary Education
 - ED 382 Literature for Childhood through Early Adolescence
 - ED 383 Literature for Adolescence through Young Adulthood
 - ED 452 Business Education Practicum
 - ED 454 Business Methods I
 - ED 455 Business Methods II
 - ED 476 Reading and Literacy Development in the Content Areas
 - ED 487A Student Teaching: Middle-Secondary or ED 485C Student Teaching

Internship-Middle/Secondary

5. Licensing Transition Steps

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- PRAXIS II: Test Code 0100; Wisconsin Passing Score: 580
- Preliminary Entry
- Aspiring Professional
- Emergent Professional
- Licensure Endorsement
- Exit GPA

FRENCH AND SPANISH TEACHING MAJORS

License: Early Childhood through Adolescence: Regular Education
(Birth - Age 21)

1. Requirements for a major in French Teaching or Spanish Teaching (See FOREIGN LANGUAGE DEPT.)
2. Within the Foundations of Communications and Foundations of Human Learning curriculum that all students must complete, the following courses are required or recommended, as noted.
 - A course in national, state, and local government, typically PS 262F4 Introduction to the American Political Process
 - Coursework in biological and physical science: NATS 106F5/107F5 is recommended
 - Coursework in western and non-western studies: courses in history, world issues or politics, geography, global culture, arts and religion may be approved to fulfill one or both requirements
 - ED 271F7 Philosophy of Education is recommended
3. Professional Core Prerequisites
 - ED 200 Education in a Pluralistic Society: Connecting Past and Present
 - ED 201 Teachers as Inquirer I: Reflective Practitioner
 - ED 302 Instructional Resources and Media
 - ED 303 Teaching and Learning I: Curriculum Design and Assessment
 - ED 304 Teaching and Learning II: Learning Environments
 - ED 306 Exceptional Children and Youth
 - ED 307 English Language Learners (ELL) in the Mainstream Classroom
4. Requirements for the Specialization in Early Childhood - Adolescence
 - ED 210 Infancy and Childhood
 - ED 220 Preadolescence, Adolescence and Young Adulthood
 - ED 240 Introduction to Secondary Education
 - ED 382 Literature for Childhood through Early Adolescence
 - ED 383 Literature for Adolescence through Young Adulthood
 - ED 431 Secondary Teaching: Principles and Practices

- ED 459F FREN or SPAN 459F Methods of Teaching Foreign Language
 - ED 476 Reading and Literacy Development in the Content Areas
 - ED 487A Student Teaching: Middle-Secondary or ED 485C Student Teaching Internship-Middle/Secondary

5. Licensing Transition Steps

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- PRAXIS II: Test Code 0173 [French]/ 191 [Spanish]; Wisconsin Passing Score: 156 [Fren]/158 [Span]
- Preliminary Entry
- Aspiring Professional
- Emergent Professional
- Licensure Endorsement
- Exit GPA

MUSIC EDUCATION MAJOR

License: Early Childhood through Adolescence: Regular Education
(Birth - Age 21)

1. Requirements for the Music Education Major (See MUSIC DEPT)

2. Within the Foundations of Communications and Foundations of Human Learning curriculum that all students must complete, the following courses are required or recommended, as noted.

- A course in national, state, and local government, typically PS 262F4 Introduction to the American Political Process
- Coursework in biological and physical science: NATS 106F5/107F5 is recommended
- Coursework in western and non-western studies: courses in history, world issues or politics, geography, global culture, arts and religion may be approved to fulfill one or both requirements
- ED 271F7 Philosophy of Education is 105 recommended

2. Professional Core Prerequisites

- ED 200 Education in a Pluralistic Society: Connecting Past and Present
- ED 201 Teachers as Inquirer I: Reflective Practitioner
- ED 302 Instructional Resources and Media
- ED 303 Teaching and Learning I: Curriculum Design and Assessment
- ED 304 Teaching and Learning II: Learning Environments
- ED 306 Exceptional Children and Youth
- ED 307 English Language Learners (ELL) in the Mainstream Classroom

4. Requirements for the Specialization in Early Childhood - Adolescence

- ED 210 Infancy and Childhood
- ED 220 Preadolescence, Adolescence and Young Adulthood

- ED 240 Introduction to Secondary Education
 - ED 275/MUS 275 Topics In Pedagogy for the Music Specialist (as appropriate)
 - A. Folk Instrument Pedagogy
 - B. Brass Pedagogy
 - C. Woodwind Pedagogy
 - D. Percussion Pedagogy
 - E. String Pedagogy
 - F. Vocal Pedagogy
 - ED 382 Literature for Childhood through Early Adolescence
 - ED 383 Literature for Adolescence through Young Adulthood
 - ED 431 Secondary Teaching: Principles and Practices
 - ED 456 Methods of Teaching Music K-8/MUS 456
 - ED 457 Methods of Teaching Music 6-12/MUS 457
 - ED 476 Reading and Literacy Development in the Content Areas
 - ED 489 Student Teaching: Music
 - A General Music
 - B Choral Music
 - C Instrumental
5. Licensing Transition Steps
- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
 - PRAXIS II: Test Code: 0113; Wisconsin Passing Score: 150
 - Preliminary Entry
 - Aspiring Professional
 - Emergent Professional
 - Licensure Endorsement
 - Exit GPA

THEATRE EDUCATION MAJOR

License: Early Childhood through Adolescence: Regular Education (Birth - Age 21)

1. Requirements for a Theatre Education Major (See THEATRE ARTS DEPT.)
2. Within the Foundations of Communications and Foundations of Human Learning curriculum that all students must complete, the following courses are required or recommended, as noted.
 - A course in national, state, and local government, typically PS 262F4 Introduction to the American Political Process
 - Coursework in biological and physical science: NATS 106F5/107F5 is recommended
 - Coursework in western and non-western studies: courses in history, world issues or politics, geography, global culture, arts and religion may be approved to fulfill one or both requirements
 - ED 271F7 Philosophy of Education is recommended
3. Professional Core Prerequisites

- ED 200 Education in a Pluralistic Society: Connecting Past and Present
- ED 201 Teachers as Inquirer I: Reflective Practitioner
- ED 302 Instructional Resources and Media
- ED 303 Teaching and Learning I: Curriculum Design and Assessment
- ED 304 Teaching and Learning II: Learning Environments
- ED 306 Exceptional Children and Youth
- ED 307 English Language Learners (ELL) in the Mainstream Classroom

4. Requirements for the specialization in Early Childhood - Adolescence

- ED 210 Infancy and Childhood
- ED 220 Preadolescence, Adolescence and Young Adulthood
- ED 240 Introduction to Secondary Education
- ED 382 Literature for Childhood through Early Adolescence
- ED 383 Literature for Adolescence through Young Adulthood
- ED 431 Secondary Teaching: Principles and Practices
- ED /THA 459 P/Q Methods
- ED 476 Reading and Literacy Development in the Content Areas
- ED 487A Student Teaching: Middle- Secondary or ED 485C Student Teaching Internship-Middle/Secondary

5. Licensing Transition Steps

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- PRAXIS II: Test Code: 0640; Wisconsin Passing Score: 600
- Preliminary Entry
- Aspiring Professional
- Emergent Professional
- Licensure Endorsement
- Exit GPA

CHILD LIFE MAJOR

This major prepares students for the psycho-social care of children and youth in hospitals and other healthcare settings. The program provides a strong teaching and learning component together with a core of specialized child life courses. Satisfactory completion of the major provides access to the profession of Child Life. The program and degree prepare the candidate for an entry level position in the field of child life. To become a Certified Child Life Specialist (CCLS), one year of successful employment and the successful completion of the child life exam is required.

The rotation of child life courses is based on the semester of enrollment in the Child Life program. Please consult with an advisor in Child Life for the most current information.

1. Course requirements for the major:

- ED 210 Infancy and Childhood
- ED 211 Health Education
- ED 220 Preadolescence, Adolescence and Young Adulthood

- ED 302 Instructional Resources and Media
- ED 301 Introduction to Child Life
- ED 306 Exceptional Children and Youth
- ED 324 The Helping Relationship
- ED 337 Topics in Early Childhood Education
- ED 360 Medical Terminology for Child Life
- ED 370 Psychosocial Care of Hospitalized Children and Adolescents
- ED 372 Materials and Methodology for Child Life
- ED 375 Pediatric Conditions
- ED 376 Crisis Intervention in Child Life
- ED 382 Literature for Middle Childhood through Adolescence
- ED 383 Literature for Adolescence through Young Adulthood
- ED 475 Child Life Field Experience

Recommended courses: ART 240 Introduction to Art Therapy, BUS 302 Management of Human Performance and ECON 315 Health Care Economics.

2. Transition Steps

- PRAXIS I
- Admission to the Child Life program
- Admission to Child Life internship
- 100 hours of pre-internship practicum experiences
- Exit GPA

STUDIES IN EDUCATION MAJOR

This major offers students the opportunity to study education without committing to a licensing program. Students who enter a licensing program and decide later not to complete the licensing program may also use this major to complete their degree.

A total of 42 credits of which 20 must be at or above 300-level, including the following:

1. A minimum of two courses in psychological foundations:

- ED 306 Exceptional Children and Youth
- ED 210 Infancy and Childhood or ED 220 Preadolescence, Adolescence and Young Adulthood

2. Minimum of 2 courses in social policy foundations:

- ED 200 Education in a Pluralistic Society: Connecting Past and Present or SOC 309 Race and Ethnicity
- Ed 201 Teacher as Inquirer I: Reflective Practitioner

Additional credits from: ED 271F7 Philosophy of Education, SOC 324 Education and Society or ED 307 ELL in the Mainstream Classroom, or other approved courses.

3. Minimum of two courses in teaching and learning foundations

- ED 303 Teaching and Learning I: Curriculum Design and Assessment
- ED 304 Teaching and Learning II: Differentiated Teaching
- ED 302 Instructional Resources and Media

4. Electives to include:

- 8 credits of education courses
- 10 additional credits in education, appropriate psychology or social science courses, as approved by major advisor

SECONDARY EDUCATION

License: Early Adolescence
Regular Education (Ages 10–21)

1. A teaching major: Biology Teaching, Fields Social Studies– History Teaching, Teaching, History Teaching, DEPARTMENTS AND FIELDS OF
2. Within the Foundations of Human Learning curriculum that all courses are required or recommended, as
 - A course in national, state, and local Introduction to the American Political
 - Coursework in biological and physical recommended
 - Coursework in western and non-world issues or politics, geography, approved to fulfill one or both
 - ED 271F7 Philosophy of Education is

5. MINOR

through Adolescence:

Broad Field Science Teaching, Broad Computer Science Education, English Mathematics Teaching. See SCHOOLS, STUDY.

Communications and Foundations of students must complete, the following noted.

government, typically PS 262F4 Process

science: NATS 106F5/107F5 is

western studies: courses in history, global culture, arts and religion may be

4. requirements

recommended

TEACHING ENGLISH : ESL MINOR

License: This minor is designed to English language learners and is attached Childhood: Special and Regular Adolescence: Regular Education. For Education advisor.

1. Twenty-four credits, as follows:

- ED 260 Study of Language and
- ED 261 Second Language

LANGUAGE LEARNERS

prepare students for licensing to teach to a licensing program such as Early Education or Middle-Childhood Through other combinations, consult a School of

Linguistics

102 Acquisition

- ED 262 Foundations of ESL/Bilingual Education
- ED 432 Content Based Literacy Development
- ED 450 ESL Methods
- ED 451 ESL/Bilingual Assessment
- ED 472 ESL Practicum

Three additional credits in approved electives to support the minor.

2. English Language Proficiency:

"C" or better grades in ENG 110 and COMMS 101, or approved equivalency

3. Target Language Proficiency:

"C" or better grades in one year of a language at the college level or two years of a language in high school, or approved equivalency.

4. Licensing Transition Steps

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
 - PRAXIS II: Test Code: 0640; Wisconsin Passing Score: 600
- Preliminary Entry
- Aspiring Professional
- Emergent Professional
- Licensure Endorsement
- Exit GPA

TEACHING ENGLISH LANGUAGE LEARNERS: ESL/BILINGUAL MINOR

License: This minor is designed to prepare students for licensing to teach English Language learners and is attached to a licensing program such as Early Childhood: Regular Education or Middle Childhood through Adolescence: Regular Education. For other combinations, consult a School of Education Advisor.

1. Twenty-four credits, as follows:

- ED 260 Study of Language and Linguistics
- ED 261 Second Language Acquisition
- ED 262 Principles of ESL/Bilingual Education
- ED 432 Content Based Literacy Development
- ED 450 ESL Methods
- ED 451 ESL/Bilingual Assessment
 - ED 473 Methods of Bilingual
 - ED 474 Bilingual Practicum

Three additional credits in approved electives to support the minor.

2. English Language Proficiency: "C" or better grades in ENG 110 and COMMS 101, or approved equivalency.

3. Target Language Proficiency (ACTFL "advanced-low" level)

4. Licensing Transition Steps

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 174
- PRAXIS II: Test Code: 0360; Wisconsin Passing Score: 530

- Preliminary Entry
- Aspiring Professional
- Emergent Professional
- Licensure Endorsement
- Exit GPA

TITLE II COMPLIANCE REPORT

Section 207 of Title II of the Higher Education Act mandates that the United States Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. Data from institutions with teacher preparation programs are due to states annually for use by states in preparing annual report cards to the Secretary. The full report may be obtained through the Dean of the School of Education or the full report for the State of Wisconsin may be accessed at the following website:

<http://www.title2.org/title2dr/CompleteReport.as>

ENGLISH

MAJORS

English with concentrations in
Literature
Writing
Journalism
English Teaching

MINORS

English with concentrations in
Literature
Writing
English Teaching
Interdisciplinary English/Communication Studies/Theatre

DEPARTMENT POLICIES

1. Students pursuing the English--Literature or English--Writing major are required to maintain at least a 2.5 GPA in English courses. English Teaching majors are required to maintain a 3.0 GPA in English courses.
2. Transfer students in any English major must earn at least sixteen credits at Edgewood in English at the 300/400 level. Post-baccalaureate students are exempt from this requirement.
3. Transfer students pursuing minors in English-Literature, English-Writing, or English Teaching must fulfill at least sixteen credits in English from courses at Edgewood. Post-baccalaureate students are exempt from this requirement.
4. Transfer students pursuing a minor in Interdisciplinary English/Communication Arts must fulfill at least eight credits in English credits from courses at Edgewood. Post-baccalaureate students are exempt from this requirement.
5. Students choosing the English Teaching major or minor must consult with an advisor in the School of Education. Application for admission to the Teacher Education Program and for admission to Student Teaching must be made to the School of Education.
6. Courses required for the major are regularly offered on a rotating basis, normally within a two-year cycle. Students are urged to consult with the department chair for information regarding this sequence, so that requirements may be fulfilled within this normal pattern.
7. A full semester prior to graduation, each student must submit a portfolio of three papers. At least one of these papers must be literary analysis. No more than one may be creative writing.

COMPUTER COMPETENCY

In addition to demonstrating facility with using a word-processing program, students must know how to access information on the Internet and from academic databases (e.g., MLA Bibliography), as well as be able to evaluate and effectively use electronic sources in their research.

ENGLISH MAJOR

Literature Concentration

Forty-four credits beyond ENG 110, to include:

1. Two 200-level courses, one of which must be ENG 280 Introduction to Literary Studies.
2. Six courses (24 credits) in literature at the 300/400 level. At least two of these courses must be pre-1865 literature. Students may substitute one writing course at the 300/400 level for one of the literature courses after 1865.
3. One multi-cultural or cross-cultural (global) course to be chosen from among the following:
 - ENG 242F1 Literature of American Minorities
 - ENG 270F1 Introduction to World Literature
 - ENG 325 Ethnic American Literature
 - ENG 370 World Literatures in English
 - ENG 443 Focused Study of Ethnic American Literature
 - ENG 470 Focused Study of World Literature

or another multicultural or cross-cultural literature course not listed here but approved by the Chair.

4. Other English courses to bring the total number of English credits to at least 44.
5. Transfer students must earn at least sixteen credits in English at Edgewood from the 300/400 courses. Post-baccalaureate students are exempt from this requirement.
6. Portfolio: A full semester prior to graduation, each major must submit a portfolio of three papers. At least one of these papers must be literary analysis. No more than one may be creative writing (poetry, fiction, drama, etc.).

Writing Concentration

Forty-four credits beyond ENG 110, to include:

1. Required courses:
 - ENG 201 Introduction to Journalism
 - ENG 205F3 Introduction to Creative Writing
 - ENG 280 Introduction to Literary Studies
2. Four courses from the following:
 - ENG 300 Advanced Writing
 - ENG 301 Magazine Writing
 - ENG 305 Fiction Writing
 - ENG 306 Poetry Writing

- ENG 309 The New Journalism
 - ENG 312 Topics in Journalism
 - ENG 31 Literary Journalism
 - ENG 406 Advanced Fiction Writing
 - ENG 410 Advanced Journalism
 - ENG 476 Advanced Writing Workshop
3. At least four courses in literature, of which three must be at the 300/400 level, and at least one of which must be pre-1865 literature.
 4. One course from the following:
 - ENG 242F1 Literature of American Minorities
 - ENG 270F1 Introduction to World Literature
 - ENG 325 Ethnic American Literature
 - ENG 370 World Literatures in English
 - ENG 443 Focused Study of Ethnic American Literature
 - ENG 470 Focused Study of World Literature

or another multicultural or cross-cultural literature course not listed here but approved by the Chair.

5. Other English courses to bring the total number of English credits to at least 44.
6. Transfer students must earn at least sixteen credits in English at Edgewood from the 300/400 courses. Post-baccalaureate students are exempt from this requirement.
7. Portfolio: A full semester prior to graduation, each major must submit a portfolio of three papers. At least one of these papers must be literary analysis. No more than one may be creative writing (poetry, fiction, drama, etc.).

Journalism Concentration

Forty credits beyond ENG 110, to include:

1. ENG 201, 202, and 205.
2. At least three courses from the following:
 - ENG 301 Magazine Writing
 - ENG 309 The New Journalism
 - ENG 312 Topics in Journalism
 - ENG 314 Literary Journalism
 - ENG 410: Advanced Journalism
3. One multi-cultural or cross-cultural (global) course to be chosen from among the following:
 - ENG 242F1 Literature of American Minorities
 - ENG 270F1 Introduction to World Literature
 - ENG 325 Ethnic American Literature

- ENG 370 World Literatures in English
- ENG 443 Focused Study of Ethnic American Literature
- ENG 470 Focused Study of World Literature

or another multicultural or cross-cultural literature course not listed here but approved by the Chair.

4. At least five courses in English at the 300/400 level, of which at least three must be literature courses.

5. Transfer students must earn at least sixteen credits in English at Edgewood from the 300/400 courses. Post-baccalaureate students are exempt from this requirement.

6. Portfolio: A full semester prior to graduation, each major must submit a portfolio of three papers. At least one of these papers must be literary analysis. No more than one may be creative writing (poetry, fiction, drama, etc.).

ENGLISH TEACHING MAJOR

The major is part of a program leading to a Wisconsin initial educator license to teach English at the early adolescence through adolescence level (ages 10-21). It includes 44 credits beyond ENG 110, as follows:

1. Required courses:

- ENG 280 Introduction to Literary Studies
- ENG 303 Introduction to the Study of Language
- ENG 331 Literary Figures
- ENG 401 The Teaching of Composition

2. At least 28 English credits at the 300/400 level.

3. One course from the following:

- ENG 242F1 Literature of American Minorities
- ENG 325 Ethnic American Literature
- ENG 443 Focused Study of Ethnic American Literature

or another multicultural literature course not listed here but approved by the Chair.

4. One course from the following:

- ENG 270F1 Introduction to World Literature
- ENG 370 World Literatures in English

- ENG 470 Focused Study of World Literature

or another cross-cultural literature course not listed here but approved by the Chair.

5. Other English courses to bring the total number of English credits to at least 44.
6. Students in this major must also complete the professional education requirements and licensing requirements for teaching (see [EDUCATION](#)).
7. Transfer students must earn at least sixteen credits in English at Edgewood from the 300/400 courses. Post-baccalaureate students are exempt from this requirement.
8. Portfolio: A full semester prior to graduation, each major must submit a portfolio of three papers. At least one of these papers must be literary analysis. No more than one may be creative writing (poetry, fiction, drama, etc.).

ENGLISH MINOR WITH A CONCENTRATION IN LITERATURE

Twenty credits beyond ENG 110, to include:

1. ENG 331 Literary Figures
2. Sixteen additional credits in English at the 300/400 level, one of which may be a writing course.

ENGLISH MINOR WITH A CONCENTRATION IN WRITING

Twenty-four credits beyond ENG 110, to include:

1. Four courses from the following:
 - ENG 201 Introduction to Journalism
 - ENG 205F3 Introduction to Creative Writing
 - ENG 300 Advanced Writing
 - ENG 301 Magazine Writing
 - ENG 305 Fiction Writing
 - ENG 306 Poetry Writing
 - ENG 309 The New Journalism
 - ENG 312 Topics in Journalism
 - ENG 31 Literary Journalism
 - ENG 410 Advanced Journalism
 - ENG 476 Advanced Writing Workshop
2. Eight credits in literature at the 300/400 level.

ENGLISH TEACHING MINOR

The minor, together with a licensing major, is part of a program leading to a Wisconsin initial educator license to teach English at the level corresponding to the major. It includes 24 credits beyond ENG110, to include:

1. Required courses:
 - ENG 280 Introduction to Literary Studies
 - ENG 303 Introduction to the Study of Language
 - ENG 331 Literary Figures
 - ENG 401 The Teaching of Composition
 - ED 459E Teaching Methods--English

2. One course from among the following:
 - ENG 362 Romantic and Victorian Literature
 - ENG 363 Modernism
 - ENG 367 American Literature to 1865
 - ENG 368 American Literature, 1865-1914
 - ENG 371 Postmodern and Contemporary Literature

3. Students in this minor must also complete the Early Adolescence through Adolescence licensing requirements (see [EDUCATION](#)).

INTERDISCIPLINARY ENGLISH/COMMUNICATION STUDIES/THEATRE

The minor, together with a licensing major in Middle Childhood through Early Adolescence, is part of a program leading to a Wisconsin initial educator license to teach English language arts at the level corresponding to the licensing major.

The minor is also useful for Elementary Education majors.

Contact the Chair of the English Department for the specific course requirements and policies.

ENVIRONMENTAL STUDIES

Part of the School of Integrative Studies, the Environmental Studies program offers a minor that complements any of the majors on campus. Students in the program combine coursework from departments across the curriculum with involvement in the local and global community to gain a broad interdisciplinary perspective on environmental issues and the experience necessary to work toward a sustainable future. The minor prepares students for meaningful, collaborative work in areas such as environmental education, research, consulting, policy, writing, or activism. An individualized major in Environmental Studies is also available. Students who wish to pursue a minor or major in Environmental Studies should contact the Chair of the program.

The interdisciplinary Environmental Studies minor has three components: interdisciplinary coursework, service activities, and an integrative capstone experience.

Coursework for the Minor

A minimum of 20 credits is required, including:

1. Required core courses (10 credits):
 - ENVS/PHIL107F7 Philosophies of Earth (3 cr, offered every Spring)
 - ENVS/BIO 250 Environmental Biology (3 cr, offered every Fall)
 - ENVS/PS 352 Environmental Politics (4 cr, offered every other Spring)
2. An additional 10 credits from the following courses, with at least 3 credits in the natural sciences.

The following courses are cross-listed in the Environmental Studies program and count for full credit toward the minor:

- ENVS/BIO 205 Field Biology (2 cr)
- ENVS/BIO 275 Dendrology (2 cr)
- ENVS/BIO/HIST 333 Ecological History of Civilization (4 cr)
- ENVS/BIO 450 Ecology (4 cr)
- ENVS/ECON 320 Environmental Economics (2 cr)
- ENVS/GEOG 265 Environmental Conservation (2 cr)
- ENVS/GEOS 206 Environmental Geology (3 cr)
- ENVS/BI 305/405 Roots and Shoots (2 credits each semester)
- ENVS/PS 353 Politics of Sprawl: Land Use and Transportation Policy (2 credits)

The following courses from other departments may be used for full or partial credit toward the minor:

- ANTH 222F4 Cultural Anthropology (4 cr, 2 of which apply to the minor)
- ART 289 Studio Workshop (1-3 cr, 1 of which applies to the minor)
- ART 392 Community Art Practicum (3 cr, 1 of which applies to the minor)

- BIO 151F5 General Biology I (4 cr, 2 of which apply to the minor)
- BIO/PSY 430 Animal Behavior (4 cr, 2 of which apply to the minor)
- BUS 465/BI 405 Social Responsibility in Business (3 cr, 1 credit of Spring offering applies to minor)
- ENG 250 Utopian and Dystopian Visions (4 cr, 2 of which apply to the minor)
- GEOS 102F5 Earth Science I or GEOS 103F5 Earth Science II (4 cr, 2 of which apply to the minor)
- HI 305/BI405 Dog-Human Partnerships (2 credits each semester)
- NATS 104F5, 105F5, 106F5, or 107F5 (4 cr, 2 of which apply to the minor)

Additional elective courses from future course offerings, transfer credits from other institutions, or credit for independent study may be approved by the Environmental Studies Steering Committee for inclusion in the minor.

Service Activities

All students in the minor are required to participate in four campus or local service activities related to environmental studies. Service activities are approved by students' minor advisor.

Capstone Experience

The program's core courses encourage interdisciplinary perspectives and approaches to problem solving. Toward the end of their program, usually in their final year, students integrate and apply their coursework in a capstone experience. Capstone experiences must be approved by the Environmental Studies Steering Committee and may be fulfilled as follows:

- Human Issues seminars that are part of the Environmental Studies curriculum.
- Independent Human Issues projects with an environmental focus.
- Senior seminars offered by cooperating departments
- Other independent study, field courses or travel abroad.

ETHNIC STUDIES

The interdisciplinary Ethnic Studies minor focuses on historically marginalized ethnic and racial groups, including, but not limited to, African American, Asian American, Latino(a), Hispanic, Native Americans, and multiracial Americans. The minor seeks to examine the diversity of human experience and issues that intersect race and ethnicity, such as social class and status, religion and spirituality, sexuality, gender and ability.

The program is administered in the School of Integrative Studies.

The goals of the program are for students to:

- Develop knowledge and understanding of multi-ethnic peoples and cultures, and their contributions to society
- Understand the historical and contemporary contexts of ethnic and racial oppression, as well as other experiences of marginalization
- Examine the intersections of race, ethnicity, and the construction of identity
- Apply theoretical knowledge to the development of multicultural understanding
- Develop multicultural competence for lifelong learning
- Explore the complex, dynamic relations among institutional, historical, social, and cultural forces and individuals in marginalized groups
- Understand the heterogeneity and complexity of discourses and experiences of historically marginalized peoples

Requirements for the minor

A minimum of 20 credit are required and must include:

- 1 One introductory course from the following:
 - ETHS 201 Introduction to Ethnic Studies (4 cr)

- ANTH 222F4 Introduction to Cultural Anthropology (4 cr)
 - Other approved course*
2. One global studies course from the following:
- ANTH 346 Myth and Shamanism (4 cr)
 - ART 124F2 Global Perspectives in the Visual Arts (3 cr)
 - ART 250 Art of Africa, Americas and Oceania (3 cr)
 - ECON 290 Global Economics (4 cr)
 - ECON 330 Comparative Economic Systems (4 cr)
 - ECON 450 International Economics (4 cr)
 - ECON 460 Money, Banking, International Capital Markets (4 cr)
 - ENG 270F1 Introduction to World Literature (4 cr)
 - ENG 370 World Literatures in English (4 cr)
 - FREN 316 Language and the Francophone World (4 cr)
 - FREN 414 Language in the Media (4 cr)
 - FREN 431 French Civilization (4 cr)
 - FREN 432 Contemporary Francophone Culture (2-4 cr)
 - FREN 438 Francophone Literature (4 cr)
 - HIST 111F6 East Asian Civilization (4 cr)
 - HIST 117F6 Modern China (4 cr)
 - HIST 221F6 Modern Japan (4 cr)
 - HIST 240 The Middle East (4 cr)
 - HIST 341 European Holocaust (4 cr)
 - MUS155F2 World Music (3 cr)
 - PS 384 Politics of the Middle East (4 cr)
 - RS 225F8 Introduction to Major Religious Traditions (4 cr)
 - RS 456 Challenge of Islam (4 cr)
 - RS 457-459 Selected Topics in Religious Studies (2-4 credits)*
 - SPAN 314 Language in the Media (4 cr)
 - SPAN 318 Language in the Hispanic World (4 cr)
 - SPAN 414 Language in the Media (4 cr)

- SPAN 431 Spanish Civilization (4 cr)
- SPAN 432 Latin American Civilization (2-4 cr)
- SPAN 437 Latin American Literature (4 cr)
- SOC 344 Comparative Criminal Justice Systems (4 cr)
- Other approved course*

3. A minimum of three additional courses in approved* electives to support the minor from the following list. One of these courses must be a Human Issues course that will serve as the capstone to the minor.

- ART/ETHS 264F2 Multicultural Art in the U.S. (3 cr)
- ART/ETHS 362 Native American Art (3 cr)
- COMMS/ETHS 430B Afro-American Communities (3 cr)
- ED 200 Education in a Pluralistic Society (3 cr)
- ED/ETHS 262 Foundations of ESL/Bi-Lingual Education (3 cr)
- ED 307 ELL in the Mainstream Classroom
- ENG/ETHS 242F1 Literature of American Minorities (4 cr)
- ENG 326 Ethnic American Literature (4 cr)
- ENG 442 Focused Study of Ethnic American Literature (4 cr)
- HI/ETHS 404 Fishing for Food (2 cr)
- ETHS 495 Internship (1-4 cr)
- ETHS 479 Independent Study (1-4 cr)
- HIST 271F6 Selected Issues: Asian American Experience (4 cr)
- HIST/ETHS 359 African American History (4 cr)
- HIST 363 Native American History (4 cr)
- PSY 382 Multicultural Counseling (4 cr)
- PSY 384/ETHS 381/BI 404 Youth Development and Culture (4 cr)
- PHIL 307/BI 404 Philosophy of Martin Luther King, Jr. (4 cr)
- SOC/ETHS 309 Race and Ethnicity (4 cr)
- WS/ETHS 480/BI 404 Transcultural Women (4 cr)
- Other Approved Course*

*Consult the Ethnic Studies Program Director for approval.

FOREIGN LANGUAGE: FRENCH AND SPANISH

MAJORS

French
French Teaching
Spanish
Spanish Teaching

MINORS

French
French Teaching
French for Elementary Education
Spanish
Spanish Teaching
Spanish for Elementary Education

Major programs in French and Spanish are composed primarily of courses in language, literature and culture. The study of foreign languages can lead students to a variety of careers, including teaching, government, and industry. Majors in foreign language teaching prepare specifically for teaching at elementary and/or secondary levels. Many students combine majors in French or Spanish with the study of international relations, business, social work, nursing, or other areas where knowledge of a foreign language is useful. Some may continue foreign language study at the graduate level, pursuing degrees in literature, culture, and translation. Students majoring in foreign languages are encouraged to talk to department faculty and Career Services to discuss opportunities beyond graduation.

GOALS OF THE FOREIGN LANGUAGE PROGRAM

- Goal I: to expose students to the target culture – for French students, the Francophone world, and for students of Spanish, the Spanish-speaking world, through language and cultural immersion with the aim to enhance cross-cultural competence and understanding.
- Goal II: to enable students to develop oral proficiency in the foreign language, including accuracy of structure and pronunciation, at the target level of intermediate high (as defined in the ACTFL national proficiency guidelines).
- Goal III: to introduce students to a variety of writing formats and improve written proficiency in the target language, including accuracy of syntactical structure, grammar, punctuation, and organization of presentation.
- Goal IV: to introduce students to the literature of France and the Francophone world or Spain and Latin America, together with other avenues of intellectual inquiry (film, history, art, music, philosophy).
- Goal V: to acquaint Foreign Language Teaching majors with current methodologies in foreign language instruction in order to help them to develop pedagogical tools and skills necessary for teaching the target language and culture, and prepare them professionally for their career through hands-on experience and practical training.

FRENCH

FRENCH MAJOR

Thirty-six credits beyond FREN 101 and 102, to include:

1. Eight credits of intermediate French:
 - FREN 201 Third Semester French
 - FREN 202 Fourth Semester French
 - Or transferred courses (6 credits accepted)
 - Or 8 retroactive credits
2. Twelve credits of language from the following:
 - FREN 312 Third Year Conversation & Composition
 - FREN 313 Third Year Conversation & Composition
 - FREN 314 Language in the Media
 - FREN 316 Language & the Francophone World
 - FREN 380/480* Special Topics
 - FREN 412 Advanced Conversation & Composition
 - FREN 413 Advanced Conversation & Composition
 - FREN 414 Advanced Language in the Media
 - FREN 416 Advanced Language & the Francophone World
 - FREN 430 Phonetics
 - FREN 479 Independent Study
3. Eight credits of literature from the following:
 - FREN 380/480* Special Topics
 - FREN 428 Introduction to French Literature - Middle Ages to Revolution
 - FREN 429F1 Introduction to French Literature - 19th & 20th Centuries
 - FREN 437 Literary Movements of Modern France
 - FREN 438 Francophone Literature
 - FREN 479 Independent Study
4. Four credits of culture from the following:
 - FREN 380/480* Special Topics
 - FREN 431 French Civilization
 - FREN 432 Contemporary Francophone Culture
 - FREN 433 Film & Society
5. Four credits in French from courses listed above and not already taken.
6. Computer competency requirement

* Specific course content determines to which area, language, literature, or culture, the credits can be applied.

FRENCH TEACHING MAJOR

The major is part of a program leading to a Wisconsin initial educator license to teach French at the early childhood through adolescence level (birth - age 21). It requires 43 credits beyond FREN 101 and 102, to include:

1. Eight credits of intermediate French:
 - FREN 201 Third Semester French
 - FREN 202 Fourth Semester French
 - Or transferred courses (6 credits accepted)
 - Or 8 retroactive credits

2. Twelve credits of language from the following:
 - FREN 312 Third Year Conversation & Composition
 - FREN 313 Third Year Conversation & Composition
 - FREN 314 Language in the Media
 - FREN 316 Language & the Francophone World
 - FREN 380/480* Special Topics
 - FREN 412 Advanced Conversation & Composition
 - FREN 413 Advanced Conversation & Composition
 - FREN 414 Advanced Language in the Media
 - FREN 416 Advanced Language & the Francophone World
 - FREN 479 Independent Study

3. Eight credits of literature from the following:
 - FREN 380/480* Special Topics
 - FREN 428 Introduction to French Literature - Middle Ages to Revolution
 - FREN 429F1 Introduction to French Literature - 19th & 20th Centuries
 - FREN 437 Literary Movements of Modern France
 - FREN 438 Francophone Literature
 - FREN 479 Independent Study

4. Four credits of culture from the following:
 - FREN 380/480* Special Topics
 - FREN 431 French Civilization
 - FREN 432 Contemporary Francophone Culture
 - FREN 433 Film & Society

5. Four credits of elective French from courses listed above and not already taken.

6. Seven credits in methods and phonetics
 - FREN 430 French Phonetics
 - FREN/ED 459F Methods of Teaching Foreign Language in Elementary/Middle/Secondary Schools

7. Study abroad, variable credit. Students must consult with their academic advisor.

8. Computer competency requirement

9. Completion of the Education professional requirements and licensing requirements for teacher education (See the **EDUCATION** listing). A French Teaching Major must be admitted to teacher education before being admitted to French 459F.

*Specific course content determines to which area, language, literature, or culture, the credits can be applied.

FRENCH MINOR

Twenty credits beyond FREN 101 and 102, to include:

1. Eight credits of intermediate French:
 - FREN 201 Third Semester French
 - FREN 202 Fourth Semester French
 - Or transferred courses (6 credits accepted)
 - Or 8 retroactive credits
 - Or substitute 8 other credits (4 language and 4 elective) from the courses below.

2. Four credits of language from the following:
 - FREN 312 Third Year Conversation & Composition
 - FREN 313 Third Year Conversation & Composition
 - FREN 314 Language in the Media
 - FREN 316 Language & the Francophone World
 - FREN 380/480* Special Topics
 - FREN 412 Advanced Conversation & Composition
 - FREN 413 Advanced Conversation & Composition
 - FREN 414 Advanced Language in the Media
 - FREN 416 Advanced Language & the Francophone World
 - FREN 430 Phonetics
 - FREN 479 Independent Study

3. Four credits of literature or culture from the following:
 - FREN 380/480* Special Topics
 - FREN 428 Introduction to French Literature - Middle Ages to Revolution
 - FREN 429F1 Introduction to French Literature - 19th & 20th Centuries
 - FREN 437 Literary Movements of Modern France
 - FREN 438 Francophone Literature
 - FREN 431 French Civilization
 - FREN 432 Contemporary Francophone Culture
 - FREN 433 Film & Society
 - FREN 479 Independent Study

4. Four credits of French (from courses listed above and not already taken)

* Specific course content determines to which area, language, literature, or culture, the credits can be applied.

FRENCH MINOR FOR ELEMENTARY EDUCATION MAJORS

Twenty-two credits beyond FREN 101 and 102, to include:

1. Eight credits of intermediate French:
 - FREN 201 Third Semester French
 - FREN 202 Fourth Semester French
 - Or transferred courses (6 credits accepted)
 - Or 8 retroactive credits
 - Or substitute 8 other credits (4 language and 4 elective) from the courses below.

2. Four credits of language from the following:
 - FREN 312 Third Year Conversation & Composition
 - FREN 313 Third Year Conversation & Composition
 - FREN 314 Language in the Media
 - FREN 316 Language & the Francophone World
 - FREN 380/480* Special Topics

- FREN 412 Advanced Conversation & Composition
 - FREN 413 Advanced Conversation & Composition
 - FREN 414 Advanced Language in the Media
 - FREN 416 Advanced Language & the Francophone World
 - FREN 430 Phonetics
 - FREN 479 Independent Study
3. Four credits of literature or culture from the following:
- FREN 380/480* Special Topics
 - FREN 428 Introduction to French Literature - Middle Ages to Revolution
 - FREN 429F1 Introduction to French Literature - 19th & 20th Centuries
 - FREN 437 Literary Movements of Modern France
 - FREN 438 Francophone Literature
 - FREN 431 French Civilization
 - FREN 432 Contemporary Francophone Culture
 - FREN 433 Film & Society
 - FREN 479 Independent Study
4. Six credits of elective in French from courses listed above and not already taken.

* Specific course content determines to which area—language, literature, or culture—the credits can be applied.

FRENCH TEACHING MINOR

The minor, together with a licensing major, is part of a program leading to a Wisconsin initial educator license to teach French at the level corresponding to the major. It requires 31 credits beyond FREN 101 and 102, to include:

1. Eight credits of intermediate French:
- FREN 201 Third Semester French
 - FREN 202 Fourth Semester French
 - Or transferred courses (6 credits accepted)
 - Or 8 retroactive credits
2. Eight credits in language from the following:
- FREN 312 Third Year Conversation & Composition
 - FREN 313 Third Year Conversation & Composition
 - FREN 314 Language in the Media
 - FREN 316 Language & the Francophone World
 - FREN 380/480* Special Topics FOREIGN LANGUAGE 131
 - FREN 412 Advanced Conversation & Composition
 - FREN 413 Advanced Conversation & Composition
 - FREN 414 Advanced Language in the Media
 - FREN 416 Advanced Language & the Francophone World
 - FREN 479 Independent Study
3. Four credits in literature or culture from the following:
- FREN 380/480* Special Topics
 - FREN 428 Introduction to French Literature - Middle Ages to Revolution
 - FREN 429F1 Introduction to French Literature - 19th & 20th Centuries
 - FREN 437 Literary Movements of Modern France
 - FREN 438 Francophone Literature

- FREN 479 Independent Study
 - FREN 431 French Civilization
 - FREN 432 Contemporary Francophone Culture
 - FREN 433 Film & Society
4. Four credits of French from courses listed above and not already taken.
 5. Seven credits of phonetics and methods
 - FREN 430 French Phonetics
 - FREN/ED 459F Methods of Teaching Foreign Language in Elementary/Middle/Secondary Schools (4 cr)
 6. Study abroad, variable credit. Students must consult with their academic advisor.
 7. Completion of the professional education requirements and licensing requirements for teacher education (See the [EDUCATION](#) listing). A French Teaching Minor must be admitted to teacher education before being admitted to French 459F.

* Specific course content determines to which area—language, literature, or culture—the credits can be applied.

French Program Policies

Emphasis is on the use of French in the classroom beginning with first-year classes. Advanced classes are conducted in French. Upper-level courses may be repeated for credit, provided content is different.

Students with three or more years of the same high school language cannot take 101 of that same language at Edgewood.

Transfer students who intend to continue in language should consult the Foreign Language Department for assistance in choosing the appropriate level course.

All majors, teaching and non-teaching, and all teaching minors must pass with a minimum grade of “B” at least two of the following: FREN 312-313, 314, 316, 412-413, 414, 416, 430. All non-teaching minors must pass with a minimum grade of “B” at least one of the courses listed.

All majors, teaching and non-teaching, and all teaching minors must also maintain a 3.0 GPA in French courses, achieve oral proficiency at the intermediate-high level (ACTFL guidelines), and be approved by the Department.

For the French Teaching Major and French Teaching minor: Full implementation of PI 34 for teacher and administrator licensing in Wisconsin took full effect on September 1, 2004. Students completing programs for licensing after August 31, 2004 must now meet new licensing and license-renewal rules applicable to their respective programs, including PRAXIS I/PRAXIS II testing and performance-based portfolio assessment. See the [EDUCATION](#) listing

Study Abroad

French Teaching majors and French Teaching minors are required to have an intensive language experience, either through residence in a French-speaking country or through an immersion program. It is strongly recommended that to acquire the minimum necessary

language skills for future employment, French majors participate in residence abroad or an immersion program. All options for intensive language experience must be approved by the Foreign Language Department, the Center for Global Education and the Registrar's Office.

Computer Competency

French majors should be able to use the computer for basic research and word-processing; and they should know how to negotiate the Internet for sources in the target culture. French and French Teaching Majors must demonstrate knowledge of computer software available for pedagogical and instructional purposes.

Minimum Credits at Edgewood

A French major, French Teaching major or French Teaching minor must take a minimum of eight credits in French at Edgewood or at UW-Madison through the Collaborative Program. Retroactive credit and Student Teaching will not be counted toward this minimum.

A French minor must take a minimum of four credits in French at Edgewood or at UW-Madison through the Collaborative Program. Retroactive credit and Student Teaching will not be counted toward this minimum.

The year that prior courses were taken must be considered for determining courses' acceptability for satisfying major/minor requirement. Those seeking add-on teaching certification in foreign language must consult with the Foreign Language Department.

Retroactive Credit

Credits may be granted for foreign language skills acquired through high school study, immersion experience in the target language, or other means of prior learning. Level of language proficiency will be determined and credits awarded based on the successful completion of the student's first college-level foreign language course (placement must be above 101 level) with a minimum grade of B. Up to 16 credits may be granted at the rate of 4 credits for each college semester bypassed in the Foreign Language. Only non-native speakers are eligible.

- 4 retroactive credits if B in FREN 102
- 8 retroactive credits if B in FREN 201
- 12 retroactive credits if B in FREN 202
- 16 retroactive credits if B in FREN 312 or higher

Placement into foreign language classes is determined by the college.

Proficiency Tests

Proficiency tests exempting a student from a first and/or second year of foreign language are available upon request and with prior departmental approval.

Please consult the Foreign Language Department about all of the policies above.

SPANISH

SPANISH MAJOR

36 credits beyond SPAN 101 and 102, to include:

1. Eight credits of intermediate Spanish:
 - SPAN 201 Third Semester Spanish
 - SPAN 202 Fourth Semester Spanish
 - Or transferred courses (6 credits accepted)
 - Or 8 retroactive credits

2. Twelve credits of language from the following:
 - SPAN 312 Third Year Conversation & Composition
 - SPAN 314 Language in the Media
 - SPAN 318 Language in the Hispanic World
 - SPAN 380/480* Special Topics
 - SPAN 412 Advanced Conversation & Composition
 - SPAN 414 Advanced Language in the Media
 - SPAN 418 Advanced Language in the Hispanic World
 - SPAN 430 Phonetics

3. Eight credits of literature from the following:
 - SPAN 380/480* Special Topics
 - SPAN 424 Topics in Modern Peninsular Literature
 - SPAN 437 Spanish American Literature
 - SPAN 438 Contemporary Literature

4. Four credits of culture from the following:
 - SPAN 380/480* Special Topics
 - SPAN 431 Spanish Civilization
 - SPAN 432 Latin American Civilization
 - SPAN 433 Contemporary Culture
 - SPAN 436 Film & Society

5. Four credits of Spanish from courses listed above and not already taken

6. Computer competency requirement

*Specific course content determines to which area—language, literature, or culture—the credits can apply.

SPANISH TEACHING MAJOR

The Spanish Teaching Major is part of a program leading to a Wisconsin initial educator license to teach Spanish at the early childhood through adolescence level (birth - age 21).

It requires 43 credits beyond SPAN 101 and 102, to include:

1. Eight credits of intermediate Spanish:
 - SPAN 201 Third Semester Spanish
 - SPAN 202 Fourth Semester Spanish
 - Or transferred courses (6 credits accepted)
 - Or 8 retroactive credits

2. Twelve credits of language from the following:
 - SPAN 312 Third Year Conversation & Composition
 - SPAN 314 Language in the Media
 - SPAN 318 Language in the Hispanic World
 - SPAN 380/480* Special Topics

- SPAN 412 Advanced Conversation & Composition
 - SPAN 414 Advanced Language in the Media
 - SPAN 418 Advanced Language in the Hispanic World
3. Eight credits of literature from the following:
 - SPAN 380/480* Special Topics
 - SPAN 424 Topics in Modern Peninsular Literature
 - SPAN 437 Spanish American Literature
 - SPAN 438 Contemporary Literature
 4. Four credits of culture from the following:
 - SPAN 380/480* Special Topics
 - SPAN 431 Spanish Civilization
 - SPAN 432 Latin American Civilization
 - SPAN 433 Contemporary Culture
 - SPAN 436 Film & Society
 5. Four credits of Spanish from courses listed above and not already taken.
 6. Seven credits of phonetics and methods:
 - SPAN 430 Spanish Phonetics
 - SPAN/ED 459F Methods of Teaching Foreign Language in Elementary/Middle/Secondary Schools
 7. Study abroad, variable credit.
Classes taken abroad may fulfill requirements in sections 1-5 above. Students must consult their academic advisor.
 8. Computer competency requirement.
 9. Completion of the Education professional requirements and the licensing requirements for teacher education (See the **EDUCATION** listing). A Spanish Teaching Major must be admitted to teacher education before being admitted to SPAN459F.

*Specific course content determines to which area-- language, literature, or culture--the credits can apply.

SPANISH MINOR

Twenty credits beyond SPAN 101 and 102, to include:

1. Eight credits of intermediate Spanish:
 - SPAN 201 Third Semester Spanish
 - SPAN 202 Fourth Semester Spanish
 - Or transferred courses (6 credits accepted)
 - Or 8 retroactive credits
 - Or substitute 8 other credits (4 language and 4 elective) from the courses below
2. Four credits of language from the following:
 - SPAN 312 Third Year Conversation & Composition

- SPAN 314 Language in the Media
 - SPAN 318 Language in the Hispanic World
 - SPAN 380/480* Special Topics
 - SPAN 412 Advanced Conversation & Composition
 - SPAN 414 Advanced Language in the Media
 - SPAN 418 Advanced Language in the Hispanic World
 - SPAN 430 Phonetics
3. Four credits of literature or culture from the following:
- SPAN 431 Spanish Civilization
 - SPAN 432 Latin American Civilization
 - SPAN 433 Contemporary Culture
 - SPAN 436 Film & Society
 - SPAN 380/480* Special Topics
 - SPAN 424 Topics in Modern Peninsular Literature
 - SPAN 437 Spanish American Literature
 - SPAN 438 Contemporary Literature
4. Four credits of elective from courses listed below not already taken:
- SPAN 312 Third Year Conversation & Composition
 - SPAN 314 Language in the Media
 - SPAN 318 Language in the Hispanic World
 - SPAN 380/480* Special Topics
 - SPAN 412 Advanced Conversation & Composition
 - SPAN 414 Advanced Language in the Media
 - SPAN 418 Advanced Language in the Hispanic World
 - SPAN 430 Phonetics
 - SPAN 424 Topics in Modern Peninsular Literature
 - SPAN 437 Spanish American Literature
 - SPAN 438 Contemporary Literature
 - SPAN 431 Spanish Civilization
 - SPAN 432 Latin American Civilization
 - SPAN 433 Contemporary Culture
 - SPAN 436 Film & Society

*Specific course content determines to which area—language, literature, or culture—the credits can apply.

SPANISH MINOR FOR ELEMENTARY EDUCATION MAJORS

Twenty-two credits beyond SPAN 101 and 102, to include:

1. Eight credits of intermediate Spanish:
 - SPAN 201 Third Semester Spanish
 - SPAN 202 Fourth Semester Spanish
 - Or transferred courses (6 credits accepted)
 - Or 8 retroactive credits
 - Or substitute 8 other credits (4 language and 4 elective) from the courses below
2. Four credits of language from the following:
 - SPAN 312 Third Year Conversation & Composition
 - SPAN 314 Language in the Media
 - SPAN 318 Language in the Hispanic World

- SPAN 380/480 * Special Topics
 - SPAN 412 Advanced Conversation & Composition
 - SPAN 414 Advanced Language in the Media
 - SPAN 418 Advanced Language in the Hispanic World
 - SPAN 430 Phonetics
3. Four credits of literature or culture from the following:
- SPAN 431 Spanish Civilization
 - SPAN 432 Latin American Civilization
 - SPAN 433 Contemporary Culture
 - SPAN 435 Film & Society
 - SPAN 380/480* Special Topics
 - SPAN 424 Topics in Modern Peninsular Literature
 - SPAN 437 Spanish American Literature
 - SPAN 438 Contemporary Literature
4. Six credits of Spanish from courses listed above and not already taken.

*Specific course content determines to which area –language, literature, or culture –the credits can apply.

SPANISH TEACHING MINOR

The minor, together with a licensing major, is part of a program leading to a Wisconsin initial educator license to teach Spanish at the level corresponding to the major.

It requires 3 1credits beyond SPAN 101 and 102, to include:

1. Eight credits of intermediate Spanish:
 - SPAN 201 Third Semester Spanish
 - SPAN 202 Fourth Semester Spanish
 - Or transferred courses (6 credits accepted)
 - Or 8 retroactive credits
2. Eight credits of language from the following:
 - SPAN 312 Third Year Conversation & Composition
 - SPAN 314 Language in the Media
 - SPAN 318 Language in the Hispanic World
 - SPAN 380/480* Special Topics
 - SPAN 412 Advanced Conversation & Composition
 - SPAN 414 Advanced Language in the Media
 - SPAN 418 Advanced Language in the Hispanic World
3. Four credits of literature from the following:
 - SPAN 380/480* Special Topics
 - SPAN 424 Topics in Modern Peninsular Literature
 - SPAN 437 Spanish American Literature
 - SPAN 438 Contemporary Literature
4. Four credits of Spanish from courses listed above and not already taken.
5. Seven credits of phonetics and methods:

- SPAN 430 Spanish Phonetics
 - SPAN/ED 459F Methods of Teaching Foreign Language in Elementary/Middle/Secondary Schools
6. Study abroad, variable credit
Classes taken abroad may fulfill requirements in sections 1-5 above. Students must consult their academic advisor.
7. Completion of the Education professional requirements and the licensing requirements for teacher education (See the [EDUCATION](#) listing). A Spanish Teaching Minor must be admitted to teacher education before being admitted to SPAN 459F.

*Specific course content determines to which area—language, literature, or culture—the credits can apply.

Spanish Program Policies

Emphasis is on the use of Spanish in the classroom beginning with first-year classes. Advanced classes are conducted in Spanish. Upper-level courses may be repeated for credit, provided content is different.

Students with three or more years of the same high school language cannot take 101 of that same language for credit at Edgewood.

Transfer students who intend to continue in language should consult the Foreign Language Department for assistance in choosing the appropriate level course.

Admission to the Major program is by consent of the department, which will appoint an advisor to monitor student progress and satisfactory completion of the requirements.

All majors, teaching and non-teaching, and all teaching minors must pass with a minimum grade of “B” at least two of the following: SPAN 312, 314, 318, 412,414, 418,430. All non-teaching minors must pass with a minimum grade of “B” at least one of the courses listed.

All majors, teaching and non-teaching, and all teaching minors must also maintain a 3.0 GPA in Spanish courses, achieve oral proficiency at the intermediate-high level, (ACTFL guidelines), and be approved by the Department.

For the Spanish Teaching Major and Spanish Teaching Minor: Full implementation of PI 34 for teacher and administrator licensing in Wisconsin took full effect on September 1, 2004. Students completing programs for licensing after August 31, 2004 must now meet new licensing and license-renewal rules applicable to their respective programs, including PRAXIS I/PRAXIS II testing and performance-based portfolio assessment. See the [EDUCATION](#) listing.

Study Abroad

Spanish Teaching majors and Spanish Teaching minors are required to have an intensive language experience, either through residence in a Spanish-speaking country or through an immersion program of at least five weeks. It is strongly recommended that to acquire the

minimum necessary language skills for future employment, Spanish majors participate in residence abroad or an immersion program. All options for intensive language experience must be approved by the Foreign Language Department, the Center for Global Education, and the Registrar's Office.

Computer Competency

Spanish majors should be able to use the computer for basic research and word processing; and they should know how to negotiate the Internet for sources in the target culture. Spanish Teaching Majors must demonstrate knowledge of computer software available for pedagogical and instructional purposes.

Minimum Credits at Edgewood

A Spanish major, Spanish Teaching major, or Spanish Teaching minor must take a minimum of eight credits in Spanish at Edgewood or at UW-Madison through the Collaborative Program. Retroactive credit and Student Teaching will not be counted toward this minimum.

A Spanish minor must take a minimum of four credits in Spanish at Edgewood or at UW-Madison through the Collaborative Program. Retroactive credit and Student Teaching will not be counted toward this minimum.

The year that prior courses were taken must be considered for determining course acceptability for satisfying major/minor requirement.

Those seeking add-on teaching certification in foreign language must consult with the Foreign Language Department.

Retroactive Credit

Credits may be granted for foreign language skills acquired through high school study, immersion experience in the target language, or other means of prior learning. Level of language proficiency will be determined and credits awarded based on the successful completion of the student's first college-level foreign language course (placement must be above 101 level) with a minimum grade of B. Up to 16 credits may be granted at the rate of 4 credits for each college semester bypassed in the foreign language. Only non-native speakers are eligible.

- 4 retroactive credits if B in SPAN 102
- 8 retroactive credits if B in SPAN 201
- 12 retroactive credits if B in SPAN 202
- 16 retroactive credits if B in SPAN 312 or higher

Placement into foreign language classes is determined by the college.

Proficiency Tests

Proficiency tests exempting a student from a first and/or second year of foreign language are available upon request and with prior departmental approval.

Please consult the Foreign Language Department about all of the above.

HISTORY

MAJOR

History

MINORS

History

History Teaching, Elementary Education or Elementary/Middle

History Teaching, Secondary Education or Middle Secondary

History programs may be used to fulfill the graduation requirements of the college, to obtain teacher certification, or to prepare for professional (e.g., law school) or graduate school study. In consultation with a History Department advisor, a student will select the most appropriate program and courses to meet the requirements for a major, minor, or concentration in history.

For the requirements for the interdisciplinary majors in Broad Fields Social Studies: History Concentration, and Broad Fields Social Studies: History Concentration with Teaching Minor, see [BROAD FIELDS SOCIAL STUDIES](#).

The Department of History has identified three broad goals for the student majoring in History or Broad Fields Social Studies that will be assessed on an on-going basis, but particularly in HIST 400/401.

Each successful History and Broad Fields Social Studies major will demonstrate:

1. Competence in research, critical reading of sources, communicating, writing, reasoning and analyzing.
2. The basic skills of the historian, to include historical method and historiography.
3. Competence in historical knowledge, historical periodization and historical geography.

The History Department administers the Sister Cajetan Spelman History Scholarship which is awarded annually to upper-class history majors and history concentrations. See History Department Chair for details.

HISTORY MAJOR

A minimum of 42-44 credits in history is required as follows:

1. In addition to HIST 295 Proseminar: Historians, Historiography and Historical Method, two courses from each area:
 - o Area A: European History
 - HIST 108F6 Medieval Europe, 410-1500
 - HIST 1 10F6 Beginnings of Modern Europe, 1500 to the Eve of the French Revolution
 - HIST 1 15F6 Europe from the French Revolution to the Present
 - HIST 211 History of Modern Germany from Unification to Nazification
 - HIST 271F6 Selected Topics
 - HIST 325 Germany and the Rise of the Nazi Party

- HIST 341 European Holocaust
 - HIST 375 World War II
 - Area B: United States History
 - HIST 131F6 American History I
 - HIST 132F6 American History II
 - HIST 204F6 Social Movements in U.S. History
 - HIST 207F6 Recent U.S. History (Since 1945)
 - HIST 238 History of the Working-Class in the United States
 - HIST 271 F6 Selected Issues
 - HIST 342 American Foreign Policy
 - HIST 359 African-American History
 - HIST 360 The History of Women in North America
 - HIST 363 Native American History
 - Area C: East Asian History
 - HIST 11 1F6 East Asian Civilization
 - HIST 112F6 Chinese Philosophy
 - HIST 1 17F6 Modern China
 - HIST 221F6 Modern Japan
 - HIST 271F6 Select Issues
 - HIST 284F6 People's Republic of China
 - HIST 310 China: Tradition and Transformation
 - HIST 312 China and the West
2. One of the following two-semester sequences:
 - HIST 400/401A Selected Issues in European History/Research Paper
 - HIST 400/401B Selected Issues in American History/Research Paper
 - HIST 400/401C Selected Issues in East Asian History/Research Paper
 3. Elective courses in history to complete the 42-44 credit total, to be chosen by the student in consultation with a History Department advisor. Electives may be chosen from any department that teaches a "history of" course, e.g., history of religion; history of music; history of art, etc. Confirm choice with history advisor.
 4. Computer competency: majors must be adept at using a word processing program. They must also be familiar with computer-accessed historical sources. Instruction in researching such sources is begun in the HIST 295 Pro-seminar and continued in upper-division courses. Majors demonstrate proficiency in HIST 401.
 5. It is strongly recommended that history majors who plan to attend graduate school take a foreign language. Students should consult with their academic advisor for further information.
 6. Majors must earn 20 credits in history above the Foundations level.
 7. Both undergraduate and post-baccalaureate students must earn at least 12 credits in history at Edgewood College.
 8. A minimum cumulative grade point average of 2.75 is required in history courses taken toward the major.

HISTORY MINOR

A minimum of 24 credits to include HIST 295, and a 400/40 1 sequence. The other courses will be chosen by the student in consultation with a History Department advisor. At least 12 credits in history must be earned at Edgewood College.

HISTORY TEACHING MINORS

Secondary Education or Middle/Secondary Education

1. A teaching major in some field for secondary or middle/secondary education.
2. A minimum of 28 credits in history, including:
 - At least one course from each of the areas above: A, B, and C
 - HIST 295 Proseminar: Historians, Historiography and Historical Method
 - HIST 459 History Teaching and Social Studies
 - A HIST 400/401 two-semester sequence
3. Completion of the Education professional requirements and the licensing sequence in either middle/secondary or secondary education (see the [EDUCATION](#) listing insert). A History Teaching minor must be admitted to teacher education before being admitted to HIST 459; admission to teacher education is recommended as early as possible.
4. To meet Wisconsin Department of Public Instruction licensing requirements, students should take GEOG 265 Environmental Conservation, a course in conservation of natural resources and marketing and consumer cooperatives. Students are advised to check carefully the certification requirements of the state in which they plan to teach.
5. Minors must earn at least 12 credits in history at Edgewood College.
6. Minors must earn at least 16 credits at the 200-level or above in history.
7. A minimum cumulative grade point average of 2.75 is required in history courses taken toward the minor.

Elementary Education or Elementary/Middle Education

1. An elementary or elementary/middle level education major.
2. A minimum of 28 credits in history including:
 - At least one course from each of the areas above: A, B, and C
 - HIST 295 Proseminar: Historians, Historiography and Historical Method
 - A HIST 400/401 two-semester sequence
3. Completion of the Education professional requirements and the licensing sequence in either elementary or elementary/middle education (see the [EDUCATION](#) listing).
4. To meet Wisconsin Department of Public Instruction licensing requirements, students should take GEOG 265 Environmental Conservation, a course in conservation of natural resources and marketing and consumer cooperatives. Students are advised to check carefully the certification requirements of the state in which they plan to teach.
5. Minors must earn at least 12 credits in history at Edgewood College.
6. Minors must earn at least 16 credits at the 200-level or above in history.

7. A minimum cumulative grade point average of 2.75 is required in history courses taken toward the minor.

HUMAN ISSUES STUDIES

Human Issues Studies is an interdisciplinary, experiential program that provides students with the opportunity to engage in study, reflection, and action on a significant human issue. Human Issues Studies cultivates in students the habits of and an enduring commitment to intellectual engagement, reflective practice, and responsible citizenship.

The Human Issues Studies program is administered in the School of Integrative Studies.

OBJECTIVES FOR THE HUMAN ISSUES STUDY

(Approved by the Academic Assembly, April 5, 1984.)

The objectives for students engaged in a Human Issues Study are to:

1. Relate intellectual life to their particular concerns and to the contemporary world;
2. Discover methods of inquiry useful in examining their own particular concerns;
3. Understand liberal education through awareness of differing academic perspectives;
4. Integrate and synthesize bodies of knowledge and relate these to their professional interests;
5. Assess their talents in relationship to their goals in life; and
6. Confront broad human issues and questions with intelligence, good judgment, and integrity.

HUMAN ISSUES STUDIES COMPONENTS

Completed in the junior or senior year, the Human Issues Study is a requirement for graduation (minimum of three credits) that can be fulfilled in one of three ways: (1) an independent study conducted under the supervision of a faculty advisor and approved by the Human Issues Studies program; (2) completion of a Human Issues seminar; (3) completion of an academic department course cross-listed with Human Issues.

Regardless of the method chosen for completing this requirement, students' experiences in the program will be characterized by the following six components:

• Interdisciplinary Inquiry

Disciplines (e.g., Psychology, Biology, Business, etc.) represent different "ways of knowing"—different ways to approach and study issues in the world. Students will identify and integrate scholarly sources from at least three disciplines into their Human Issues Study. This interdisciplinary approach allows students to develop a more complete understanding of the complexity and depth of their topic.

• Exploration of Values

Values affect decisions and actions, and they are present in the exploration of any human issue. Students' own personal values, Dominican values (community, truth, compassion,

justice, and partnership), and the values in society that surround the topic are identified at the beginning of the study or course, and reflection on these values and related ethical implications are integrated into the study.

• **Engaged Learning**

A unique part of Human Issues is the active, experiential component. Experience is a powerful teacher, especially when that experience is closely linked to study and reflection. Community-based service or research, study tours around the world, or another type of involvement that demonstrates students' personal commitments are examples of experiences that will give students insights into the questions that guide their projects.

• **Intellectual and Ethical Growth**

Through the integration of the disciplines, exploration of values, and engaged experience—all focused on the human issue selected by students—students are able to see the relevance of their education to real-world issues.

• **Critical Judgment**

By the end of their Human Issues experience, students are expected to take a stand on the human issue they have studied. Students' stances and ideas for change or action will be grounded in scholarly work, values, and their experience. Students' critical judgment in their project is reflective of the informed approach that engaged citizens in our society must take to be responsible leaders.

• **Presentation of Work**

Students' Human Issues Studies culminate in a presentation of their project. For Independent Studies, this often takes the form of a final paper and exit interview with Human Issues Studies staff and students' Human Issues advisor, but other options, such as a performance, are encouraged, with prior approval.

FULFILLING THE REQUIREMENT

Independent Study - Individual or Group

Human Issues independent studies are student-generated and involve students' own interests and experiences. These projects are developed in cooperation with a faculty advisor and with the assistance and support of the Human Issues Studies Program. Specific guidelines regarding process and deadlines are available in the Human Issues Studies Office.

Students may choose to develop an individually-planned or group project, which involves three phases:

1. Choice of a issue or question of recognized human significance, an outline of goals, and development of an acceptable plan of study to be approved in the Statement of Intent. Statements of Intent are due two semesters before the semester of graduation.
2. Implementation of the study through integration of research, experience, and reflection.

3. Official presentation of a report of the study (oral, written, or other agreed-upon format), approved by the Human Issues advisor and forwarded to the Human Issues Studies Director. The concluding report is due the semester before graduation.
 - For May graduation, the deadline for the final report is the first day of evaluation week of first semester.
 - For August graduation, the deadline for the final report is the first day of evaluation week of second semester.
 - For January graduation, the deadline for the final report is two weeks after the first day of first semester classes.

Human Issues Seminar or Cross-listed Course

Students may choose to enroll in a Human Issues seminar or an academic department course cross-listed with Human Issues. The current Timetable provides the names of seminars and cross-listed courses available in a given semester. All of these seminars involve readings and discussion designed to develop a critical perspective on the seminar topic, and students will choose an individual topic for study. Students' knowledge and understanding will be informed by the integration of a variety of student-related experiences (e.g., community-based service or research, travel, work experiences, internships, etc.). Successful completion of the seminars numbered in the 400s satisfies the Human Issues Studies requirement, with the exception of the HI 301-302-303 sequence, which also satisfies the requirement.

The [Human Issues](#) website provides suggestions and examples for students who need to complete this requirement.

INSTITUTIONAL COURSES

Intuitional courses are skill-building courses that do not fall under an academic department and for which students can earn college credit (except for IC 90 Learning Strategies, which does not count in credits earned toward graduation).

INTERNATIONAL RELATIONS

Administered jointly by the Social Science and Foreign Language Departments

INTERNATIONAL RELATIONS MAJOR

1. Interdisciplinary core of 36-37 credits:
 - o Political Science
 - PS 210 Intro to International Relations
 - PS 275 Intro to Comparative Politics (or upper level comparative politics course)
 - PS 342 American Foreign Policy
 - o Economics:
 - ECON 290 The Global Economy
 - ECON 330 Comparative Economic Systems
 - o Other social science:
 - ANTH 222F4 Introduction to Cultural Anthropology
 - SS 200 Data Analysis for Social Science
 - SS 368 Social Science Research Methods
 - SS 484 Senior Social Science Seminar (fulfills the Human Issues requirement)
 - o One comparative humanities course in art, music, literature, theatre, history, or religious studies to be approved by the student's advisor.
2. Language Proficiency: two years of college-level study of one foreign language (16 credits) or equivalent.
3. At least one of the following, though it may be advantageous for some students to fulfill both.
 - a. A minor in one of the following disciplines: sociology, business, economics, French, history, political science, environmental studies, women's and gender studies or Spanish.
Courses selected for a minor must meet the requirements of the department or program through which the minor is offered.
 - b. A regional studies concentration: 18-20 credits in a specific geographical region.

Students must consult their advisor about the selection of these courses.

The college's Foundations computer competency requirement for the major is fulfilled with SS 200 Data Analysis for Social Science (or its equivalent).

POLICIES

An International Relations major must take a minimum of twelve credits of the interdisciplinary core coursework in residence at Edgewood or through the Collaborative Program, not including courses taken solely for the minor.

The year that prior courses were taken will be considered in determining the acceptability of transfer courses for satisfying the major requirement.

MATHEMATICS

MAJORS

Mathematics
Mathematics Teaching

MINORS

Mathematics
Mathematics Teaching
Elementary/Middle School Mathematics Teaching

The mathematics and mathematics teaching majors are designed to meet the needs of students planning to enter a wide variety of vocations. Each major has sufficient flexibility to prepare a student for graduate study in mathematics or a career in teaching, business or industry. Additionally, faculty members work with students to develop individualized programs that emphasize areas of special interest, such as actuarial science, business and economics, or applied mathematics and pre-engineering. In addition to preparation in specific areas of mathematics, students will develop a habit of accuracy and logical thought processes, acquire an appreciation of the aesthetic qualities and historical development of mathematics, and gain an appreciation for and understanding of concepts and techniques in mathematics that are applicable to other areas.

The department has identified four goals for the students majoring in math and math education:

1. **Core mathematics** Students should demonstrate a broad understanding of core mathematics as defined by the requirements for the major and the department's course goals. These goals should include the interplay of mathematics with other disciplines and the history of mathematics.
2. **Problem-solving** Students should demonstrate competency in problem-solving. This includes the ability to generate special cases, recognize patterns, formulate and test conjectures, reject incorrect solutions, use mathematical tools developed in coursework, and reflect appropriately on the solution.
3. **Proof** Students should demonstrate the ability to critically examine mathematical arguments and produce proofs that are both mathematically and stylistically correct.
4. **Communication** Students should be able to communicate mathematics effectively in oral and written form using formal definitions, appropriate mathematical terminology and symbolism.

The Math faculty assesses how well students are meeting the goals through final exams on departmental course goals, projects, oral and written presentations, and the Major Field Achievement Test (MFAT). Students participate in assessment through regular coursework and by taking the MFAT shortly before graduation.

MATHEMATICS MAJOR

Forty-one credits in mathematics, including:

1. Required courses:

- MATH 121 Statistics
 - MATH 231 Calculus I
 - MATH 232 Calculus II
 - MATH 233 Calculus III
 - MATH 301 Problem Solving and Proof
 - MATH 341 Linear Algebra
 - MATH 485 Mathematics Seminar
2. At least five additional mathematics courses with at least 18 credits from the following list, chosen with the consent of the student's academic advisor, to include at least one from each of the three pairings. Majors planning to go to graduate school should take both courses in all three pairings.
- MATH 331 Differential Equations
 - MATH 371 Topics in Applied Mathematics
 - MATH 471 Topics in Pure Mathematics

Analysis Pairing:

- MATH 431 Real Analysis
- MATH 432 Complex Analysis

Algebra Pairing:

- MATH 441 Abstract Algebra I
- MATH 442 Abstract Algebra II

Geometry Pairing:

- MATH 461 Geometry
- MATH 462 Topology

3. A minimum GPA of 2.5 in the above mathematics courses.
4. Satisfactory completion of the Major Field Achievement Test in Mathematics shortly before graduation.

Mathematics majors are recommended to take a computer programming course such as CS 180 Introduction to Computer Programming or CS 201 Programming in C++.

Majors planning to pursue a career in actuarial science should consult with their advisor regarding additional recommendations.

MATHEMATICS TEACHING MAJOR

The major is part of a program leading to a Wisconsin initial educator license to teach mathematics at the early adolescent through adolescence level (ages 10-21). Forty-six credits in mathematics including:

1. Required courses:
- MATH 121 Statistics
 - MATH 231 Calculus I
 - MATH 232 Calculus II

- MATH 233 Calculus III
 - MATH 301 Problem Solving and Proof
 - MATH 341 Linear Algebra
 - MATH 431 Real Analysis
 - MATH 441 Abstract Algebra I
 - MATH 442 Abstract Algebra II
 - MATH 451 Explorations of Middle/Secondary School Mathematics
 - MATH 459 Middle/Secondary Math Methods (crosslisted with ED 459M)
 - MATH 461 Geometry
 - MATH 485 Mathematics Seminar
2. A minimum GPA of 2.5 in the above mathematics courses.
 3. Completion of the professional Education core prerequisites and licensure requirements for Early Adolescence through Adolescence (see the [EDUCATION](#) listing). Admission to teacher education is recommended as early as possible.
 4. Satisfactory completion of the Major Field Achievement Test in Mathematics shortly before graduation.

Mathematics teaching majors are recommended to take a computer programming course such as CS 180 Introduction to Computer Programming or CS 201 Programming in C++.

Suggested Course Sequence for Math and Math Teaching Majors

Students should follow one of two suggested sequences of mathematics courses at or above the calculus level, depending on whether the calculus sequence is started in the Fall of an even or odd year. Both sequences can be completed in three years, starting from when calculus is begun.

If the calculus sequence is started in the first year, it is possible to complete the math requirements by the end of the third year or to spread out some of the coursework, keeping the rotation of math courses in mind.

If the calculus sequence is started in the second year or a student decides to take 301 Problem Solving and Proof in the spring of the second year, it is possible to complete the math requirements by the end of the fourth year.

Students Who Begin Calculus in the Fall of an *Even* Year.

Year	Fall Semester	Spring Semester
Freshman	MATH 231	MATH 232 MATH 121***
Sophomore	MATH 233 MATH 301	MATH 341
Junior	MATH 461 MATH 485	MATH 462 MATH 431 MATH 331**
Senior	MATH 441	MATH 462

	MATH 432 MATH 451*	MATH 442 MATH 459*
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Students Who Begin Calculus in the Fall of an *Odd Year*.

Year	Fall	Spring
Freshman	MATH 231	MATH 121*** MATH 232
Sophomore	MATH 233 MATH 301	MATH 331** MATH 341 MATH 431
Junior	MATH 441 MATH 432 MATH 485	MATH 442
Senior	MATH 461 MATH 451*	MATH 462 MATH 459*

*Required only of Math Teaching majors.

** Recommended for Math majors.

*** Statistics may also be taken in the summer.

MATHEMATICS MINOR

Twenty-four credits in mathematics including:

1. Required Courses.
 - MATH 121 Statistics
 - MATH 231 Calculus I
 - MATH 232 Calculus II
 - MATH 301 Problem Solving and Proof
 - MATH 341 Linear Algebra
2. At least two of the following with at least 7 credits:
 - MATH 233 Calculus III
 - MATH 331 Differential Equations
 - MATH 371 Topics in Applied Mathematics
 - MATH 431 Real Analysis
 - MATH 432 Complex Analysis
 - MATH 441 Abstract Algebra I
 - MATH 442 Abstract Algebra II
 - MATH 461 Geometry
 - MATH 462 Topology
 - MATH 471 Topics in Pure Mathematics
3. A minimum GPA of 2.5 in the above mathematics courses.
4. Satisfactory completion of the Major Field Achievement Test in Mathematics shortly before graduation.

MATHEMATICS TEACHING MINOR

The minor, together with a licensing major, is part of a program leading to a Wisconsin initial educator license to teach mathematics at the level corresponding the major. Twenty-eight credits in mathematics, including:

1. A teaching major in some field for secondary or middle/secondary education.
2. Required Courses:
 - MATH 121 Statistics
 - MATH 231 Calculus I
 - MATH 232 Calculus II
 - MATH 301 Problem Solving and Proof
 - MATH 341 Linear Algebra
 - MATH 451 Explorations of Middle/Secondary School Mathematics
 - MATH 459 Middle/Secondary Math Methods (crosslisted with ED 459M)
 - MATH 461 Geometry
3. A minimum GPA of 2.5 in the above mathematics courses.
4. Completion of the Education professional requirements and licensure requirements for Early Adolescence through Adolescence (see the [EDUCATION](#) listing). Admission to teacher education is recommended as early as possible.
5. Satisfactory completion of the Major Field Achievement Test in Mathematics shortly before graduation.

ELEMENTARY/ MIDDLE SCHOOL MATHEMATICS TEACHING MINOR

The minor, together with a licensing major in Middle Childhood through Early Adolescence, is part of a program leading to a Wisconsin initial educator license to teach mathematics at the level corresponding to the major. Twenty-one credits in mathematics (beyond those required for the education major), including:

1. A major in Middle Childhood through Early Adolescence Education
2. Required courses:
 - MATH 101 Introduction to Problem Solving
 - MATH 102 Arithmetic Structures
 - MATH 103 Geometric Structures
 - MATH 111 College Algebra or MATH 131 Mathematical Modeling
 - MATH 112 College Algebra and Trigonometry
 - MATH 121 Statistics
 - MATH 231 Calculus I
 - ED 428 Elementary/Middle Mathematics Methods
 - MATH 451 Explorations in Middle/ Secondary Mathematics
3. At least one of the following courses, in consultation with minor advisor:
 - MATH 122 Finite Mathematics
 - MATH 232 Calculus II

4. A minimum GPA of 2.5 in the above courses.
5. Completion of the Education professional requirements and licensure requirements for teacher education (see the [EDUCATION](#) listing). Admission to teacher education is recommended as early as possible

Mathematics Policies

The college's Foundations computer competency requirement for mathematics and mathematics teaching majors is fulfilled through learning experiences that are integrated into mathematics courses that students must take. These experiences include use of the following: Word with mathematics equation editor, a computer algebra system such as Mathematica or Maple, Geometer's Sketchpad, and graphing calculators.

A student must have a cumulative grade point average of 2.5 or above in courses required for the major or minor.

A student pursuing any major within the math program must take at least three math courses at or above the 300 level at Edgewood College. A student pursuing any minor within the math program must take at least two math courses approved by the department at Edgewood College.

Students intending to major or minor in mathematics or mathematics teaching should take MATH 301 Problem Solving and Proof concurrently with or as soon as possible after MATH 231 Calculus I since it is a prerequisite for most of the mathematics courses at the 300 and 400 levels.

Courses in mathematics may not be audited.

Courses in the department may be taken Pass/Fail only with the consent of both the instructor and the Department Chairperson.

No student may take a mathematics course Pass/Fail if it is to be used to satisfy any major or minor requirement from any department in the college.

Any course requirement of the math and math teaching majors and minors (with the exception of MATH 485) may be satisfied through the proficiency process established by the department. The minimum residency requirement may not be waived.

Students in a math teaching major should not plan to take upper division mathematics courses during the semester in which they are student teaching.

Student Employment

The academic experience for students in mathematics is enriched when they have the opportunity to be employed by the Department in a capacity related to the major such as grading papers or tutoring. The Department will attempt to find relevant employment for qualified students majoring or minoring in mathematics. Students are encouraged to take advantage of this opportunity and should contact the Department Chair for more information.

Internships and Careers in Mathematics

A number of careers are open to students majoring in mathematics. Highly qualified students should consider graduate school in an advanced mathematical or technical field. Other students move into the work force directly from college. Many students choose to become teachers at the middle or secondary level. The student majoring in mathematics should talk to her/his advisor in the sophomore year to explore internships and career opportunities. Members of the department will work with the student and Edgewood's Career Services office to help the student successfully chart a path beyond graduation.

MUSIC

MAJORS

Music

Music: Business Emphasis

Track One: Arts Administration

Track Two: Music Industry

Music Education

General Music: Early-Childhood - Adolescence*

Choral Music: Elementary - Adolescence*

Instrumental Music: Elementary - Adolescence*

* Typically a 5-year program

MINOR

Music

GOALS OF THE MAJOR

The curriculum for the music major is aligned with the standards for the National Association of Schools of Music and the Wisconsin Department of Public Instruction. The comprehensive degree offerings challenge students to reach their highest potential. The development of performing skills, critical thinking and music literacy are the goals of each area of private and class instruction, music appreciation, music theory, music history and performing ensembles. Each semester, the music faculty assesses student achievement using standard test formats, portfolio reviews, Likert scale rubrics, and juried performance reviews.

Non-majors may elect to take music courses for which they qualify and have the necessary prerequisites; some ensembles and upper-division courses require an audition. Performing ensembles, too, are available to all students regardless of major. Some of the assessment strategies outlined above are also used for non-majors.

MUSIC MAJOR

Forty-five core credits, to include:

1. Required courses (29-32 credits):
 - o MUS 140 Introduction to the Language of Music (or proficiency)
 - o MUS 141BF3 Music Structures and MUS 142 Ear Training and Solfege I
 - o MUS 143 Theory II and MUS 144 Ear Training and Solfege II
 - o MUS 191 Computer Applications
 - o MUS 241 Theory III and MUS 242 Ear Training and Solfege III
 - o MUS 243 Theory IV and MUS 244 Ear Training and Solfege IV
 - o One of the following music appreciation courses: MUS 152F2, 153F2, 154F2, 155F2, or 158F2 (Music Education Majors must take 155F2 World Music)
 - o MUS 344 Conducting
 - o The MUS 355 and MUS 356 music history sequence
2. Private Lessons, primary area: students must register for private lessons each semester they are enrolled at Edgewood, at least two of which must be at the 400 level.

3. Performing Organization: students must be registered for a performing ensemble each semester they are enrolled at Edgewood. Students should contact the department chair prior to registration for placement information.

4. Senior Recital (1 or 2 credits): all majors are required to perform a senior recital (half- or full-recital). See the *Music Department Handbook* for details.

Additional Music Major Requirements:

1. After two semesters of study at Edgewood, all potential music majors will perform in a juried review to determine eligibility to become a declared major. Students who do not pass the review will be allowed one semester to attain required performance standards.

2. Piano Proficiency (see Music Department for criteria) Students must be enrolled in MUS 103 every semester until the Piano Proficiency is satisfied. Students must register for MUS 104 (with consent of instructor) the semester they complete the requirement.

3. Performance Class/Juried Reviews/Portfolio:

All students who study privately will perform each semester in a performance class (MUS 000), and in a juried review during final examination week. In addition to these performances, students will turn in a portfolio after four semesters of study at Edgewood. Transfer students should see the Department Chair for portfolio deadlines. Students should consult the *Music Department Handbook* for details on the portfolio. Students must pass 6 semesters of MUS 000. Any student failing 3 consecutive semesters of MUS 000 will not be permitted to continue in the program.

4. Majors need to attain the following GPA requirements by the end of their sophomore year, and must maintain them to remain in good standing and to be approved for graduation. In addition, a music course in which a student receives a grade below "C" will not be accepted toward the major.

-Cumulative GPA of 2.75

-Music history/theory course GPA of 2.5

-All music GPA of 3.0

Requirements for Transfer Students:

1. All transfer students are required to audition on their primary instrument or voice before acceptance into the music major. After successful completion of the audition, the student must take the following music qualifying exams: Music Theory, Ear Training/Solfege, Piano Skills, and, if applicable, Music History.

2. Transfer students must complete a minimum of 20 credits in music courses at Edgewood. All music majors must register for a major performing ensemble each semester they are enrolled at Edgewood. For Music Education students, this policy does not include the student-teaching semester. All other requirements for the major must also be satisfied by the transfer student, including the senior recital requirement.

3. To remain in good standing, transfer students must attain/maintain a GPA of 3.0 in all music courses taken at Edgewood.

4. Transfer students will normally submit a portfolio for review at the end of two semesters of study at Edgewood and prior to graduation. All transfer students should check with the Department Chair for deadline details.

MUSIC EDUCATION MAJOR WITH CERTIFICATION IN GENERAL, CHORAL OR INSTRUMENTAL MUSIC

The major is part of a program leading to a Wisconsin Initial Educator License to teach music at the Early Childhood through Adolescence level (birth - age 21)

1. The 45-48 credit core music course requirement and completion of all other music major requirements, including the senior recital. Students must register for private lessons each semester they are enrolled at Edgewood, at least two of which must be at the 400 level. All music majors must register for a performing ensemble each semester they are enrolled at Edgewood. Music Education students are not expected to take private lessons or perform in a major performing ensemble during the student-teaching semester.
2. Music Education majors are required to pass the PRAXIS I exam and report scores to the Department Chair as a **prerequisite for 200-level Music Education courses**.
3. In the School of Education, 37 credits to include the following:
ED 210, 220, 230, 240, 270, 272, 305, 310, 382, 383, 405, 410,431, 459R. See [Education](#).
4. In Music Education, 15-26 credits to include the following, depending on area of certification:
 - a. General Music Certification: Early Childhood - Adolescence (15-23 credits)
 - MUS 275a and f Folk Instruments and Vocal Pedagogy
 - MUS 343 Arranging
 - MUS 345 Advanced Conducting
 - MUS 456, 457 Methods of Teaching Music
 - MUS 489a Student Teaching: General Music
 - b. Choral Music Certification: Elementary - Adolescence (15-23 credits)
 - MUS 275a and Folk Instruments and Vocal Pedagogy
 - MUS 343 Arranging
 - MUS 345 Advanced Conducting
 - MUS 456, 457 Methods of Teaching Music
 - MUS 489b Student Teaching: Choral Music
 - c. Instrumental Music Certification: Elementary - Adolescence (18-26 credits)
 - MUS 122F3 Techniques of the Singing/Speaking Voice
 - MUS 275 b Brass, c Woodwind, d String, e Percussion Pedagogy
 - MUS 343 Arranging
 - MUS 345 Advanced Conducting
 - MUS 456, 457 Methods of Teaching Music

- MUS 489c Student Teaching: Instrumental Music

MUSIC MAJOR WITH BUSINESS EMPHASIS

In addition to the 45-48 credit core music course requirement detailed above, students selecting a Music Business Emphasis must complete the following courses:

Track One: Arts Administration

Twenty-three credits, to include:

- BUS 280 Financial Accounting
- BUS 281 Managerial Accounting
- BUS 301 Marketing Principles
- BUS 302 Management of Human Performance
- BUS 304 Business Law
- MATH 121 Statistics
- ECON 256F4 Principles of Microeconomics
- MUS 491 Internship in an approved Arts Administration area

Track Two: Music Industry

1. Twenty-two credits, to include
 - BUS 280 Financial Accounting
 - BUS 301 Marketing Principles
 - BUS 302 Management of Human Performance
 - BUS 432 Consumer Behavior
 - BUS 433 Advertising and Promotion Strategy
2. Two electives from the following:
 - BUS 281 Managerial Accounting
 - BUS 303 Corporate Finance
 - BUS 304 Business Law
 - BUS 340 Management of Organizations
 - BUS 430 Human Resource Management
 - BUS 306 Professional Communication
 - PSY 300 Psychology of Personality
 - ECON 256F4 Principles of Microeconomics
3. MUS 491 Internship in an approved Music Industry area

MUSIC MINOR

1. Twenty-three credits, to include the following:
Required courses (16-19 credits):
 - MUS 140 Introduction to the Language of Music (or proficiency)
 - MUS 141BF3 Music Structures and MUS 142 Ear Training and Solfege I
 - MUS 143 Theory II and MUS 144 Ear Training and Solfege II
 - One of the following music appreciation courses: MUS 152F2, 153F2, 154F2, 155F2, MUS 158F2
 - MUS 344 Conducting
 - MUS 355 or 356 music history courses

2. Private Lessons (3 credits):
Students must complete three credits of private study on a major instrument or voice. At least one credit must be completed at the 300 level.
3. Performing Organization (4 credits): students must complete four credits of performing organizations. Contact the Department Chair prior to registration for placement.
4. Additional Requirements for the Minor Performance Class/Juried Reviews:
 - All students who study privately will perform each semester in a performance class (MUS 000), and in a juried review during final examination week.
 - Transfer students must complete a minimum of 12 credits in music courses at Edgewood, including four credits of a major performing organization.
 - Students must pass 3 semesters of MUS 000. Any student failing 2 consecutive semesters of MUS 000 will not be permitted to continue in the program.

POLICIES

Computer Competency

Majors must be adept at word processing and Finale software. They must also be familiar with computer-accessed sources and web page development. Skills for these proficiencies are addressed in the music theory and music history/appreciation courses, as well as the required MUS 191 Computer Applications in Music, which satisfies the Foundations computer competency requirement.

Foundations F3 Studio Arts Requirement in Music

Students wishing to fulfill the Foundations F3 Studio Arts requirement through the Music Department must earn a minimum of 2 credits by completing one of the following:

- MUS 101F3 Introductory Class Piano
- MUS 106F3 Introductory Class Guitar
- MUS 110F3 Band (two semesters totaling 2 credits)
- MUS 122F3 Techniques of Singing/Speaking Voice
- MUS 130F3 Women's Chorus (two semesters totaling 2 credits)
- MUS 141AF3 Music Structures
- MUS 141BF3 Music Structures (Accelerated)

Applied Music Private Study

Additional fees are assessed for private lessons. Contact the college Business Office for current rates.

Contact the Department Chair for current information regarding subsidization of lesson fees for music majors, minors, and members of designated performing ensembles.

Credits for applied music are granted on the basis of one credit per semester. Lessons falling on days when classes at the college are suspended or lessons canceled by the student, will not be rescheduled. Lessons canceled by the teacher will be rescheduled.

Lesson material is designed to give the student a foundation in technical development and music literature according to course level. Students are to perform in MUS 000 Performance

Class and in a juried performance at the end of each semester. To progress from the 200 level to the 300 level, a student must receive a grade of "C" or better in MUS 141B F3 (if a music major/minor), be approved by the appropriate applied instructor, and receive official recommendation from the music faculty following the most recent juried performance. Students must be registered at the 300 or 400 level in order to present a recital and must register for MUS 381 or MUS 481.

Audit Policy

Private lessons and performing groups may not be audited.

Credit for Prior Learning

In extraordinary circumstances, students may apply for credit for prior learning experiences. These artistic or professional experiences should parallel music course work and indicate mastery of the knowledge and/or skills in a particular course of study. Decision to award credit will be made after formal application and submission of portfolio and audition/interview. Contact the Music Department Chair for details.

Temporary Suspension of Studies

To assure a positive learning experience, students returning after a three-year interruption of studies toward the major must take placement exams to determine if performance-based skills have been maintained at an appropriate level.

Music Performance Grants and Scholarships

- Fine Arts Grant in Music For first-time freshmen and transfer students. Open to music majors and non-majors. To audition, a student must perform two works in contrasting styles. Award amounts are based on need. The grant is renewable for up to four years based on the recommendation of the Music Department, taking into consideration the student's contribution to a performing organization.
- Sister E. Blackwell Music Scholarship Offered on a competitive basis to qualified undergraduate students who attain sophomore status or above and who participate in a performing ensemble and are also taking private lessons. Interested students should contact the Financial Aid Office and the Music Department Chair. The Music Department will supply information regarding audition requirements and deadlines. The award is based on leadership, scholarship and performance in music courses as well as audition results.
- Ken and Diane Ballweg Music Scholarship Offered to an undergraduate student who is a declared music major who intends to make music his or her profession. The audition requires the student to perform intermediate through advanced level works (as determined by the Music Department) for a duration of 20 minutes. The scholarship is not automatically renewable, and is not automatically given each year. Interested students should contact the Financial Aid Office and the Chair of the Music Department.
- Battcock Scholarship Awarded to qualified students based on potential as a piano student.
- DeEtte Beilfuss-Eager Scholarship Restricted to a student who is in good academic standing as a music major, and studying advanced piano or is determined by the Music Department to have a high potential as a piano student.
- Malmquist Scholarship Awarded to qualified students based on academic promise, musical leadership, and contribution to the department and respective ensemble.
- Arthur W. Strelow Grant Funds from the Arthur W. Strelow Charitable Trust are awarded annually to a qualified student who is an active member of the Music

Department regardless of the student's academic major. Awards are available to incoming freshmen, as well as returning students.

- Vernon and Anja Sell Choral Scholar Endowment Awarded each year to one or more qualified students who have been active members of the Chamber Singers for at least one year; demonstrated continued growth in choral/chamber singing and musicianship; shown exceptional interpersonal leadership skills; and are in good academic standing with the appropriate GPA. The award is based solely on merit rather than financial need and is awarded yearly. Recipients may receive the award in successive years.

NATURAL SCIENCE

MAJORS

Biology

Broad Field Natural Science

 Biology Concentration

 Chemistry Concentration

 Geoscience Concentration

 Physics Concentration

Chemistry

 Professional Concentration

 Biochemical Concentration

Cytotechnology

Natural Science and Mathematics with a Pre-Engineering Concentration

MINORS

Biology

Chemistry

Earth Science

Physics

TEACHING MAJORS AND MINORS

Biology Teaching Major

Biology Teaching Major with Environmental Science

Biology Teaching Minor

Broad Field Science Teaching Major: Earth and Space Science

Broad Field Science Teaching Major: Life and Environmental Science Including Biology and Environmental Studies

Broad Field Science Teaching Major: Physical Science Including Chemistry

Broad Field Science Teaching Major: Physical Science Including Physics

Chemistry Teaching Major

Chemistry Teaching Minor

Natural Science Teaching Minor

Science Education Minor

MISSION

The mission of the Natural Science Department is to prepare students to be well-informed citizens and leaders in a world that is increasingly shaped by science and technology. Based on Sinsinawa Dominican values, the science programs aim to instill in all students an understanding of, and a life-long enthusiasm for, the process of scientific discovery and a commitment to the responsible application of science. The department is committed to innovation and excellence in the science programs, and to preparing majors to be successful in science-related careers that are vital for meeting future local, national, and global needs.

BIOLOGY MAJOR

The biology major includes:

1. The required biology core courses (22 credits):
 - o BIO 151F5 General Biology I (4 cr)
 - o BIO 152F5 General Biology II (4 cr)
 - o BIO 251 Introduction to Biology Research I (2 cr)

- BIO 351 Organismal Botany (4 cr)
 - BIO 352 Organismal Zoology (4 cr)
 - BIO 401 Genetics (3 cr)
 - BIO 480 Biology Seminar (1 cr)
2. A minimum of 14 credits of elective biology courses to include at least one course in each of the following areas: Cell and Molecular Biology, Ecology and Evolution, and Organismal Biology. At least one of these courses must be a 400 level course. The remainder of the 14 credits may be satisfied with any elective biology course.

Cell and Molecular:

- BIO 201 Biotechnology (2 cr)
- BIO 312 Microbiology (4 cr)
- BIO 402 Cell and Molecular Biology (4 cr)
- BIO 406 Medical Microbiology (4 cr)
- BIO 408 Immunology (3 cr)

Ecology and Evolution:

- BIO 205 Field Biology (2 cr)
- BIO 250 Environmental Biology (3 cr)
- BIO 275 Dendrology (2 cr)
- BIO 333 Ecological History of Civilization (4 cr)
- BIO 430 Animal Behavior (4 cr)
- BIO 450 Ecology (4 cr)

Organismal Biology:

- BIO 208 Nutrition (2 cr)
- BIO 210 Anatomy and Physiology I (4 cr)
- BIO 211 Anatomy and Physiology II (4 cr)
- BIO 220 Biomechanics (3 cr)
- BIO 410 Pathology (3 cr)
- BIO 415 Exercise Physiology (3 cr)
- BIO 425 Animal Physiology (3 cr)
- BIO 445 Biological Psychology (4 cr)

Other courses:

- BIO 252 Research in Biology II (1 cr)
- BIO 292 Biology Excursions (1-3 cr)
- BIO 469 Special Topics in Biology (1-3 cr)
- BIO 479 Independent Study (1-3 cr)
- BIO 489 Field/Laboratory Research (1-3 cr)

3. One of the following chemistry sequences:
- CHEM 110F5 Introductory Chemistry (4 cr) *and* CHEM 111F5 Introductory Organic Chemistry and Biochemistry (4 cr) **or**
 - CHEM 120F5 General Chemistry I (4 cr) *and* CHEM 121F5 General Chemistry II (4 cr)

4. One mathematics course: MATH 111 College Algebra (3 cr) or a higher level course

Guidelines for Elective Course Selection in the Biology Major

Environmental Science

Students interested in environmental science should take the following courses as part of their program of study:

1. Biology courses (as part of the biology coursework requirement):
 - BIO 205 Field Biology (2 cr)
 - BIO 250 Environmental Biology (3 cr)
 - BIO 333 Ecological History of Civilization (4 cr)
 - BIO 450 Ecology (4 cr)
2. Courses outside of biology:
 - GEOS 206 Environmental Geology (3 cr)
 - PS 351 Selected Issues in Public Policy (2-4 cr)
 - PS 352 Environmental Politics (4 cr) **or** GEOG 265 Environmental Conservation (2 cr)

Medical Science

Students interested in medical or health-related fields (medicine, dentistry, veterinary medicine, medical technology) should consider the following courses as part of their program of study:

1. Biology courses (as part of the biology coursework requirement):
 - BIO 201 Biotechnology (2 cr)
 - BIO 208 Nutrition (2 cr)
 - BIO 210 Anatomy and Physiology I (4 cr)
 - BIO 211 Anatomy and Physiology II (4 cr)
 - BIO 220 Biomechanics (3 cr)
 - BIO 312 Microbiology (4 cr)
 - BIO 402 Cell and Molecular Biology (4 cr)
 - BIO 406 Medical Microbiology (4 cr)
 - BIO 408 Immunology (4 cr)
 - BIO 410 Pathology (3 cr)
 - BIO 415 Exercise Physiology (3 cr)
2. Chemistry courses (as part of the biology coursework requirement):
 - CHEM 120F5 General Chemistry I (4 cr)
 - CHEM 121F5 General Chemistry II (4 cr)
3. Additional chemistry and physics courses that should be taken by students interested in medical school or veterinary medicine:
 - CHEM 321 Organic Chemistry I (4 cr)
 - CHEM 323 Organic Chemistry II (4 cr)
 - CHEM 340 Biochemistry (3 cr)
 - PHYS 130F5 General Physics I (4 cr)
 - PHYS 131F5 General Physics II (4 cr) **or**

- PHYS 201F5 College Physics I (4 cr)
- PHYS 202F5 College Physics II (4 cr)

Graduate School

Students interested in pursuing graduate work in biology leading to a Master's degree or Doctorate should take the following courses as part of their program of study:

1. Biology course (as part of the biology coursework requirement):
 - BIO 312 Microbiology (4 cr)
 - BIO 402 Cell and Molecular Biology (4 cr)
 - BIO 425 Animal Physiology (3 cr)
 - BIO 430 Animal Behavior (4 cr)
 - BIO 450 Ecology (4 cr)
 - BIO 489 Field/Laboratory Research (1-3 cr)

2. Chemistry courses (as part of the biology coursework requirement):
 - CHEM 120F5 General Chemistry I (4 cr)
 - CHEM 121F5 General Chemistry II (4 cr)

3. Additional chemistry and physics courses:
 - CHEM 321 Organic Chemistry I (4 cr)
 - CHEM 323 Organic Chemistry II (4 cr)
 - PHYS 130F5 General Physics I (4 cr)
 - PHYS 131F5 General Physics II (4 cr) **or**
 - PHYS 201F5 College Physics I (4 cr)
 - PHYS 202F5 College Physics II (4 cr)

4. Mathematics courses:
 - MATH 112 College Algebra and Trigonometry (4 cr)
 - MATH 121 Statistics (3 cr)
 - MATH 231 Calculus I (4 cr)
 - MATH 232 Calculus II (4 cr)

Policies for the Biology Major:

Students majoring in Biology should seek assistance in planning their major with an advisor in the department.

Transfer students must take a minimum of 12 biology credits at Edgewood for a major and a minimum of 8 biology credits for a minor. Students may be advised to take some courses at the University of Wisconsin-Madison through Edgewood's Collaborative Program.

Completion of the major includes participation in independent research. Each student will present his or her research project in Biology Seminar (BIO 480). Biology majors should consult with their advisors about this requirement at the time that the major is declared.

A student must maintain a cumulative grade point average of 2.5 in biology courses. A biology course in which the student receives a grade below "CD" will not be accepted toward the major or the minor.

The General Education computer competency requirement will be met through completion of the biology core courses: BIO 151F5, BIO 152F5, BIO 351, BIO 352, BIO 401.

BIOLOGY MINOR

Twenty-one credits in biology to include

1. Required Courses:
 - BIO 151F5 General Biology I (4 cr)
 - BIO 152F5 General Biology II (4 cr)
 - BIO 401 Genetics (3 cr)
 - One of the following courses:
 - BIO 351 Organismal Botany (4 cr)
 - BIO 352 Organismal Zoology (4 cr)
 - BIO 312 Microbiology (4 cr)
2. Six additional credits in biology

BROAD FIELD NATURAL SCIENCE MAJOR

An interdisciplinary major in the natural sciences requiring 52 credits, to include:

1. Required core courses:
 - BIO 151F5 General Biology I (4 cr)
 - BIO 152F5 General Biology II (4 cr)
 - CHEM 110F5 Introductory Chemistry (4 cr) *and* CHEM 111F5 Introductory Organic Chemistry and Biochemistry (4 cr) **or**
 - CHEM 120F5 General Chemistry I (4 cr) *and* CHEM 121F5 General Chemistry II (4 cr)
 - GEOS 102F5 Introduction to Earth Science I (4 cr)
 - GEOS 103F5 Introduction to Earth Science II (4 cr)
 - PHYS 130F5 General Physics I (4 cr) *and* PHYS 131F5 General Physics II (4 cr) **or**
 - PHYS 201F5 College Physics I (4 cr) *and* PHYS 202F5 College Physics II (4 cr)
2. Mathematics requirement:
 - MATH 112 College Algebra and Trigonometry (4 cr) or a higher level course or MATH 121 Statistics (3 cr)
3. The student must also complete one of the following concentrations
 - a. **Biology Concentration:** sixteen additional elective credits in biology to be chosen in consultation with a Natural Science Department advisor.
 - b. **Chemistry Concentration:** students must complete CHEM 120F5 and CHEM 121F5 plus 16 additional elective credits in chemistry to be chosen in consultation with a Natural Science Department advisor.
 - c. **Geoscience Concentration:** sixteen additional elective credits in the geosciences to be chosen in consultation with a Natural Science Department advisor (some coursework may need to be completed through the UW-Madison Collaborative Program).
 - d. **Physics Concentration:** students must complete PHYS 201F5 and PHYS 202F5 plus 16 additional elective credits in physics to be chosen in consultation with a Natural Science Department advisor.

Broad Field Natural Science Policies

A student must maintain a cumulative grade point average of at least 2.5 in all required core courses in natural science and mathematics and in all courses taken to complete one of the concentrations. Any natural science or mathematics course in which the student received a grade below "CD" will not be accepted toward the major.

Transfer students must take a minimum of 12 natural science credits at Edgewood.

The General Education computer competency requirement will be met through completion of the biology core courses (BIO 151F5, BIO 152F5).

CHEMISTRY MAJOR

Requirements for the major:

1. Core courses (23 credits)
 - CHEM 120F5 General Chemistry I (4 cr)
 - CHEM 121F5 General Chemistry II (4 cr)
 - CHEM 321 Organic Chemistry I (4 cr)
 - CHEM 323 Organic Chemistry II (4 cr)
 - CHEM 351 Analytical Chemistry (4 cr)
 - CHEM 371 Inorganic Chemistry I (2 cr)
 - CHEM 480 Chemistry Seminar (1 cr)
2. In addition, students must choose one of the following two concentrations.

Professional Concentration

This concentration is designed to prepare students for graduate school or work in an industrial or government laboratory. Careful consultation with an advisor is recommended.

A minimum of 40 credits in chemistry, including the core courses listed above, plus:

- a. Additional required courses:
 - CHEM 361 Physical Chemistry (3 cr)
 - CHEM 370 Integrated Laboratory (2 cr)
 - CHEM 471 Inorganic Chemistry II (2 cr)
 - CHEM 489 Undergraduate Research (4 cr)
- b. Six credits from the following:
 - CHEM 340 Biochemistry (3 cr)
 - CHEM 360 Quantum Mechanics (3 cr)
 - CHEM 431 Advanced Organic Chemistry (3 cr)
- c. The following mathematics courses:
 - MATH 231 Calculus I
 - MATH 232 Calculus II
 - MATH 233 Calculus III
- d. One year of physics to include:
 - PHYS 201F5 College Physics I (4 cr)
 - PHYS 202F5 College Physics II (4 cr)

Biochemical Concentration

This concentration is designed to prepare students for careers in health fields (such as medicine, dentistry, pharmacy, and physical therapy), industry, business, or law; or graduate school in biochemistry or molecular biology. Careful consultation with an advisor is recommended.

A minimum of 30 credits in chemistry including the core courses listed above, plus:

- a. One additional required course:
 - o CHEM 340 Biochemistry (3 cr)

- b. Four credits from the following:
 - o CHEM 360 Quantum Mechanics (3 cr)
 - o CHEM 361 Physical Chemistry (3 cr)
 - o CHEM 370 Integrated Laboratory (2 cr)
 - o CHEM 431 Advanced Organic Chemistry (3 cr)
 - o CHEM 471 Inorganic Chemistry II (2 cr)
 - o CHEM 489 Undergraduate Research (1-2 cr)

- c. Ten credits from the following:
 - o PHYS 130F5 General Physics I (4 cr)
 - o PHYS 131F5 General Physics II (4 cr)
 - o PHYS 201F5 College Physics I
 - o PHYS 202F5 College Physics II
 - o BIO 151F5 General Biology I (4 cr)
 - o BIO 152F5 General Biology II (4 cr)
 - o BIO 208 Nutrition (2 cr)
 - o BIO 210 Anatomy and Physiology I (4 cr)
 - o BIO 211 Anatomy and Physiology II (4 cr)
 - o BIO 220 Biomechanics (3 cr)
 - o BIO 312 Microbiology (4 cr)
 - o BIO 351 Organismal Botany (4 cr)
 - o BIO 352 Organismal Zoology (4 cr)
 - o BIO 401 Genetics (4 cr)
 - o BIO 402 Cell & Molecular Biology (4 cr)
 - o BIO 410 Pathology (3 cr)
 - o BIO 415 Exercise Physiology (3 cr)
 - o BIO 425 Animal Physiology (3 cr)

- d. One mathematics course from among:
 - o MATH 111 College Algebra (3 cr)
 - o MATH 112 College Algebra and Trigonometry (4 cr)
 - o Math 231 Calculus I (4 cr), or a higher level course

Policies for the Chemistry Major

Transfer students must take a minimum of 12 chemistry credits for a major at Edgewood College; 8 chemistry credits for a minor. All transfer courses must be approved by the Department.

A student must maintain a cumulative grade point average of 2.5 in chemistry courses. A chemistry course in which a student receives a grade below "CD" will not be accepted toward the major or minor.

Students majoring in chemistry will fulfill their computer competency requirement by taking CHEM 323 and CHEM 351.

CHEMISTRY MINOR

A minimum of 21 credits in chemistry to include:

1. Required courses:
 - CHEM 120F5 General Chemistry I (4 cr)
 - CHEM 121F5 General Chemistry II (4 cr)
 - CHEM 321 Organic Chemistry I (4 cr)
 - CHEM 323 Organic Chemistry II (4cr)
 - CHEM 371 Inorganic Chemistry I (2 cr)

2. Three additional elective credits in chemistry.

CYTOTECHNOLOGY MAJOR

Requirements for a major in cytotechnology are as follows:

1. Three years of undergraduate academic study including all General Education degree requirements and a minimum of 90 credits.

The following science and math courses must be taken prior to the internship:

- a. Biology courses (minimum of 26 credits):
 - BIO 151F5 General Biology I (4 cr)
 - BIO 152F5 General Biology II (4 cr)
 - BIO 210 Anatomy & Physiology I (4 cr)
 - BIO 211 Anatomy & Physiology II (4 cr)
 - BIO 312 Microbiology (4 cr)
 - BIO 401 Genetics (3 cr)
 - BIO 410 Pathology (3 cr)
- b. Chemistry courses (minimum of 8 credits):
 - CHEM 120F5 General Chemistry I (4 cr)
 - CHEM 121F5 General Chemistry II (4 cr)
- c. Mathematics course (minimum of 3 credits):
 - MATH 111 College Algebra (3 cr)

Recommended additional coursework:

Biology: Immunology, Medical Microbiology, Organismal Biology

Chemistry: Organic, Analytical, Biochemistry

Other: Physics, Statistics, Computer Science

2. A one-year internship at the State Laboratory of Hygiene, School of Cytotechnology, Madison, WI, or another approved school of cytotechnology. During the internship, a student earns 38 credits.

Policies for the Cytotechnology Major

Transfer students must take a minimum of 8 biology credits at Edgewood for a Cytotechnology major.

A student must maintain a cumulative grade point average of 2.5 in all required courses. A required course in which the student receives a grade below "CD" will not be accepted toward the major. The computer competency requirement will be met through completion of the biology core courses (BIO 151F5, BIO 152F5).

After showing satisfactory progress in the internship program, the student will be permitted to participate in the May commencement ceremony as an August graduate.

When the entire 38-credit internship is successfully completed in August, the student will be granted a B.S. degree in Cytotechnology from Edgewood College and will be certified by the State Laboratory of Hygiene. The student will then be eligible to take the CT (ASCP) examination for national certification.

NATURAL SCIENCE AND MATHEMATICS MAJOR WITH PRE-ENGINEERING CONCENTRATION

Students may choose the dual degree option under the existing collaborative programs with the Colleges of Engineering at the University of Wisconsin-Madison and Marquette University. Under this option, in addition to receiving a Bachelor's degree in engineering from one of these institutions, a student will receive a B.S. in Natural Science and Mathematics from Edgewood College subject to the completion of the degree requirements stipulated by the college.

Sixty-seven credits to include the following core courses:

- CHEM 120F5 General Chemistry I (4 cr)
- CHEM 121F5 General Chemistry II (4 cr)
- MATH 231 Calculus I (4 cr)
- MATH 232 Calculus II (4 cr)
- MATH 233 Calculus III (4 cr)
- MATH 331 Differential Equations (3 cr)
- PHYS 201F5 College Physics I (4 cr)
- PHYS 202F5 College Physics II (4 cr)
- PHYS 350 Scientific Computing (3 cr)
- PHYS 360 Modern Physics (3 cr)

Under the agreements with the Colleges of Engineering at the UW-Madison and Marquette University, students who complete the Edgewood College pre-engineering concentration with a minimum GPA of 3.0; have a 3.0 GPA in mathematics, chemistry, physics and

computer science courses; have the General Education courses equivalent to the liberal arts electives required by the specific degree-granting department of the student's choice in the College of Engineering; and have a positive recommendation from the Edgewood physical sciences or mathematics faculty, will be assured entrance into that specific degree-granting department.

The course credits earned by students upon completion of their engineering program at UW-Madison or Marquette University may be transferred to Edgewood College to complete the B.S. in Natural Science and Mathematics.

The computer competency requirement will be met through completion of the major's core courses. The Edgewood College Foundations of Communications, Foundations of Human Learning, and Human Issues requirements must also be completed to receive the dual degree.

EARTH SCIENCE MINOR

A minimum of twenty-two credits in earth science to include:

1. Required courses:

- GEOS 102F5 Introduction to Earth Science I (4 cr)
- GEOS 103F5 Introduction to Earth Science II (4 cr)
- GEOS 301 Weather and Climate (4 cr)

2. Ten additional credits in earth or space science.

PHYSICS MINOR

Track 1:

A minimum of twenty-two credits in physics to include:

1. Required courses:

- PHYS 201F5 College Physics I (4 cr)
- PHYS 202F5 College Physics II (4 cr)
- PHYS 360 Modern Physics (3 cr)

2. At least eleven additional credits from the following:

- PHYS 220 Biomechanics (3 cr)
- PHYS 250 Astronomy (3 cr)
- NATS 250 History & Philosophy of Science (3 cr)
- PHYS 310 Principles of Mechanics (3 cr)
- PHYS 320 Electromagnetism (3 cr)
- PHYS 350 Scientific Computing (3 cr)
- PHYS 361 Thermal Physics (3 cr)
- PHYS 379/479 Independent Study (1-3 cr)
- PHYS 489 Undergraduate Research (1-3 cr)

Track 2:

A minimum of twenty-two credits in physics to include:

1. Required courses:

- PHYS 130 General Physics I (4 cr)
- PHYS 131 General Physics II (4 cr)
- PHYS Mathematical Methods of Physics (3_cr)
- PHYS 360 Modern Physics (3_cr)

2. At least eight additional credits from the following:

- PHYS 220 Biomechanics (3_cr)
- PHYS 250 Astronomy (3_cr)

- NATS 250 History & Philosophy of Science (3 cr)
- PHYS 310 Principles of Mechanics (3 cr)
- PHYS 320 Electromagnetism (3 cr)
- PHYS 350 Scientific Computing (3 cr)
- PHYS 361 Thermal Physics (3 cr)
- PHYS 379/479 Independent Study (1-3 cr)
- PHYS 489 Undergraduate Research (1-3 cr)

NATURAL SCIENCE TEACHING MAJORS AND MINORS

Natural Science Teaching Policies

The teaching majors and minors are part of a program leading to a Wisconsin initial educator license to teach science at the Early Adolescence through Adolescence level (ages 10-21).

Science teaching majors in the programs listed below are required to seek program approval from an advisor in the Natural Science Department. Transfer students must take a minimum of 12 Natural Science credits at Edgewood for a major and a minimum of 8 credits for a minor. Post-baccalaureate and transfer students intending to complete a science teaching major should consult with a Natural Science Department advisor during their first semester on campus.

Science education students fulfill their computer competency requirement by taking any of the following courses/course combinations:

- BIO 351 Organismal Botany (4 cr) *and* BIO 352 Organismal Zoology (4 cr)
- CHEM 323 Organic Chemistry II (4 cr) *and* CHEM 351 Analytical Chemistry (4 cr)
- GEOS 301 Weather and Climate (4 cr)
- PHYS 310 Principles of Mechanics (3 cr)

Science education students must maintain a cumulative grade point average of 3.0 in their science courses. In addition, to apply a science and/or mathematics course to a teaching major or minor, a student must receive a grade of "CD" or better.

Students must complete their Initial Content Knowledge Endorsement prior to being admitted to Teaching Science in Middle/Secondary Schools (NATS 459S).

Full implementation of PI 34 for teacher and administrator licensing in Wisconsin took full effect on September 1, 2004. Students completing programs for licensing after August 31, 2004 must now meet new licensing and license-renewal rules applicable to their respective programs, including PRAXIS I/PRAXIS II testing and performance-based portfolio assessment. See EDUCATION.

BIOLOGY TEACHING MAJOR

This major is designed for individuals who wish to be certified to teach biology at the secondary level (Wisconsin Department of Public Instruction [WDPI] category Early Adolescence through Adolescence, ages 10-21; WDPI certification 605).

This major requires completion of the requirements listed below, the Education professional requirements and the licensing requirements for teacher education (see [EDUCATION](#)).

Biology Teaching majors seeking Wisconsin certification will be required to pass PRAXIS II Exam 10435 to be eligible for certification. It is recommended that Biology Teaching majors complete the Natural Science Teaching minor to strengthen their understanding of physics and the geosciences as defined in the "WDPI Content Guidelines for Life and Environmental Science Including Biology and Environmental Studies" and prepare for their WDPI content exam.

Thirty-six required biology credits to include:

1. The following required core courses:
 - BIO 151F5 General Biology I (4 cr)
 - BIO 152F5 General Biology II (4 cr)
 - BIO 251 Introduction to Biology Research I (2 cr)
 - BIO 351 Organismal Botany (4 cr)
 - BIO 352 Organismal Zoology (4 cr)
 - BIO 401 Genetics (3 cr)
 - BIO 480 Biology Seminar (1 cr)
2. A minimum of 2 credits from the following:
 - BIO 205 Field Biology (2 cr)
 - BIO 250 Environmental Biology (3 cr)
 - BIO 430 Animal Behavior (4 cr)
 - BIO 450 Ecology (4 cr)
3. A minimum of 2 credits from the following:
 - BIO 201 Biotechnology (2 cr)
 - BIO 312 Microbiology (4 cr)
 - BIO 402 Cell and Molecular Biology (4 cr)
4. Additional credits from the following to total 34 biology credits:
 - BIO 201 Biotechnology (2 cr)
 - BIO 205 Field Biology (2 cr)
 - BIO 208 Nutrition (2 cr)
 - BIO 210 Anatomy and Physiology I (4 cr)
 - BIO 211 Anatomy and Physiology II (4 cr)
 - BIO 275 Dendrology (2 cr)
 - BIO 312 Microbiology (4 cr)
 - BIO 402 Cell and Molecular Biology (4 cr)
 - BIO 406 Medical Microbiology (4 cr)
 - BIO 408 Immunology (3 cr)
 - BIO 410 Pathology (3 cr)
 - BIO 430 Animal Behavior (4 cr)
 - BIO 445 Biological Psychology (4 cr)
 - BIO 450 Ecology (4 cr)
 - BIO 469 Special Topics in Biology (1-3 cr)
 - BIO 479 Independent Study (1-3 cr)
 - BIO 489 Field/Laboratory Research (1-3 cr)

Additional requirements:

1. One year of chemistry
 - CHEM 110F5 Introductory Chemistry (4 cr) *and* CHEM 111F5 Introductory Organic Chemistry and Biochemistry (4 cr) **or**
 - CHEM 120F5 General Chemistry I (4 cr) *and* CHEM 121F5 General Chemistry II (4 cr)
2. One mathematics course from among:
 - MATH 111 College Algebra (3 cr)
 - MATH 112 College Algebra and Trigonometry (4 cr)
 - MATH 231 Calculus I (4 cr)
3. Computer competency to be met by BIO 351/352 or equivalent, as determined by the department.
4. One semester of the methods of teaching science and accompanying practicum: NATS 459S Teaching Science in Middle/Secondary Schools. Students must be fully admitted to teacher education and have completed their science coursework before being admitted to NATS 459S.
5. NATS 250F7 History and Philosophy of Science
6. Completion of WDPI content exam, PRAXIS Exam 10435, with a passing score.

BIOLOGY TEACHING MAJOR WITH ENVIRONMENTAL SCIENCE

This major is designed for individuals who wish to be certified to teach biology and/or environmental science at the secondary level (WDPI category Early Adolescence through Adolescence, ages 10-21; WDPI license 605 and 615).

This major requires completion of the requirements listed below, the Education professional requirements and the licensing requirements for teacher education (see [EDUCATION](#)).

Biology Teaching majors with Environmental Science seeking Wisconsin certification will be required to pass PRAXIS Exam 10435 to be eligible for certification. It is recommended that Biology Teaching majors with Environmental Science complete the Natural Science Teaching minor to build their understanding of physics as defined in the "WDPI Content Guidelines for Life and Environmental Science Including Biology and Environmental Studies" and prepare for the WDPI content exam.

Thirty-five required biology credits to include:

1. The following required courses:
 - BIO 151F5 General Biology I (4 cr)
 - BIO 152F5 General Biology II (4 cr)
 - BIO 205 Field Biology (2 cr)
 - BIO 250 Environmental Biology (3 cr)
 - BIO 351 Organismal Botany (4 cr)
 - BIO 352 Organismal Zoology (4 cr)
 - BIO 401 Genetics (3 cr)
 - BIO 430 Animal Behavior (4 cr)

- BIO 450 Ecology (4 cr)
 - BIO 480 Biology Seminar (1 cr)
2. A minimum of 2 credits from the following:
- BIO 201 Biotechnology (2 cr)
 - BIO 312 Microbiology (4 cr)
 - BIO 402 Cell and Molecular Biology (4 cr)

Additional requirements:

1. One year of chemistry:
 - CHEM 110F5 Introductory Chemistry (4 cr) *and* CHEM 111F5 Introductory Organic Chemistry and Biochemistry (4 cr) **or**
 - CHEM 120F5 General Chemistry I (4 cr) *and* CHEM 121F5 General Chemistry II (4 cr)
2. One mathematics course from among:
 - MATH 111 College Algebra (3 cr)
 - MATH 112 College Algebra and Trigonometry (4 cr)
 - MATH 231 Calculus I (4 cr)
3. Seven credits of required social science courses:
 - PS 351 Selected Issues in Public Policy (2-4 cr)
 - PS 352 Environmental Politics (4 cr)
 - GEOG 265 Environmental Conservation (2 cr)
 - PHIL 107F7 Philosophies of Earth (3 cr)
4. Seven credits of required geoscience courses:
 - GEOS 102F5 Introduction to Earth Science I (4 cr)
 - GEOS 206 Environmental Geology (3 cr)
5. One semester of the methods of teaching science and accompanying practicum: NATS 459S Teaching Science in Middle/Secondary Schools. Students must be fully admitted to teacher education and have completed their science coursework before being admitted to NATS 459S.
6. NATS 250F7 Philosophy of Science.
7. Completion of WDPI content exam, PRAXIS Exam 10435, with a passing score.

BIOLOGY TEACHING MINOR

This minor is designed for individuals who wish to be certified to teach biology at the secondary level (WDPI category Early Adolescence through Adolescence, ages 10-2 1; WDPI license 605).

The minor requires completion of the requirements listed below and the Education professional requirements and the licensing requirements for teacher education (see [EDUCATION](#)).

A teaching minor in Biology must be combined with a Chemistry or Broad Field Science major for licensure to teach science in grades 6, 7, and 8 and general science in grade 9 if the applicant holds middle or middle/secondary science licenses.

Biology Teaching minors seeking Wisconsin certification will be required to pass PRAXIS Exam 10435 to be eligible for certification.

Twenty-five credits in biology to include:

1. Required courses:
 - BIO 151F5 General Biology I (4 cr)
 - BIO 152F5 General Biology II (4 cr)
 - BIO 312 Microbiology (4 cr)
 - BIO 351 Organismal Botany (4 cr)
 - BIO 352 Organismal Zoology (4 cr)
 - BIO 401 Genetics (3 cr)
2. A minimum of 2 credits from the following:
 - BIO 205 Field Biology (2 cr)
 - BIO 250 Environmental Biology (3 cr)
 - BIO 430 Animal Behavior (4 cr)
 - BIO 450 Ecology (4 cr)

Additional requirements:

1. NATS 459S Teaching Science in Middle/Secondary schools (3 cr)
2. Completion of WDPI content exam, PRAXIS Exam 10435, with a passing score.

BROAD FIELD SCIENCE TEACHING MAJOR: EARTH AND SPACE SCIENCE

This major is designed for individuals who wish to be certified to teach general science and/or the earth and space sciences at the secondary level (WDPI category Early Adolescence through Adolescence, ages 10-21; WDPI licenses 621 and 635).

The major requires completion of the requirements listed below, the Education professional requirements and the licensing requirements for teacher education (see [EDUCATION](#)).

Broad Field Science Teaching majors with Earth and Space Science seeking Wisconsin certification will be required to pass PRAXIS Exam 10435 to be eligible for certification. This major aligns with "WDPI Content Guidelines for Earth and Space Science."

1. Fifty-one credits in natural science to include:
 - Earth and space science courses:
 - GEOS 102F5 Introduction to Earth Science I (4 cr)
 - GEOS 103F5 Introduction to Earth Science II (4 cr)
 - GEOS 203 Historical Geology (3 cr)
 - GEOS 206 Environmental Geology (3 cr)
 - GEOS 301 Weather and Climate (4 cr)
 - GEOS 479 Independent Study (1 cr)
 - GEOS 489 Undergraduate Research (1-3 cr)
 - PHYS 250 Survey of Astronomy (4 cr)
 - Biology courses:
 - BIO 151F5 General Biology I (4 cr)
 - BIO 152F5 General Biology II (4 cr)

- Chemistry courses:
 - CHEM 120F5 General Chemistry I (4 cr)
 - CHEM 121F5 General Chemistry II (4 cr)
 - Physics courses:
 - PHYS 130F5 General Physics I (4 cr) *and* PHYS 131F5 General Physics II (4 cr) **or**
 - PHYS 201F5 College Physics I (4 cr) *and* PHYS 202F5 College Physics II (4 cr)
 - History and philosophy of science course:
 - NATS 250F7 History and Philosophy of Science (3 cr)
2. At least six credits in mathematics:
- MATH 121 Statistics (3 cr)

And one of the following:

- MATH 111 College Algebra (3 cr)
 - MATH 112 College Algebra and Trigonometry (4 cr)
 - MATH 231 Calculus I (4 cr)
3. One semester of methods of teaching science and accompanying practicum: NATS 459S Teaching Science in Middle/Secondary Schools. Students must be fully admitted to teacher education before being admitted to NATS 459S.
4. Completion of WDPI content exam, PRAXIS Exam 10435, with a passing score.

BROAD FIELD SCIENCE TEACHING MAJOR: LIFE AND ENVIRONMENTAL SCIENCE INCLUDING BIOLOGY AND ENVIRONMENTAL STUDIES

This major is designed for individuals seeking certification to teach general science, biology, and/or environmental science at the Early Adolescence through Adolescence level (ages 10-2 1; grades 7-12; WDPI licenses 605, 615, and 621).

This major requires completion of the requirements listed below, the Education professional requirements and the licensing requirements for teacher education (see [EDUCATION](#)).

Broad Field Science Teaching majors with Life and Environmental Science Including Biology and Environmental Studies seeking Wisconsin certification will be required to pass PRAXIS Exam 10435 to be eligible for certification. This major aligns with "WDPI Content Guidelines for Life and Environmental Science Including Biology and Environmental Studies."

1. Fifty-eight credits in natural science to include:
- Biology courses:
 - BIO 151F5 General Biology I (4 cr)
 - BIO 152F5 General Biology II (4 cr)
 - BIO 250 Environmental Biology (3 cr)
 - BIO 312 Microbiology (4 cr)
 - BIO 351 Organismal Botany (4 cr)
 - BIO 352 Organismal Zoology (4 cr)

- BIO 401 Genetics (3 cr)
 - BIO 450 Ecology (4 cr)
 - BIO 489 Field/Laboratory Research (1 cr)
 - Chemistry courses:
 - CHEM 120F5 General Chemistry I (4 cr)
 - CHEM 121F5 General Chemistry II (4 cr)
 - Physics courses:
 - PHYS 130F5 General Physics I (4 cr) *and* PHYS 131F5 General Physics II (4 cr) **or**
 - PHYS 201F5 College Physics I (4 cr) *and* PHYS 202F5 College Physics II (4 cr)
 - Earth science courses:
 - GEOS 102F5 Introduction to Earth Science I (4 cr)
 - GEOS 103F5 Introduction to Earth Science II (4 cr)
 - History and philosophy of science course:
 - NATS 250F7 History and Philosophy of Science (3 cr)
- 2. At least six credits in mathematics:
 - MATH 121 Statistics (3 cr)
 - And one of the following:
 - MATH 111 College Algebra (3 cr)
 - MATH 112 College Algebra and Trigonometry (4 cr)
 - MATH 231 Calculus I (4 cr)
- 3. One of the following social science courses:
 - PS 351 Selected Issues in Public Policy (2-4 cr)
 - PS 352 Environmental Politics (4 cr)
 - GEOG 265 Environmental Conservation (2 cr)
- 4. One semester of the methods of teaching science and accompanying practicum: NATS 459S Teaching Science in Middle/Secondary Schools. Students must be fully admitted to teacher education before being admitted to NATS 459S.
- 5. Completion of WDPI content exam, PRAXIS Exam 10435, with a passing score.

BROAD FIELD SCIENCE TEACHING MAJOR: PHYSICAL SCIENCE INCLUDING CHEMISTRY

This major is designed for individuals seeking certification to teach general science and chemistry at the Early Adolescence through Adolescence level (ages 10-21; grades 7-12; WDPI licenses 610, 621, and 637).

The major requires completion of the requirements listed below, the Education professional requirements and the licensing requirements for teacher education (see [EDUCATION](#)).

Broad Field Science Teaching majors with Physical Science Including Chemistry seeking Wisconsin certification will be required to pass PRAXIS Exam 10435 to be eligible for certification. This major aligns with "WDPI Content Guidelines for Physical Science Including Chemistry."

1. Fifty-three credits in natural science to include:
 - Chemistry courses:

- CHEM 120F5 General Chemistry I (4 cr)
 - CHEM 121F5 General Chemistry II (4 cr)
 - CHEM 321 Organic Chemistry I (4 cr)
 - CHEM 323 Organic Chemistry II (4 cr)
 - CHEM 351 Analytical Chemistry (4 cr)
 - CHEM 371 Inorganic Chemistry I (2 cr)
 - CHEM 489 Undergraduate Research (1 cr)
 - Physics courses:
 - PHYS 130F5 General Physics I (4 cr) *and* PHYS 131F5 General Physics II (4 cr) **or**
 - PHYS 201F5 College Physics I (4 cr) *and* PHYS 202F5 College Physics II (4 cr)
 - Earth science courses:
 - GEOS 102F5 Introduction to Earth Science I (4 cr)
 - GEOS 103F5 Introduction to Earth Science II (4 cr)
 - Biology courses:
 - BIO 151F5 General Biology I (4 cr)
 - BIO 152F5 General Biology II (4 cr)
 - Environmental science courses:
 - BIO 250 Environmental Biology (3 cr) **or**
 - GEOS 206 Environmental Geology (3 cr)
 - History and philosophy of science course:
 - NATS 250F7 History and Philosophy of Science (3 cr)
2. At least six credits in mathematics:
- MATH 121 Statistics (3 cr)
 - And one of the following:
 - MATH 111 College Algebra (3 cr)
 - MATH 112 College Algebra and Trigonometry (4 cr)
 - MATH 231 Calculus I (4 cr)
3. One semester of the methods of teaching science and accompanying practicum: NATS 459S Teaching Science in Middle/Secondary Schools. Students must be fully admitted to teacher education before being admitted to NATS 459S.
4. Completion of WDPI content exam, PRAXIS Exam 10435, with a passing score.

BROAD FIELD SCIENCE TEACHING MAJOR: PHYSICAL SCIENCE INCLUDING PHYSICS

This major is designed for individuals seeking certification to teach general science and/or physics at the Early Adolescence through Adolescence level (ages 10-21; grades 7-12; WDPI licenses 621, 637, and 625).

The major requires completion of the requirements listed below, the Education professional requirements and the licensing requirements for teacher education (see [EDUCATION](#)).

Broad Field Science Teaching majors with Physical Science Including Physics seeking Wisconsin certification will be required to pass PRAXIS Exam 10435 to be eligible for certification. This major aligns with "WDPI Content Guidelines for Physical Science Including Physics."

1. Fifty-six credits in natural science to include:

- Physics courses:
 - PHYS 201F5 College Physics I (4 cr)
 - PHYS 202F5 College Physics II (4 cr)
 - PHYS 250 Survey of Astronomy (4 cr)
 - PHYS 310 Principles of Mechanics (3 cr)
 - PHYS 320 Electromagnetism (3cr)
 - PHYS 360 Modern Physics (3 cr)
 - PHYS 361 Thermal Physics (3 cr)
 - PHYS 379 Independent Study (1cr)
 - PHYS 489 Undergraduate Research (1 cr)
 - Chemistry courses:
 - CHEM 120F5 General Chemistry I (4 cr)
 - CHEM 121F5 General Chemistry II (4 cr)
 - Earth science courses:
 - GEOS 102F5 Introduction to Earth Science I (4 cr)
 - GEOS 103F5 Introduction to Earth Science II (4 cr)
 - Biology courses:
 - BIO 151F5 General Biology I (4 cr)
 - BIO 152F5 General Biology II (4 cr)
 - Environmental science courses:
 - BIO 250 Environmental Biology (3 cr) **or**
 - GEOS 206 Environmental Geology (3 cr)
 - History and philosophy of science course:
 - NATS 250F7 History and Philosophy of Science (3 cr)
2. Twelve credits in mathematics:
 - MATH 231 Calculus I (4 cr)
 - MATH 232 Calculus II (4 cr)
 - MATH 233 Calculus III (4 cr)
 - MATH 121 Statistics (recommended).
 3. One semester of the methods of teaching science and accompanying practicum: NATS 459S Teaching Science in Middle/Secondary Schools. Students must be fully admitted to teacher education before being admitted to NATS 459S.
 4. Completion of WDPI content exam, PRAXIS Exam 10435, with a passing score.

CHEMISTRY TEACHING MAJOR

This major is designed for individuals who wish to be certified to teach chemistry at the secondary level (WDPI category Early Adolescence through Adolescence, ages 10-21; WDPI licenses 610 and 637).

The major requires completion of the requirements listed below, the Education professional requirements and the licensing requirements for teacher education (see [EDUCATION](#)).

Chemistry Teaching majors seeking Wisconsin certification will be required to pass PRAXIS Exam 10435 to be eligible for certification. It is recommended that Chemistry majors complete the Natural Science Teaching minor to build their understanding of biology and geoscience as defined in the "WDPI Content Guidelines for Physical Science Including Chemistry" and prepare for the content exam.

1. Thirty-four chemistry credits to include:
 - o Twenty-six required chemistry credits:
 - CHEM 120F5 General Chemistry I (4 cr)
 - CHEM 121F5 General Chemistry II (4 cr)
 - CHEM 321 Organic Chemistry I (4 cr)
 - CHEM 323 Organic Chemistry II (4 cr)
 - CHEM 351 Analytical Chemistry (4 cr)
 - CHEM 370 Integrated Chemistry Lab (2 cr)
 - CHEM 371 Inorganic Chemistry I (2 cr)
 - CHEM 480 Chemistry Seminar (1 cr)
 - CHEM 489 Undergraduate Research (1 cr)
 - o An additional 8 credits from:
 - CHEM 340 Biochemistry (3 cr)
 - CHEM 360 Quantum Mechanics (3 cr)
 - CHEM 361 Physical Chemistry (3 cr)
 - CHEM 431 Advanced Organic Chemistry (3 cr)
 - CHEM 471 Inorganic Chemistry II (2 cr)

2. Additional requirements:
 - o One year of physics:
 - PHYS 130F5 General Physics I (4 cr) *and* PHYS 131F5 General Physics II (4 cr) **or**
 - PHYS 201F5 College Physics I (4 cr) *and* PHYS 202F5 College Physics II (4 cr)
 - o The following mathematics courses:
 - If taking General Physics:
 - MATH 111 College Algebra (3 cr)
 - If taking College Physics:
 - MATH 231 Calculus I (4 cr)
 - MATH 232 Calculus II (4 cr)
 - MATH 233 Calculus III (4 cr)

3. One semester of NATS 250F7 History and Philosophy of Science.

4. One semester of the methods of teaching science and accompanying practicum: NATS 459S Teaching Science in Middle/Secondary Schools. Students must be fully admitted to teacher education and have completed their science coursework before being admitted to NATS 459S.

5. Completion of WDPI content exam, PRAXIS Exam 10435, with a passing score.

CHEMISTRY TEACHING MINOR

This minor is designed for individuals who wish to be certified to teach chemistry at the secondary level (WDPI category Early Adolescence through Adolescence, ages 10-21; WDPI license 610).

The minor requires completion of the requirements listed below, the Education professional requirements and the licensing requirements for teacher education (see [EDUCATION](#)).

A teaching minor in Chemistry must be combined with a Biology or Broad Field Science major for licensure to teach science in grades 6, 7, and 8 and general science in grade 9 if the applicant holds middle or middle/secondary science licenses.

Chemistry Teaching minors seeking Wisconsin certification will be required to pass PRAXIS Exam 10435 to be eligible for certification.

A minimum of 22 credits in chemistry to include:

1. Required courses:
 - CHEM 120F5 General Chemistry I (4 cr)
 - CHEM 121F5 General Chemistry II (4 cr)
 - CHEM 321 Organic Chemistry I (4 cr)
 - CHEM 323 Organic Chemistry II (4 cr)
 - CHEM 371 Inorganic Chemistry I (2 cr)
2. Four additional credits in chemistry.
3. Additional requirements:
 - NATS 459S Teaching Science in Middle/Secondary Schools (3 cr)
 - Completion of WDPI content exam, PRAXIS Exam 10435, with a passing score.

NATURAL SCIENCE TEACHING MINOR

This minor is designed for individuals seeking certification in science teaching at the Early Adolescence through Adolescence level (ages 10-2 1; grades 7-12; PI 34.29).

The minor is designed to supplement a Biology or Chemistry Teaching major to meet the PI 34 breadth requirement. It may also be useful in preparing for PRAXIS Exam 10435, which must be passed by all students seeking licensure to be eligible for certification.

Individuals with a biology or chemistry major seeking WDPI license 621 should complete this minor.

1. Thirty-two credits in natural science to include a minimum of 8 credits from each area listed below:
 - Biology courses:
 - BIO 151F5 General Biology I (4 cr)
 - BIO 152F5 General Biology II (4 cr)
 - Chemistry courses:
 - CHEM 110F5 Introductory Chemistry (4cr) *and* CHEM 111F5 Introductory Organic Chemistry and Biochemistry (4 cr) **or**
 - CHEM 120F5 General Chemistry I (4 cr) *and* CHEM 121F5 General Chemistry II (4 cr)
 - Earth and Space Science Courses:
 - GEOS 102F5 Introduction to Earth Science I (4 cr)
 - GEOS 103F5 Introduction to Earth Science II (4 cr)
 - GEOS 301 Weather and Climate (4 cr)
 - PHYS 250 Survey of Astronomy (3 cr)
 - Physics courses:
 - PHYS 130F5 General Physics I (4 cr) *and* PHYS 131F5 General Physics II (4 cr) **or**

- PHYS 201F5 College Physics I (4 cr) *and* PHYS 202F5 College Physics II (4 cr)
- 2. One semester of environmental science:
 - BIO 250 Environmental Biology (3 cr) **or**
 - GEOS 206 Environmental Geology (3 cr)
- 3. NATS 250F7 History and Philosophy of Science (3 cr)
- 4. One semester of methods of teaching science and accompanying practicum: NATS 459S Teaching Science in Middle/Secondary Schools (3 cr) Students must be fully admitted to teacher education before being admitted to NATS 459S.
- 5. Completion of WDPI content exam, PRAXIS Exam 10435, with a passing score.

SCIENCE EDUCATION MINOR

The Science Education minor is designed to provide the interdisciplinary science background required to teach science topics at the Early Childhood through Middle Childhood level (birth to 8 years; PI 34.27) and Middle Childhood through Early Adolescence level (ages 6-13; PI 34.28). Coursework includes biological, earth, space, and physical science. This minor is intended to provide content knowledge that will support the teaching of elementary science with an interdisciplinary perspective and an integrated approach.

PRAXIS II Exam 10014 must be passed for Early Childhood through Middle Childhood certification. PRAXIS II Exam 20146 must be passed for Middle Childhood through Early Adolescence certification.

1. Eight credits of integrated science:
 - NATS 104F5 Introduction to Natural Science I (4 cr)
 - NATS 105F5 Introduction to Natural Science II (4 cr)
2. Four credits of biology:
 - BIO 151F5 General Biology I (4 cr)
3. Four credits in earth science:
 - GEOS 102F5 Introduction to Earth Science I (4 cr)
4. Four credits of physical science from:
 - CHEM 110F5 Introductory Chemistry (4 cr)
 - CHEM 120F5 General Chemistry I (4 cr)
 - PHYS 130F5 General Physics I (4 cr)
 - PHYS 201F5 College Physics I (4 cr)
5. Three credits in environmental studies:
 - BIO 250 Environmental Biology (3 cr) **or**
 - GEOS 206 Environmental Geology (3 cr)
6. Two semesters of the methods of teaching science and accompanying practicum: ED 427A Methods: Science and Environmental Education I and Methods: ED 427B Science and Environmental Education II.

NURSING

The School of Nursing offers a program leading to either the BS or BA degree. There are 128 credits required for graduation, of which 49 are in the Nursing major. The program is accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the Wisconsin Board of Nursing.

MISSION

The School of Nursing reflects the Mission Statement of Edgewood College by locating professional nursing within the context of a Catholic, liberal arts college with a Dominican heritage. The mission of the college is to develop intellectual competence and a sense of responsibility for service and to further personal development.

Nursing is a profession built on knowledge from nursing theory, research and practice, the humanities, and the natural and behavioral sciences. Nursing values the systematic and purposeful application of the nursing process to promote the optimal health of clients. Caring is essential to professional nursing practice and includes appreciation of human diversity and respect for the rights of others.

Students are unique individuals who enter nursing with diverse characteristics and experiences. It is the responsibility of the student to actively pursue knowledge and experience and to develop intellectual curiosity with a spirit of inquiry as a basis for lifelong learning.

The faculty develops, implements and evaluates the curriculum to provide a broad and rich foundation for nursing practice. Faculty foster the professional development of students by offering learning challenges, promoting opportunities to think critically and creatively and exhibiting collegiality in the teaching-learning relationship.

Teaching and learning is a dynamic and interactive process designed to integrate knowledge and research with professional nursing practice. Teaching and learning are facilitated when both students and faculty are actively engaged in the process.

The nursing graduates of Edgewood College are knowledgeable, accountable, responsible, ethical and culturally sensitive as they provide quality nursing care. Undergraduate education provides the knowledge and experience to practice as professional nurses. Graduate education builds on undergraduate education and prepares nurse leaders committed to improving nursing practice.

Admission to Nursing and Progression in the Program

Prerequisites for Admission

Admission to the nursing program requires a GPA of at least 2.5 in all courses that satisfy Edgewood College degree requirements and at least a 2.5 GPA in all required science and math courses. Required science and math courses must have been taken within 5 years of admission to the first nursing course for credit in the nursing major, unless they were part of a degree earned within the past 5 years. A grade of C or better is necessary in each required science and math course.

Beginning with students who apply in May 2009 for admission to the nursing program in Spring 2010 and later, admission to the nursing program will require a cumulative GPA of 2.75 and a required science and math GPA of 2.75. Students entering the nursing program starting in Spring 2010 and later will be required to maintain a cumulative GPA of 2.5 in all nursing courses and earn no lower than a C in any nursing course.

Students who have reached at least sophomore standing are admitted to the nursing program in both Fall and Spring semesters. Priority consideration will be given to students who apply for admission to the nursing program by February 15 for Fall enrollment and by May 15 for January enrollment. Students must submit a Nursing Program Application, which may be obtained from the School of Nursing Office or online on the School of Nursing website.

The following courses are to be completed prior to beginning the nursing program:

- Certified nursing assistant course and certification examination
- ENG 110 College Writing
- MATH 101 or 111 or other Foundations math course
- COMMS 101 Speech
- PHIL 101 Logic: Critical Thinking
- PSY 101F4 General Psychology
- Four of the following science courses:
 - CHEM 110F5 Introductory Chemistry and CHEM 111F5 Introduction to Organic Chemistry and Biochemistry, or equivalent
 - BIO 210 Anatomy & Physiology I, or equivalent
 - BIO 211 Anatomy & Physiology II, or equivalent
 - BIO 212 Microbiology, including lab component, or equivalent

Students who possess a baccalaureate degree in another field from an accredited institution are considered to have fulfilled all of Edgewood College's General Education requirements, except foreign language, religious studies, and Human Issues. Post-baccalaureate students must meet all School of Nursing requirements for support courses in the major.

Policies For Admission

All students who are admitted to the Nursing program must have successfully completed a certified nursing assistant (CNA) course and have passed the certification examination. Students must have completed the course within the past 2 years or have recent experience as a CNA.

Admission to the nursing program is a two step process. Students are first admitted to the college as either a "Nursing" or "Nursing Interest" major. They then apply for full admission to the nursing program following the completion of certain prerequisite courses. Admission to the college does not imply or guarantee admission to the nursing program.

Students wishing to enter the nursing program must complete an application that is available in the School of Nursing or online. The deadlines for application are February 15 for Fall enrollment and May 15 for Spring enrollment.

The Nursing Admission Committee will review student records after applications are received. The committee will admit the most qualified students based on cumulative GPA,

science/math GPA, previous academic records, credits completed at Edgewood College and the strength of the application essay. Students may later be disqualified from the program if their cumulative or science/math GPA drops below the required minimum in the semester before admission.

Admission to the program is competitive; even students who meet the minimum requirements may not be admitted. Because of enrollment limits in the major, the School of Nursing may deny admission to a qualified student.

Applicants who are not admitted may reapply in a subsequent semester or pursue a major in another field of study. Students who have applied in the past will be given no special consideration and their records will be reviewed as a member of the current applicant pool. Individuals who reapply must be currently enrolled at Edgewood College.

Admission to Nursing for Students Admitted as Freshmen

- Step One: Students who need to complete all prerequisites for the nursing program will be admitted to the college as a nursing major if they meet the following criteria until a pre-selected number of openings are filled:
 - High school math through Algebra II with grade of C or better
 - ACT scores of 18 or better in the following subcategories: English and Science Reasoning.
 - Direct placement into Math 101 or higher, determined by an ACT Math score, or placement into MATH 101 or 111 through the Edgewood College Math Placement Test.
 - High School GPA of at least 3.0

Students who apply after the openings are full, or who do not meet the above criteria, are admitted to the college as "Nursing interest" or undecided majors and may apply for admission to the nursing program after completion of CHEM 111F5 Introduction to Organic Chemistry and Biochemistry. There is no guarantee of admission to the nursing program if no openings are available.

- Step Two: Students who are admitted as freshman nursing majors will be given priority for full admission to the nursing program if they meet the following criteria:
 - Maintain at least a 2.5 GPA in college courses. (Beginning with Spring 2010 admissions, students must maintain at least a 2.75. See note above)
 - Maintain at least a 2.5 GPA in required science and math courses. A minimum grade of C is required in all requisite math and science courses. (Beginning with Spring 2010 admissions, students must maintain at least a 2.75 and a minimum grade of C in all requisite math and science courses. See note above.)
 - Complete certified nursing assistant requirements.
 - Apply for full admission to the nursing program the semester before they are eligible to begin nursing studies or after completing CHEM 111F5 Introduction to Organic Chemistry and Biochemistry. The deadlines for application are February 15 for Fall enrollment or May 15 for Spring enrollment. Most traditional students will begin the nursing program in Spring semester of the sophomore year. Applications are available in the School of Nursing or online.

Admission to Nursing for Transfer Students

- Step One: New transfer students who need to complete prerequisites for the nursing program will be admitted to Edgewood College as nursing majors if they meet the following criterion: cumulative GPA of 2.5 or higher in previously completed college-level coursework. (Beginning with Spring 2010 admissions, the GPA will be 2.75 or higher. See note above). Students who do not meet this criterion will be admitted to the college as “nursing interest” students.
- Step Two: Transfer students must apply for full admission to the nursing program the semester before they are eligible to begin nursing studies. The deadlines for application are February 15 for Fall enrollment and May 15 for Spring enrollment. Applications are available in the School of Nursing or online.

Transfer students will be admitted to the nursing program as space allows based on the strength of their application essay, evidence of certified nursing assistant certification, previous academic record, overall cumulative GPA, cumulative GPA in required math and science courses, and number of credits completed at Edgewood. Students who are not admitted may reapply for admission in the following semester.

Progression in the Major

In order to progress in the nursing major, students must have an academic cumulative GPA of 2.5 (beginning with Spring 2010 admissions, the GPA will be 2.75 or higher), a cumulative GPA of 2.5 in nursing, and a cumulative GPA of 2.5 in the required science and math courses (beginning with Spring 2010 admissions, the GPA will be 2.75 or higher). A grade of “C” or better is required in each nursing, math and science course. A grade of Pass in each clinical course is required for progression into the next nursing course. If these requirements are not met, the student is not eligible to progress in the nursing major.

Current CPR certification, physical exam, and health data are required before entering any clinical course. Students are responsible for their own transportation to clinical sites. See the Nursing Student Handbook for specific health requirements.

Edgewood College’s School of Nursing and all clinical agencies under contract to the department require that every student and faculty member have a background check completed by the Criminal Justice Department of Wisconsin. Background Information Disclosure forms must be completed by students before entry into the nursing major. Students are responsible for notifying the School of Nursing of any criminal charges or convictions that occur while they are progressing through the program. Students who have been convicted of certain types of offenses may not be able to participate in clinical placements and therefore will not be eligible to earn a degree in nursing. It is also possible that a student may not be eligible for licensure by the State of Wisconsin or another state licensing authority if certain types of criminal offenses are identified in the background check.

Random drug checks may be done in clinical agencies throughout the duration of a student’s clinical experiences.

Policies for Repeating Courses

In accordance with college policy, a student may choose to repeat a course taken at Edgewood College to improve a poor or failing grade. Both earned grades are

included in the GPA computation by the college and both appear on the student's transcript. Repeated courses are counted only once in total credits earned.

If a nursing or "nursing interest" student repeats a required science or math course, the most recent grade will be used to compute the science/math GPA for entrance or progression in the nursing major. A cumulative GPA of 2.5 (beginning with Spring 2010 admissions, the GPA will be 2.75) and 2.5 in required science and math courses are required for admission (beginning with Spring 2010 admissions, the GPA will be 2.75) and progression in the nursing major.

In accordance with college policy, if a student repeats a course at Edgewood that was previously accepted for credit at the time of transfer, the transferred credits are removed from the student's record. The repeated course grade is used to compute the GPA for the nursing major. A course required for the nursing major may be repeated only once for GPA calculation in the nursing GPA.

Individuals may appeal to the School of Nursing any decisions affecting their progression in the nursing major.

Assessment

The School of Nursing participates in an assessment process that compares Edgewood nursing students with other nursing students across the country using a standardized exam. The computerized examinations, completed at regular intervals throughout the curriculum, provide benchmarks for student performance in critical thinking, nursing process, and therapeutic communication. The results are useful in preparing students to take the national licensing examination after graduation. An additional fee for the assessments is added to the tuition bill for each nursing theory course. Student abilities in meeting other program objectives are evaluated throughout the program of study.

Goals for the Major

The graduate will:

1. Establish therapeutic relationships with clients that demonstrate caring.
2. Demonstrate critical thinking skills and caring practices to promote, maintain and restore health.
3. Synthesize knowledge from nursing theory, research and practice, the humanities and the natural and behavioral sciences to provide a basis for professional nursing practice.
4. Respond to environmental factors that influence the health of individuals, families and communities.
5. Collaborate with clients and colleagues in the process of identifying and organizing resources for the effective provision of health care.
6. Demonstrate professional behaviors that reflect accountability and commitment in nursing practice.

Professional Major Requirements

Courses that support the major. Four of the following five science courses must be completed before beginning coursework in the nursing major in NRS 210/211.

- CHEM 110F5 Introductory Chemistry
- CHEM 111F5 Introduction to Organic Chemistry and Biochemistry
- BIO 210 Anatomy & Physiology I
- BIO 211 Anatomy & Physiology II (Must be completed concurrently with or prior to NRS 210/211)
- BIO 312 Microbiology with Lab (Must be completed concurrently with or prior to NRS 210/211)

Additionally:

- BIO 410 Pathology (Must be completed concurrently with or prior to NRS 310/31)
- PSY 101F4 General Psychology (Prerequisite for NRS 210/211)
- PSY 345 Lifespan Development (Must be completed concurrently with or prior to NRS 340/34 1)
- A social science course other than psychology

2. Nursing courses in the major:

- NRS 210 Foundations of Professional Nursing
- NRS 211 Caring: Nursing Assessment & Intervention
- NRS 310 Professional Nursing: Adult Health
- NRS 311 Caring: Adult Health Nursing
- NRS 312 Pharmacology
- NRS 315 Caring: Nursing Skills
- NRS 340 Professional Nursing: Long Term Health Issues
- NRS 341 Collaborative Practice in Long Term Care
- NRS 390 Research in Professional Nursing
- NRS 410 Professional Nursing: Families in Transition
- NRS 411 Caring: Families in Transition
- NRS 412 Leadership within the Health Care System
- NRS 440 Adult Health: Advanced Concepts in Acute Care
- NRS 460 Professional Nursing: Health of Communities
- NRS 461 Nursing Care with Aggregates

The General Education computer competency requirement is fulfilled in NRS 210/211.

PHILOSOPHY

MINOR

Philosophy

Requirements for the minor: 18 credits selected in consultation with the Chair of the department, including PHIL 479. A minimum of 9 credits must be completed at the college.

Students who minor in Philosophy will demonstrate a breadth of knowledge in the major areas of philosophical study and an in-depth understanding of at least one philosophical theme or one philosopher. They will also give evidence of an ability to apply and to practice engaged philosophy in a life of service for a just and peaceful world.

Departmental Course Offerings

PHIL 101 Logic: the Practice of Critical Thinking is offered every semester and the summer.

Foundations courses, indicated by an "F7" in the course number, fulfill requirements in the General Education curriculum. At least two Foundations courses on various topics in philosophy are offered every semester. PHIL 104F7 Ethics is offered every semester.

Courses at the 300 and 400 level are offered according to need and interest. Contact Department Chair for upcoming offerings.

PSYCHOLOGY

MAJORS

Psychology

Psychology with concentrations in

Clinical and Counseling Psychology

Human Services

Substance Abuse Counseling

MINOR

Psychology

DEPARTMENT POLICIES

A minimum of 12 credits of the Psychology major and eight credits toward the Psychology minor must be earned at Edgewood College. Courses taken through the Collaborative Program or through approved study abroad programs are considered taken at Edgewood.

Eighteen credits of the major must be earned in courses at the 300-level or above.

A student must have a grade point average of 2.5 in major courses in order to graduate with a psychology major. A psychology course in which a student receives a grade below a "CD" will not be accepted toward the major.

PSYCHOLOGY MAJOR

The psychology major seeks to assist students in developing a critical knowledge of psychology as a science and psychology as a means to promote human welfare. These goals reflect the college's mission and identity statements, which promote educating students for meaningful professional lives of service and a lifelong search for truth.

Requirements for the major are a minimum of 34 credits:

1. Required core courses:
 - PSY 101F4 General Psychology
 - PSY 369 Social Science Statistics or MATH 121 Statistics
 - PSY 375 Research Methods in Psychology
 - PSY 445 Biological Psychology
 - PSY 495 Guided Experiential Learning Internship
 - PSY 498 Evaluating Psychological Research
2. At least one Human Development course*:
 - PSY 210 Child Psychology
 - PSY 220 Adolescent Psychology
 - PSY 345 Lifespan Development
 - PSY 384 Youth Development and Culture
 - PSY 440 Psychology of Adulthood and Aging
3. At least two Major Areas of Inquiry courses*:

- PSY 230 Psychology of Human Learning
 - PSY 287 Psychology of Gender
 - PSY 310 Psychology of Intimate Relationships
 - PSY 340 Abnormal Psychology
 - PSY 349 Social Psychology
 - PSY 388 Perception, Memory, and Cognition
 - PSY 430 Animal Behavior
4. At least one Applications of Psychology course*:
- PSY 324 The Helping Relationship
 - PSY 350 Substance Use, Abuse, and Dependence
 - PSY 360 Assessment and Treatment of Substance Abuse
 - PSY 380 Introductions to Psychotherapy
 - PSY 382 Multicultural Counseling
 - PSY 386 Psychological Assessment
 - PSY 387 Forensic Psychology
 - PSY 390 Group Psychotherapy
 - PSY 487 Introduction to Family Therapy

* PSY 285, 385, 485 Topics in Psychology and PSY 383, 483 Topics in Psychology and Culture may fulfill a requirement for these areas if the topic examined falls within the subject matter for that area. This will be determined and announced by the Psychology Department.

PSYCHOLOGY MAJOR WITH A CLINICAL AND COUNSELING CONCENTRATION

The Clinical and Counseling concentration is for students who want to pursue advanced training and possible career opportunities in clinical and counseling professions.

Requirements are a minimum of 46 credits as follows:

1. Required core courses:
 - PSY 101F4 General Psychology
 - PSY 369 Social Science Statistics or MATH 121 Statistics
 - PSY 375 Research Methods in Psychology
 - PSY 445 Biological Psychology
 - PSY 494 Professional Seminar & Internship in Clinical and Counseling Psychology
 - PSY 498 Evaluating Psychological Research
2. All of the following Clinical and Counseling core courses:
 - PSY 300 Psychology of Personality
 - PSY 340 Abnormal Psychology
 - PSY 380 Introduction to Psychotherapies
3. At least one Human Development course:
 - PSY 210 Child Psychology
 - PSY 220 Adolescence Psychology
 - PSY 345 Lifespan Development
 - PSY 384 Youth Development and Culture
 - PSY 440 Psychology of Adulthood and Aging

4. At least two Clinical and Counseling applications courses:
 - PSY 324 The Helping Relationship
 - PSY 350 Substance Use, Abuse, and Dependence
 - PSY 360 Assessment & Treatment of Substance Abuse
 - PSY 382 Multicultural Counseling
 - PSY 386 Psychological Assessment
 - PSY 387 Forensic Psychology
 - PSY 390 Group Psychotherapy
 - PSY 487 Introduction to Family Therapy

PSYCHOLOGY MAJOR WITH THE HUMAN SERVICES CONCENTRATION

Students planning to enter the field of Human Services or graduate school in Human Services, Counseling, or Social Work may choose a psychology major with an interdisciplinary concentration in Human Services.

Completion of this concentration enables students to apply for a Social Work Training Certificate through the Wisconsin Department of Regulation and Licensing. This certificate allows students to apply for entry-level social work positions in the state of Wisconsin.

Requirements are 60-62 credits as follows:

1. Required core courses:
 - PSY 101F4 General Psychology
 - PSY 369 Social Science Statistics or MATH 121 Statistics
 - PSY 375 Research Methods in Psychology
 - PSY 445 Biological Psychology
 - PSY 495C Human Services Internship
 - PSY 498 Evaluating Psychological Research
2. The following Human Services Professional Sequence:
 - HS 300 Methods of Human Services
 - HS 302 Social Welfare and Policy
 - HS 303 Advanced Social Change Skills
 - HS 304 Group Methods
3. All of the following psychology with Human Services core:
 - PSY 340 Abnormal Psychology
 - PSY 345 Lifespan Development
 - PSY 380 Introduction to Psychotherapies
4. Two from the following Topics and Applications courses:
 - PSY 300 Psychology of Personality
 - PSY 350 Substance Use, Abuse, and Dependence
 - PSY 360 Assessment and Treatment of Substance Abuse
 - PSY 382 Multicultural Counseling or SOC 309 Race and Ethnicity
 - PSY 487 Introduction to Family Therapy

PSYCHOLOGY MAJOR WITH A SUBSTANCE ABUSE COUNSELING CONCENTRATION

The Substance Abuse Counseling Concentration is designed to educate students in the

assessment, treatment, and prevention of substance abuse problems utilizing the Biopsychosocial Model of Addiction.

Requirements for the concentration are a minimum of 55 credits as follows:

1. Required core courses:
 - PSY 101F4 General Psychology
 - PSY 369 Social Science Statistics or MATH 121 Statistics
 - PSY 375 Research Methods in Psychology
 - PSY 445 Biological Psychology
 - PSY 496G and 496H Professional Seminars and Internships in Substance Abuse Counseling
 - PSY 498 Evaluating Psychological Research
2. At least one Human Development course:
 - PSY 210 Child Psychology
 - PSY 220 Adolescent Psychology
 - PSY 345 Lifespan Development
 - PSY 384 Youth Development and Culture
 - PSY 440 Adulthood and Aging
3. All of the following Substance Abuse Counseling Core courses:
 - PSY 301 Case Management
 - PSY 340 Abnormal Psychology
 - PSY 350 Substance Use, Abuse, and Dependence
 - PSY 360 Assessment and Treatment of Substance Abuse
 - PSY 386 Psychological Assessment
 - PSY 380 Introduction to Psychotherapies

PSYCHOLOGY MINOR

Twenty credits in psychology, to include PSY 101F4 General Psychology.

RELIGIOUS STUDIES

MAJORS

Religious Studies

Religious Studies with Concentrations in:

Biblical Studies

Pre-Theological Studies

Religious Studies Teaching

MINORS

Religious Studies

Religious Studies Teaching

Rooted in the Catholic and Dominican traditions where "faith seeks understanding," Religious Studies provides opportunities to examine the religious experience and its multiple expressions. Through academic inquiry, scholarly research, community-based learning, and intellectual reflection, students explore the religious dimensions of human experience, harmonize their own religious commitments and traditions with their intellectual, critical, and cultural development, and deepen their own spiritualities with a vision toward justice and peace. At the same time, all are called to develop a genuine respect and appreciation for the truths and values expressed in the traditions and spiritualities of others.

POLICIES

Students planning a major or minor in Religious Studies should consult with an advisor in the Religious Studies Department at the beginning of their program. Normally, a minimum of 20 credits for the major or 12 credits for the minor must be taken in Religious Studies at Edgewood. Any transfer of religious studies credits is subject to evaluation by the department.

The Religious Studies curriculum includes three areas of investigation: A. Scriptures/Sacred Texts; B. Christianity and World Religions; C. Religion in the Human Community.

To meet individual goals and needs, suitable adaptations of the following programs may be arranged. Students interested in youth, campus, family, pastoral, liturgical, social justice, or other specialized ministries are encouraged to supplement their Religious Studies major with appropriate minors or concentrations in disciplines related to this work. The RS advisor will assist in exploring and choosing among the options.

To fulfill the General Education computer competency requirement, students majoring in Religious Studies must demonstrate the competencies described on the checklist available from the department.

RELIGIOUS STUDIES MAJOR

A minimum of 40 credits, to include:

1. Two core courses (8 credits) from Area A: Scriptures & Sacred Texts
 - o 210A F8 Biblical Literature: Hebrew Bible
 - o 210B F8 Biblical Literature: Gospels
2. Two core courses (8 credits) from Area B: Christianity and World Religions

- 225 F8 Introduction to Major Religious Traditions
- 230 F8 History of Christianity
- 3. One core course (4 credits) from Area C: Religion in the Human Community that deals with values and moral decision-making:
 - RS 240 Christianity Responsibility and Moral Development, or RS 242 Moral Responsibility and Medical Ethics, or RS 247 Christian Religious Experience.
- 4. RS 498 Religious Studies Senior Seminar (4 credits).
- 5. In addition to the core courses, students chose a total of 16 additional credits* selected from the three areas of study:

Area A: Scriptures & Sacred Texts 0 to 12 additional credits selected from:

- 210CF8 Biblical Literature: Acts, Letters
- 220 Jewish Life and Thought: Torah
- 221 Jewish Life and Thought: Prophets
- 222 Jewish Life and Thought: Writings
- 414 Scripture: Advanced Study

Area B: Christianity & World Religions 0 to 12 additional credits selected from:

- 220-223 Jewish Life and Thought
- 224F8 Introduction to Christian Thought
- 250F8 Catholicism
- 265 Religious Traditions of the East
- 341 Catholic Theology for the 21st Century
- 343 Women and Religion
- 422 Reformation and Counter-Reformation
- 451-455 Topics in Religious Studies
- 456 Challenge of Islam

Area C: Religion in the Human Community 4 to 16 additional credits selected from:

- 218F8 Images of Faith in Literature and Film
- 240F8 Christian Responsibility and Moral Development
- 242F8 Moral Responsibility and Medical Ethics
- 247F8 Christian Religious Experience
- 305 Human Issues Seminar in Religion and Public Life I
- 327 Religions and Contemporary Issues
- 328 Strong Religion: Fundamentalism
- 331 Christian Worship
- 345 Religion and Society
- 405 Human Issues Seminar in Religion and Public Life II
- 431 Sacramental Celebrations
- 451- 455 Topics in Religious Studies

*Note: the total of 40 credits normally includes a minimum of 16 credits in one area, a minimum of 8 in each of the other two areas, and Senior Seminar. The remaining 4 credits are also selected from any of the three areas. Professional courses (for example, teaching methods, practica, and internships) are taken in addition to the minimum of 40 credits in academic courses.

6. In addition to the 40 credits, all students majoring in Religious Studies will:
 - prepare an *Academic Portfolio* to be reviewed by the Religious Studies faculty at the end of each academic year.
 - complete the appropriate sections of the *RS Computer Competency Checklist* for each year in the program.
 - submit at least one major research paper for presentation at an Edgewood Student Research, Religious Studies, or similar conference during their last 4 semesters.
 - complete the minimum 120 credits required by the college with a cumulative GPA of at least 2.85.

RELIGIOUS STUDIES MAJOR WITH BIBLICAL STUDIES CONCENTRATION

For those interested in scripture and/or primary religious literature in preparation for ministry, graduate school or seminary.

A minimum of 40 credits, to include:

1. A total of 20 credits from Area A: Scriptures and Sacred Texts
 - 210A F8 Biblical Literature: Hebrew Bible
 - 210B F8 Biblical Literature: Gospels
 - 210CF8 Biblical Literature: Acts/Letters
 - 220 Jewish Life & Thought: Torah
 - 221 Jewish Life & Thought: Prophets
 - 222 Jewish Life & Thought: Writings
 - 414 Scripture: Advanced Study
 - Approved UW Course in Biblical Studies
2. Two core courses (8 credits) from Area B: Christianity and World Religions
 - 225 F8 Introduction to Major Religious Traditions
 - 230 F8 History of Christianity
3. One core course (4 credits) from Area C that deals with values and moral decision-making:
 - RS 240 Christianity Responsibility and Moral Development, or RS 242 Moral Responsibility and Medical Ethics, or RS 247 Christian Religious Experience.
4. Biblical Studies students also select 4 additional credits from Area C: Religion in the Human Community
 - 218F8 Images of Faith in Literature and Film
 - 240F8 Christian Responsibility and Moral Development
 - 242F8 Moral Responsibility and Medical Ethics
 - 247F8 Christian Religious Experience
 - 305 Human Issues Seminar in Religion and Public Life I
 - 327 Religions and Contemporary Issues
 - 328 Strong Religion: Fundamentalism
 - 331 Christian Worship
 - 345 Religion and Society
 - 405 Human Issues Seminar in Religion and Public Life II
 - 431 Sacramental Celebrations
 - 451- 455 Topics in Religious Studies

5. RS 498 Religious Studies Senior Seminar (4 credits).
6. In addition to their course work, all students majoring in Religious Studies will:
 - prepare an *Academic Portfolio* to be reviewed by the Religious Studies faculty at the end of each academic year.
 - complete the appropriate sections of the *RS Computer Competency Checklist* for each year in the program.
 - submit at least one major research paper for presentation at an Edgewood Student Research, Religious Studies, or similar conference during their last 4 semesters.
 - complete the minimum 120 credits required by the college with a cumulative GPA of at least 2.85.

RELIGIOUS STUDIES WITH PRE-THEOLOGICAL STUDIES CONCENTRATION

Those who wish to prepare for graduate theological work or seminaries should consult with those schools for prerequisites and requirements that may be met at the undergraduate level.

A minimum of 40 credits, to include:

1. Two core courses (8 credits) from Area A: Scriptures and Sacred Texts
 - 210A F8 Biblical Literature: Hebrew Bible
 - 210B F8 Biblical Literature: Gospels
2. Two core courses (8 credits) from Area B: Christianity and World Religions
 - 225 F8 Introduction to Major Religious Traditions
 - 230 F8 History of Christianity
3. Pre-theology students also take two RS *theology* courses from Area B:
 - 224F8 Introduction to Christian Thought **or** 250F8 Catholicism **and**
 - 341 Catholic Theology for the 21st Century
4. One core course (4 credits) from Area C: Religion in the Human Community that deals with values and moral decision-making:
 - RS 240 Christianity Responsibility and Moral Development, or RS 242 Moral Responsibility and Medical Ethics, or RS 247 Christian Religious Experience.
5. RS 498 Religious Studies Senior Seminar (4 credits).
6. In addition to the RS core courses, theology courses, and Senior Seminar, pre-theology students chose a minimum of 8 additional credits--at least four of which are selected from Area C*

Area A: Scriptures and Sacred Texts 0 to 4 additional credits selected from:

- 210CF8 Biblical Literature: Acts, Letters
- 220 Jewish Life and Thought: Torah
- 221 Jewish Life and Thought: Prophets
- 222 Jewish Life and Thought: Writings
- 414 Scripture: Advanced Study

Area B: Christianity and World Religions 0 to 4 additional credits selected from:

- 220-223 Jewish Life and Thought
- 265 Religious Traditions of the East

- 343 Women and Religion
 - 422 Reformation and Counter-Reformation
 - 451-455 Topics in Religious Studies
 - 456 Challenge of Islam
- Area C:** Religion in the Human Community 4 to 8 additional credits selected from:
- 218F8 Images of Faith in Literature and Film
 - 240F8 Christian Responsibility and Moral Development
 - 242F8 Moral Responsibility and Medical Ethics
 - 247F8 Christian Religious Experience
 - 305 Human Issues Seminar in Religion and Public Life I
 - 331 Christian Worship
 - 327 Religions and Contemporary Issues
 - 328 Strong Religion: Fundamentalism
 - 345 Religion and Society
 - 405 Human Issues Seminar in Religion and Public Life II
 - 431 Sacramental Celebrations
 - 451- 455 Topics in Religious Studies

*Note: the total of 40 credits for Pre-theology students includes a minimum of 16 credits in Area B, and a minimum of 8 in each of the other two areas, as well as Senior Seminar. The remaining 4 credits may be selected from any of the three areas. Professional courses, (Teaching RS, Practica, Internships, etc.) are taken in addition to the minimum of 40 credits in academic courses.

7. Pre-theology students are encouraged to complete a minor or take appropriate electives in Philosophy, History, and/or Foreign Languages.
8. In addition to the 40 credits, all students majoring in Religious Studies will:
 - prepare an *Academic Portfolio* to be reviewed by the Religious Studies faculty at the end of each academic year.
 - complete the appropriate sections of the *RS Computer Competency Checklist* for each year in the program.
 - submit at least one major research paper for presentation at an Edgewood Student Research, Religious Studies, or similar conference during their last 4 semesters.
 - complete the minimum 120 credits required by the college with a cumulative GPA of at least 2.85.
 - complete the minimum 120 credits required by the college with a cumulative GPA of at least 2.85.

RELIGIOUS STUDIES TEACHING MAJOR REQUIREMENTS

Students interested in a teaching major should contact the Chair of the Religious Studies Department.

RELIGIOUS STUDIES MINOR

1. A minimum of 20 credits in Religious Studies with a minimum of one 4-credit course chosen from each of areas A, B, and C.

2. Remaining courses are to be chosen in consultation with a RS advisor.

RELIGIOUS STUDIES TEACHING MINOR

Students interested in a teaching minor should contact the Chair of the Religious Studies Department.

SOCIAL SCIENCE

MAJORS

Criminal Justice

Economics with concentrations in

Applied Economics

Business Economics

Political Science with concentrations in

Comparative/Global Politics

American Politics

Law and Politics

Political Communication

Sociology

Sociology or Criminal Justice with a concentration in Human Services

MINORS

Economics

Political Science

Social Studies Teaching

Sociology

EXPECTATIONS OF THE SOCIAL SCIENCE SCHOLAR

The Social Science Department offers coursework in diverse fields of study. However, the Department considers certain goals and objectives common to all majors offered in Social Science.

It is the mission of the department to provide the opportunity for students to grow in an understanding of how their lives and the lives of others have been affected by the historical development of economic, social, political and cultural institutions and gain insight into the underlying assumptions, conflicts and political strategies involved in changing those structures. Students pursuing a degree in the Social Sciences should be able to recognize and analyze the distinctions and relationships between the fields of science, religion, morality, and technology and political use of power. Students are challenged to a critical reflection on the local and global level of the structuring of racial, class and gender inequality and to a deepening concern for justice.

All Social Science majors are expected to gain experience in the formulation of hypotheses and/or models to explore social, economic, political and cultural relationships and change. Further, they should gain skills in using and evaluating diverse research methods, including sampling procedures and statistical analysis; census and survey data analysis; questionnaire development and interviewing; field work and participant observation; as well as the use of written documents, research monographs and secondary sources.

With these common goals in mind, all students with majors in Criminal Justice, Economics, Political Science and Sociology are required to complete the following interdisciplinary sequence of courses.

Social Science Interdisciplinary Sequence (13 credits)

- SS 200 Data Analysis for Social Science (1 cr)
- SS 368 Social Science Research Methods (4 cr)
- SS 369 Social Science Statistics (4 cr)

- SS 484 Senior Social Science Seminar (4 cr)

POLICIES

Students majoring in the Social Science Department must maintain a cumulative grade point average of 2.0 in courses in their respective major. If a student receives more than one grade below CD in major courses, he/she must repeat one of these courses (or an approved equivalent) and receive a grade of CD or above in order to successfully complete the major.

Courses required for the majors may not be taken Pass/Fail.

Twelve credits of the major must be earned at Edgewood: at least four of those credits must be in your specific discipline.

The Social Science Department's computer competency requirement is SS 200 Data Analysis for Social Science (or its equivalent).

CRIMINAL JUSTICE: AN INTERDISCIPLINARY MAJOR

The purpose of the major in criminal justice is to examine the field in the context of the dynamics of human action and the economic, political and social institutions within which the criminal justice system developed and now functions. These dynamics are explored in the light of basic religious and ethical questions. Study in these areas provides a basis for a critical examination of possible alternatives and strategies for change in the system of justice. For students interested in correctional social work, the Human Services concentration is also available.

The interdisciplinary major in criminal justice consists of:

1. The Social Science Interdisciplinary Sequence (13 credits)
 - SS 200 Data Analysis for Social Science
 - SS 368 Social Science Research Methods
 - SS 369 Social Science Statistics
 - SS 484 Senior Social Science Seminar
2. The following courses in the Social Science Department:
 - SOC 201F4 Introduction to Sociology
 - SOC 232 Introduction to the Criminal Justice System
 - SOC 236 Juvenile Delinquency
 - SOC 338 Prisons and Corrections in Society
 - SOC 340 Theories of Deviance
 - SOC 355 Introduction to Criminal Law

One course from the following:

- SOC 309 Race and Ethnicity
- SOC 322 Class, Social Change and Revolution
- SOC 365 Women and Society

One of the following:

- ECON 255F4 Principles of Macroeconomics,
- ECON 256F4 Principles of Microeconomics

One of the following:

- PS 262F4 Introduction to the American Political Process
- PS 343 Constitutional Politics

One of the following:

- SOC 342 Capital Punishment
- SOC 344 Comparative Criminal Justice Systems

3. The following supporting courses outside the department:

- HIST 132F6 American History II
- PSY 101F4 General Psychology
- PSY 340 Abnormal Psychology

One of the following:

- PHIL 104 F7 Ethics
- RS 240F8 Christian Responsibility and Moral Development

One of the following:

- SOC 349 Social Psychology
- PSY 385D Forensic Psychology

Field Experience courses (SS 371-374) provide the opportunity for placement or internships in a variety of criminal justice positions. Field work positions have been available in city and county law enforcement agencies, federal and state correctional institutions, probation and parole programs, the district attorney's office, and in detention, shelter care, and treatment centers. Placements in federal justice agencies in Washington, D.C. are available.

The Department of Social Science will accept as equivalent to a supporting minor, a maximum of 18 transfer credits in selected police science, law enforcement and human services technical courses and in addition, will accept seven credits from approved field work sequences as the equivalent of Social Science 371-374 Field Experiences.

ECONOMICS MAJOR

The major in economics is designed for students who want a broad exposure to economic institutions and the international economy. Students must choose a concentration in Applied Economics or Business Economics.

Applied Economics Concentration

Forty-two to 45 credits, to include the following:

1. The Social Science Interdisciplinary Sequence (13 credits)
 - SS 200 Data Analysis for Social Science
 - SS 368 Social Science Research Methods
 - SS 369 Social Science Statistics or MATH 121 Statistics
 - SS 484 Senior Social Science Seminar
2. Required economics courses (16 credits):
 - ECON 255F4 Principles of Macroeconomics
 - ECON 256F4 Principles of Microeconomics
 - ECON 350 Economics of Labor, Poverty and Income Distribution
 - ECON 460 Money, Banking and International Capital Markets, or equivalent intermediate level macro-economics course
3. Economics and social science electives (14 to 16 credits): Twelve additional credits in 300-400 level economics courses, and at least one additional course (two to four credits) offered in social sciences other than economics. MATH 112 Algebra and Trigonometry and MATH 231 Calculus I are recommended for students with ambitions of graduate work in economics.

Business Economics Concentration

Forty-seven to 50 credits, to include the following:

1. The Social Science Interdisciplinary Sequence (13 credits)
 - SS 200 Data Analysis and Software for the Social Sciences
 - SS 368 Social Science Research Methods
 - SS 369 Social Science Statistics or MATH 121 Statistics
 - SS 484 Senior Social Science Seminar
2. Required economics courses (24 credits):
 - ECON 255F4 Principles of Macroeconomics
 - ECON 256F4 Principles of Microeconomics
 - ECON 290 The Global Economy or ECON 450 International Economics
 - ECON 350 Economics of Labor, Poverty and Income Distribution
 - ECON 460 Money, Banking and International Capital Markets, or equivalent intermediate level macro-economics course.
 - Four additional credits in economics.
3. Required business courses (13 credits):
 - BUS 280 Financial Accounting
 - BUS 281 Managerial Accounting
 - BUS 303 Corporate Finance
 - BUS 304 Business Law I

POLITICAL SCIENCE MAJOR

Forty-one to 50 credits, to include:

1. The Social Science Interdisciplinary Sequence (13 credits)
 - SS 200 Data Analysis for Social Science
 - SS 368 Social Science Research Methods
 - SS 369 Social Science Statistics
 - SS 484 Senior Social Science Seminar
2. One of the following four concentrations:

Comparative/Global Politics Concentration

Required courses:

- PS 210 Introduction to International Relations
- PS 262F4 Introduction to the American Political Process
- PS 275 Introduction to Comparative Politics
- PS 301 Political Ideas

Any eight credits from the following:

- PS 342 American Foreign Policy
- PS 380 Politics of Latin America
- PS 381 Politics of Europe
- PS 382 Politics of Russia
- PS 384 Politics of the Middle East
- PS 481 Seminar in International Relations

Four additional credits of any political science elective.

American Politics Concentration

Required courses:

- PS 262F4 Introduction to the American Political Process
- PS 275 Introduction to Comparative Politics
- PS 301 Political Ideas
- SS 371 Field Experience 1-4 credits

Any 12 credits from the following:

- PS 342 American Foreign Policy
- PS 343 Constitutional Politics
- PS 350 Public Policy Process
- PS 351 Selected Issues in Public Policy
- PS 352 Environmental Politics
- PS 353 Politics of Sprawl: Land Use & Transportation Policy
- PS 360 Political Parties and Interest Groups
- PS 361 The President and Executive Branch
- PS 362 Congress and Legislative Politics
- PS 364 State and Local Politics
- PS 460 Media and Politics
- PS 480 Seminar in Political Science

Two additional credits of any political science elective.

Law and Politics Concentration

Required courses:

- PS 262F4 Introduction to the American Political Process
- PS 301 Political Ideas

- PS 343 Constitutional Politics
- SS 371 Field Experience 1-4 credits
- PS 210 Introduction to International Relations
- SOC 355 Introduction to Criminal Law or BUS 304 Business Law (or equivalent)

Any eight credits from the following:

- PS 350 Public Policy Process
- PS 351 Selected Issues in Public Policy
- PS 352 Environmental Politics
- PS 353 Politics of Sprawl: Land Use & Transportation Policy
- PS 360 Political Parties and Interest Groups
- PS 361 The President and Executive Branch
- PS 362 Congress and Legislative Politics
- PS 364 State and Local Politics
- PS 460 Media and Politics
- PS 480 Seminar in Political Science

Political Communication Concentration

Required courses:

- PS 262F4 Introduction to the American Political Process
- PS 301 Political Ideas
- PS 460 Media and Politics
- SS 371 Field Experience (1-4 cr)
- PS 210 Introduction to International Relations or PS 275 Introduction to Comparative Politics
- COMMS 314 Persuasion, Promotion, and Advertising or COMMS 316 Mass Communications Campaigns

One course from the following:

- Eng 201 Journalism
- Eng 312 Topics in Journalism

Eight additional political science credits.

SOCIOLOGY MAJOR

Thirty-eight credits in sociology to include:

1. The Social Science Interdisciplinary Sequence (13 credits)
 - SS 200 Data Analysis for Social Science
 - SS 368 Social Science Research Methods
 - SS 369 Social Science Statistics
 - SS 484 Senior Social Science Seminar
2. Required Sociology courses: (8 credits)
 - SOC 309 Race and Ethnicity

- SOC 402 Theories of Society
3. Courses in the following three areas: (10 to 12 credits)

One course from the following:

- SOC 201F4 Introduction to Sociology, or ANTH 222F4 Introduction to Cultural Anthropology

One course from the following:

- SOC 323 The Family and Society
- SOC 324 Education and Society
- SOC 345 Religion and Society
- SOC 365 Women and Society

One course from the following:

- SOC 322 Class, Social Change and Revolution
- SOC 340 Theories of Deviance
- SOC 349 Social Psychology

4. Elective courses in sociology or anthropology to complete the 38 credit minimum.

Human Services Concentration

Students planning to enter the field of human services or social work or do graduate studies in human services or social work may choose a sociology major with an interdisciplinary concentration in Human Services, which meets criteria set forth by the Wisconsin Department of Regulation and Licensing for the Social Work Certification Examination.

The requirements for the Human Services concentration are:

1. A major in sociology or criminal justice or psychology. Sociology majors must include SOC 220 Alcohol and Drug Abuse.
2. A minimum of six credits in psychology courses, including:
 - PSY 101F4 General Psychology, and
 - PSY 345 Lifespan Development
3. A 17-22 credit professional sequence* in Human Services courses:
 - HS 300 Methods of Human Service I
 - HS 302 Social Welfare and Policy
 - HS 303 Advanced Social Change Skills
 - HS 304 Group Methods
 - HS 400 Human Services Internship

* The Department may accept a maximum of 20 transfer credits in selected Human Services technical courses. All transfer credit is subject to the approval of the Wisconsin Department of Regulation and Licensing.

ECONOMICS MINOR

Eighteen credits in economics, to include:

- ECON 255F4 Principles of Macroeconomics
- ECON 256F4 Principles of Microeconomics
- ECON 350 Economics of Labor, Poverty and Income Distribution or equivalent.

The particular sequence of courses is to be developed by the student in consultation with an advisor in the Social Science Department. Individuals who wish to obtain a minor in Economics along with a major in Business may count ECON 255F4 and ECON 256F4 for their minor and major requirements.

POLITICAL SCIENCE MINOR

Eighteen credits in political science with the particular sequence of courses to be developed by the student in consultation with an advisor in the Social Science Department.

SOCIOLOGY MINOR

Eighteen credits in sociology with the particular sequence of courses to be developed by the student in consultation with an advisor in the Social Science Department.

SOCIAL STUDIES TEACHING MINOR

1. A major in elementary or elementary/ middle level education.
2. The following courses:
 - ANTH 222 F4 Introduction to Cultural Anthropology
 - SOC 201F4 Introduction to Sociology
 - SOC 309 Race and Ethnicity
 - SOC 324 Education and Society
 - PS 262F4 Introduction to the American Political Process
 - GEOG 265 Environmental Conservation

One of the following:

- ECON 255F4 Principles of Macroeconomics
- ECON 330 Comparative Economic Systems

One of the following:

- HIST 131F6 American History I
- HIST 132F6 American History II

3. Completion of the Education professional requirements and the licensing requirements for teacher education in elementary or elementary/middle level education (see [EDUCATION](#)).

THEATRE ARTS

MAJORS

Theatre Arts
Theatre Education

MINORS

Theatre Arts
Theatre Education

INTERDISCIPLINARY MINOR

Interdisciplinary English/Communication Studies and Theatre Arts (administered jointly with the English Department, Department of Communication Studies and Department of Theatre Arts)

THEATRE ARTS MAJOR

1. A minimum of 40 core credits, including
 - THA 265F3 Acting I
 - THA 269F2 Script Analysis
 - THA 290F3 Stagecraft I
 - THA 292 Theatre Practicum (9 credits)
 - THA 336 Development of Dramatic Arts I
 - THA 337 Development of Dramatic Arts II
 - THA 338 Modern and Contemporary Drama
 - THA 370 Directing I
 - THA 390 Introduction to Theatre Design Elements
 - THA 470 One-Act Play Production
 - THA 499 Senior Project
2. The major includes nine to ten credits beyond the core within one specialized area, to be selected from Technical/Design, Theatre Studies, Performance (Acting/Directing) or Musical Theatre.

a. Performance (Acting/Directing) emphasis: 9 credits minimum.

Required:

- THA 365 Acting II
- Two classes from the following:
- THA 264F3 Oral Interpretation
 - THA 465 Acting III
 - THA 466 Acting IV
 - THA 385 Special Topics: in Performance

Majors who select the Directing emphasis must serve as Assistant Director for a minimum of one production.

b. Musical Theatre emphasis: 10 credits minimum.

Required:

- THA 239F2 Survey of History of Musical Theatre
- THA 366 Musical Theatre Performance
- MUS 141F3 Music Structures
- MUS 142 Ear Training and Solfege I

c. Theatre Studies emphasis: 9 credits minimum.

Three classes from the following:

- THA 239F2 Survey of History of Musical Theatre
- THA 264F3 Oral Interpretation
- THA 276 Drama in Education
- THA 292 Stage Management
- THA 338 Modern and Contemporary Drama
- THA 365 Acting II
- THA 366 Musical Theatre Performance
- THA 376 Theatre for Young Audiences
- THA 385 Special Topics in Theatre
- THA 391 Tech and Design in Theatre
- THA 392 Costume Design
- THA 393 Lighting Design
- THA 394 Scenic Design
- THA 445 Playwriting
- THA 465 Acting III
- THA 466 Acting IV
- ENG 330 Shakespeare

d. Technical/Design emphasis: 9 credits minimum.

Three classes from the following:

- THA 270 Stage Management
- THA 385 Special Topic (in Technical Design)
- THA 391 Tech and Design
- THA 392 Costume Design
- THA 393 Lighting Design
- THA 394 Scenic Design
- THA 490 Advanced Design

3. Majors who specialize in Performance or Musical Theatre must include:
 - A minimum of two credits in Dance, Fencing, Movement, Mime or the equivalent to be selected from:
 - a. THA 266F3 Introduction to Contemporary Dance
 - b. THA 368 Movement for Actors
 - c. THA 385 Special Topics (in Performance/Movement)
 - A minimum of two credits in Voice or the equivalent to be selected from:
 - a. MUS 130F3 Concert Choir
 - b. MUS 221 Private Voice
 - c. MUS 330 Community Chorus
 - d. MUS 121F3 Introductory Voice Class
 - e. MUS 122 Advanced Voice Class
4. All majors will serve as Production Stage Manager and head each of the following crews: costumes, dramaturgy, lights, makeup, props, sets, sound and theatre management.
5. All majors are required to attend regularly scheduled Theatre Assembly meetings, all theatre productions and studios, and at least one audition per academic year.
6. All majors are required to keep a portfolio of their work, to be reviewed annually after students have earned 30 credits.

7. All majors will demonstrate the following computer competencies: by the end of 15 credits at Edgewood, EdgeCat and library search; by the end of 30 credits at Edgewood, word processing; by the end of 60 credits at Edgewood, graphics and layout; by the end of 90 credits at Edgewood, inventory and/or design projects. Transfer students must demonstrate these competencies before attempting THA 499 Senior Project.

Courses required for the Theatre Arts majors are regularly offered on a rotating basis, normally within a two-year cycle. Students are urged to consult the Department of Theatre Arts website for information regarding this sequence, so that requirements may be fulfilled within the normal pattern.

Theatre Arts majors and Theatre Education majors are required to maintain at least a 2.75 GPA in their theatre courses.

THEATRE EDUCATION MAJOR

The major is part of a program leading to a Wisconsin initial educator license to teach theatre at the early childhood through adolescence level (birth – 21), and has these requirements:

1. All the requirements of the Theatre Arts Major.
2. The following requirements in Theatre Arts teacher preparation:
 - THA 264F3 Oral Interpretation
 - THA 276 Theatre for Young Audiences
 - THA 381 Teacher Encounter Seminar
 - THA 459P Teaching of Theatre Arts
3. For certification, students must also complete the Professional Education Core requirements and secondary education requirements. Students choosing the Theatre Arts Teaching Major must consult with an advisor in the Education Department in order to be informed about admission and licensing requirements. See [EDUCATION](#).

THEATRE ARTS MINOR

1. A minimum of 18 credits in Theatre Arts, including:
 - THA 265F3 Acting I
2. One of the following:
 - THA 290F3 Stagecraft I
 - THA 390 Introduction to Theatre Design Elements
 - Three credits of THA 292 Theatre Practicum.

THEATRE EDUCATION MINOR

The minor, together with a licensing major, is part of a program leading to a Wisconsin initial educator license to teach theatre at the level corresponding to the teaching major. It requires:

1. A minimum of twenty-four credits, including:
 - THA 264F3 Oral Interpretation
 - THA 265F3 Acting I
 - THA 338 Modern and Contemporary Drama
 - THA 370 Directing I
 - THA 381 Teacher Encounter Seminar
 - THA 276 Drama in Education
 - THA 459P Teaching of Theatre Arts
2. One of the following:
 - THA 290F3 Stagecraft I
 - THA 390 Introduction to Theatre Design Elements
3. For certification, students must complete a teaching major in another field and Professional Education Core requirements. Students must also fulfill licensing requirements as they apply. Students choosing the Theatre Arts Teaching Minor must consult with an advisor in the Education Department in order to be informed about admission and course requirements. See [EDUCATION](#).

INTERDISCIPLINARY MINOR IN ENGLISH/COMMUNICATION STUDIES and THEATRE ARTS

The minor, together with a licensing major in Middle Childhood through Early Adolescence, is part of a program leading to a Wisconsin initial educator license to teach English language arts at the level corresponding to the licensing major.

The minor is also useful for Elementary Education majors.

Contact the Chair of the department for specific course requirements and policies.

THEATRE ARTS GRANTS AND SCHOLARSHIPS

Fine Arts Grants in Theatre are for first-time freshmen and transfer students not necessarily majoring or minoring in theatre. Grants are for \$500 to \$1500 based on need and are renewable for up to four years based on the recommendation of the Theatre Arts faculty. Recommendation for renewal for the third and fourth year will be limited to majors and minors. For information, contact the Admissions Office and the Chair of the Department of Theatre Arts.

Mary Frances Green Scholarship Awarded to a Theatre Arts major who has attained junior standing. The scholarship recipient must have demonstrated all around excellence in several of the following areas: growth in chosen area, breadth of knowledge, a strong academic interest, collaborative working skills, an excellent work ethic, and leadership skills. In addition, the scholarship recipient will demonstrate financial need and exhibit great enthusiasm for and dedication to his/her chosen field.

Sister Marie Aileen Klein Scholarship Awarded to a major or minor in Theatre Arts or Teaching in Theatre Arts who demonstrates financial need. This award may be offered to a current student or an underclassman entering Edgewood. The student must show exceptional achievement or potential for exceptional achievement in some or all of the following areas: collaborative working skills, dependability, work ethic, growth in knowledge, high academic interest, and classroom work.

Martie Kaump Award Awarded to a student who has demonstrated outstanding artistic achievement and student leadership. The criteria for this award includes the following: student is able to work independently, uses research tools in academic work, is able to formulate long-range goals, is reasonably successful in mentoring less experienced students, has completed 70 credits and maintained a grade point of 3.2 or higher.

WOMEN'S AND GENDER STUDIES

Women's and Gender Studies is an interdisciplinary program developed to study the history, experiences, and contributions of women to various fields of learning, feminist theoretical perspectives, and the critical role of gender in human life. The Women's and Gender Studies program is both interdisciplinary and integrative, engaging students, faculty, and staff through coursework, community-based learning, and campus-wide programming. Each March, the program offers a range of programming and activities in celebration of Women's History Month. In addition, the Women's and Gender Studies Program promotes various year-round co-curricular initiatives, sometimes in conjunction with other departments and programs.

Women's and Gender Studies offers a minor consisting of designated courses in several departments and within the program.

The program enables students to demonstrate knowledge of:

1. Roles, contributions, experiences, and perspectives of diverse women.
2. Theories of gender and ways that gender shapes human experience.
3. Ways in which race, class, ethnicity, sexual orientation, and other social positions affect how gender is experienced.

The Women's and Gender Studies Program is administered in the School of Integrated Studies.

WOMEN'S AND GENDER STUDIES MINOR

Twenty credits, to include:

1. WS 201 F6/F8 or WS 202 F7/F8 or WS 203 F1/F2 or WS 204 F1/F7 Introduction to Women's and Gender Studies (4 cr)
2. WS 480 Senior Seminar (4 cr)
3. Twelve additional credits selected in consultation with an advisor.

Students earning the minor must earn a minimum of six credits in the Women's and Gender Studies program at Edgewood.

Course Descriptions

Courses that are generally taught in the Fall semester are followed by (F); those generally taught in Spring semester are followed by (S); those generally taught in Summer Session are followed by (SS); those taught in Winterim by (W) Some courses are offered only irregularly or as needed. In instances where there is no designation, contact the Dean of the specific school or Chair of the department.

A B C E F G H I M N P R S T W

A

ANTHROPOLOGY (ANTH)

ANTH 222 F4 INTRODUCTION TO CULTURAL ANTHROPOLOGY 4 cr

An introduction to the nature and diversity of human society and culture through an examination of specific cross-cultural cases. A comparative study of social, political, and economic organization, patterns of religious and aesthetic orientations, gender, culture and personality, as well as processes of socio-cultural persistence and change. (S/F)

ANTH 310 SELECTED TOPICS IN ANTHROPOLOGY 4 cr

A course which will examine vital areas of contemporary concern in anthropology. The topic or problem of the course changes each semester.

ANTH 346 MYTH AND SHAMANISM 4 cr

A crosscultural approach to the study of belief systems with a focus on the use of myth and the practice of shamanism. Emphasis on hunter-gatherer and horticultural experiences, but consideration will also be given to the use of myth and shamanism in post-industrial societies.

ANTH 366 ANTHROPOLOGY OF SEX AND GENDER 4 cr

An exploration of cultural variation in the categorization of persons by sex and the operation of gender in social life, especially in small-scale societies. Special consideration will be given to women's position in non-Western societies.

ANTH 379 INDEPENDENT STUDY - ANTHROPOLOGY 1-3 cr

Topics and credits arranged with instructor.

ANTH 380/480 SEMINAR IN ANTHROPOLOGY 2-4 cr

An examination of selected problems or issues. The seminar is frequently used in conjunction with courses in the sequence on major social institutions to provide an opportunity for the student to examine an area of particular interest within a seminar format.

ART

ART 102F3 WATERCOLOR 3 cr

A studio course on watercolor painting as a means of creative expression. (S)

ART 104F3 FIBERS 3 cr

Introduction to textiles, related fiber techniques, and basic papermaking. (F)

ART 106F3 ART STRUCTURE 2 cr

Studio introduction to the visual arts for non-art majors and minors. Students explore a variety of media to develop a creative and aesthetic awareness of two- and three- dimensional art forms. (F/S)

ART 107F3 DIGITAL PHOTOGRAPHY FOR NON-ART MAJORS 3 cr

A beginning course in digital photography with emphasis on technical operations of the camera, along with its connection to emerging software technologies. Both black and white and color photographs will be printed during the class. Each student must have a digital camera.

ART 108F3 PHOTOGRAPHY FOR NON-ART MAJORS 3 cr

Fundamentals of photography, beginning with the camera, continuing with basic technical skills in developing and printing of black and white film. Each student must have a 35mm single lens reflex camera.

ART 114F3 DRAWING FOR NON-ART MAJORS 3 cr

An introduction to the study of drawing for non-art majors/minors focusing on contour, gesture, and value drawing. (F/S)

ART 117F3 CERAMICS 3 cr

The study of ceramics for non-art majors/minors involving basic hand building, throwing, and glazing techniques. (F/S)

ART 120F3 VIDEO 3 cr

The use of the video camera as a creative tool. Emphasis will be on video film-making, based on assignments, self-direction, and group critique. Students will also learn editing strategies. (F/S)

ART 124F2 GLOBAL PERSPECTIVES IN THE VISUAL ARTS 3 cr

Introduces students to forms of visual expression produced by artists of various cultures throughout the world. Arranged thematically, with a focus on the following aspects of visual artistic production: meanings of creativity and art in diverse cultural contexts; methods and materials of artistic expression; connections between art and life; relationships between artists, their audiences, and art institutions; and art as an expression of values, beliefs, and cultural identity. (F/S)

ART 144F2 ART SURVEY: ANCIENT TO MEDIEVAL ART 3 cr

The general principles of art and art history through study of the art of Western Europe from ancient times through the 14th century. Emphasis is placed on works of art as the expression of beliefs, cultural values, and social experience. (F)

ART 146F3 ART SURVEY: RENAISSANCE TO IMPRESSIONISM 3 cr

Major developments in the art of Western Europe from the 15th century Renaissance through 19th century Impressionism. Consideration of general principles of art and art history, with emphasis on the relationship of art to the historical, cultural, and social contexts in which it was created. (F/S)

ART 150 COMPUTER GRAPHICS 3 cr

Exploration of the potential of computers as a design tool, a mechanism of artistic expression and a presentation tool. Students are introduced to computers and a mix of software applications to create print as well as digital art and compelling visual correspondence.

ART 200F3 DRAWING I 3 cr

Exploration of varied techniques, media, and subject matter to develop the ability to see and express oneself effectively through drawing. For art majors/minors only. (F/S)

ART 202 TWO-DIMENSIONAL DESIGN 3 cr

Elements of art and principles of design as applied to two-dimensional media. (F/S)

ART 204 DIGITAL PHOTOGRAPHY 3 cr

Basic photography through a digital format, emphasizing fundamentals of camera use and studio print manipulation. Also, theory and aesthetics in relation to digital photography and its emerging software technologies. Students will need to purchase a digital camera. (Prerequisites: for Art majors only or with consent of the instructor)

ART 205 PAINTING I 3 cr

Introduction to basic oil, water soluble oil, and acrylic painting procedures, including the elements of art and the principles of design as they relate to painting. Students should expect to purchase approximately \$150.00 of painting supplies. (Prerequisites: ART 202 or consent of the instructor) (F/S)

ART 206 RELIEF PRINTMAKING 3 cr

Relief printmaking techniques used in woodcuts, linocuts, collagraphs, and other raised surface prints. Study of origins and development of relief prints and contemporary methods. (Prerequisites: ART 200F3, 202, or consent of instructor) (F)

ART 207 PHOTOGRAPHY I 3 cr

Fundamentals of photography beginning with the camera, continuing with basic technical skills in developing and printing of black and white film. Each student must have a 35mm single lens reflex camera. (Prerequisites: art majors and minors only or consent of instructor) (F/S)

ART 208 ADVANCED PHOTOGRAPHY 3 cr

Continuation of basic photography with an emphasis on control and manipulation of images and processes, including digital. (Prerequisites: ART 207 or consent of instructor) (S)

ART 210 GRAPHIC DESIGN 3 cr

Basic graphic arts: design, layout, typography, illustration, printing processes and production methods. (Prerequisites: ART 200F3, 202, or consent of instructor) (S)

ART 214 DRAWING II 3 cr

Drawing with emphasis on composition and greater creativity in use of media, techniques and subject matter. (Prerequisite: ART 200F3 or consent of the instructor) (S)

ART 216 THREE-DIMENSIONAL DESIGN 3 cr

Study of the elements of art and principles of design as applied to three-dimensional media. (F)

ART 218 CERAMICS I 3 cr

The study of ceramics for art majors/minors. Technical investigation of clay, glaze, kiln, and firing concepts. (F)

ART 220 TYPOGRAPHY 3 cr

Basic principles and practices of lettering, typography and typographic design. A study of the history and evolution of letter styles, type, and their relationship to art and communication. Emphasis on letter formation, identification, layout, composition, and tools and materials. (F)

ART 240 INTRODUCTION TO ART THERAPY 3 cr

An introduction to the profession of art therapy and preparation for entry to this field of study. Includes basic information about the creative and therapeutic processes, client case studies, areas of practice, and how one becomes an art therapist. Guest lecturers from the community will help students develop an understanding of how art therapy can be applied to a variety of populations, as well as other expressive therapy professions. (F/S)

ART 250 ARTS OF AFRICA, AMERICAS & OCEANIA 3 cr

The arts of Africa, the Americas and the Pacific, with emphasis on relationships between the visual arts, beliefs, cultural values, and social experience.

ART 252 HISTORY OF WOMEN ARTISTS 3 cr

Women artists in Europe and North America from the medieval period through the 20th century, with emphasis on the relationship of women's art to the historical, cultural, and social contexts in which it is created. Crosslisted with WS 252.

ART 254F2 MODERN ART IN EUROPE & THE UNITED STATES 3 cr

Major movements in late 19th and 20th century European and American art, with a focus on aesthetic principles of modern art. Various art historical approaches to the study of modern art, with an emphasis on the relationship of art to the historical, cultural, and social contexts in which it is created. (S)

ART 260 HISTORY OF ART IN NORTH AMERICA 3 cr

From pre-contact Native cultures to art movements of the 21st century, this course traces the rich visual histories developed by a continent of diverse people. (S)

ART 264 MULTICULTURAL ART IN THE USA 3 cr

An inclusive, multicultural introduction to 20th and 21st century art of the United States, with emphasis on ways that art is related to the historical, social, and cultural contexts in which it is created. The course also looks at how social dynamics of race and ethnicity intersect with gender and class to shape the experiences of American artists and their audiences at various historical moments. Crosslisted with ETHS 264F2. (F/S)

ART 270 ADVANCED VIDEO 3 cr

A continuation of Art 120F3 Video with added emphasis on individual development, image processing, editing and experimental use of the video camera as a creative tool. (Prerequisite: Art 120F3 or consent of instructor) (S)

ART 289 STUDIO WORKSHOP 1-3 cr

A concentrated study of specific art media and techniques. This course may be repeated with different content area. (Prerequisite: consent of instructor)

ART 300 DRAWING III 3 cr

A continuation of Art 214 Drawing II with added emphasis on individual development and experimental use in the medium of drawing. (Prerequisite: Art 214 or consent of the instructor) (F)

ART 305 PAINTING II 3 cr

A continuation of Art 205 Painting with added emphasis on individual development and experimental use in the medium of water soluble oil or acrylic painting. (Prerequisite: ART 205 or consent of instructor) (F/W)

ART 306 ADVANCED RELIEF PRINTMAKING 3 cr

Research in advanced relief printmaking techniques with emphasis on development of personal concepts and expression. (Prerequisite: ART 206 or consent of instructor) (F)

ART 308 ETCHING 3 cr

Intaglio techniques; basic procedures used to create etching and drypoint on metal plates; the origins and development of intaglio prints. (Prerequisites: ART 200F3, 202, or consent of instructor) (S)

ART 310 ADVANCED GRAPHIC DESIGN 3 cr

A continuation of ART 210 Graphic Design with added emphasis on individual development and concentrating on a personal approach to solving conceptual and visual problems in graphic design. (Prerequisite: ART 210 or consent of instructor) (S)

ART 312 FIGURE DRAWING 3 cr

Develops mastery in drawing the human figure in a variety of media and techniques. (Prerequisites: ART 200F3, 202, or consent of the instructor) (S)

ART 316 SCULPTURE 3 cr

Contemporary sculptural techniques, concepts and expressions. Emphasis is on the student's ability to use various media as a means to express personal concepts. (Prerequisite: ART 216 or consent of instructor) (S)

ART 318 CERAMICS II 3 cr

Opportunity for continued concentration on pottery or ceramic sculpture. Students focus on specific construction and firing techniques. (Prerequisite: ART 218 or consent of instructor) (S)

ART 342 ADAPTED ART MEDIA & METHODS 3 cr

Examines the properties and therapeutic potential of studio art media, focusing on adaptations in media and methods for individuals with exceptional needs. Includes practice in developing and presenting adapted art experiences. (Prerequisite: ART 240 or consent of the instructor) (F)

ART 344 HISTORY & FOUNDATIONS OF ART THERAPY 3 cr

The rich history and roots of this growing profession and will study the founders of the field. Different theories of art therapy and creative and therapeutic processes will be presented. (Prerequisites: ART 240, PSY 380, or consent of instructor) (S)

ART 345 APPLICATION OF ADAPTED ART 3 cr

Practical application of adapted art media methods for specific disabilities and settings. Physical, cognitive, emotional and psychosocial disabilities are included. Students gain direct experience in program design, individual and group goals in educational and treatment planning. Includes a structured community field practicum that provides an opportunity for students to facilitate art experiences. (Prerequisite: ART 342 or consent of the instructor) (F/S)

ART 354 CONTEMPORARY ART 3 cr

A study of artists and trends in the last two decades, with emphasis on the cultural diversity within art of the United States.

ART 360 DIGITAL FINE ART 3 cr

An exploration of the computer as a fine art tool for the production of limited edition prints. Contemporary digital artists and trends will be covered. (Prerequisites: ART 350 or consent of the instructor) (S)

ART 360 DIGITAL FINE ART 3 cr

An exploration of the computer as a fine art tool for the production of limited edition prints. Contemporary digital artists and trends will be covered. (Prerequisites: ART 350 or consent of the instructor) (S)

ART 362 NATIVE AMERICAN ART ART 3 cr

An introduction to North American Indian art, and to some of the broader questions underlying its study. Includes a study of pre-contact art, post-contact art and 21st century art from various regions of what is now the United States.

ART 364 SELECTED TOPICS IN ART HISTORY 3 cr

Themes in art, critical and theoretical perspectives, and/or particular art historical traditions or periods. May be repeated for credit; course topics will vary.

ART 378 EXTENDED STUDIO 1 cr

Extended studio may be used in combination with any studio class. The student is responsible for an additional two hours per week of original work beyond that required for the studio class. May be used more than once in a semester. (Prerequisite: consent of instructor) (F/S)

ART 379 INDEPENDENT STUDY - ART 1-3 cr

Advanced work undertaken individually by qualified students under the direction of an art instructor. (Prerequisite: consent of instructor) (F/S)

ART 392 COMMUNITY ART PRACTICUM 3 cr

Participation in service learning projects utilizing art in community placements four hours per week. Class meets weekly for two hours for reflection on field experiences and discussions on service learning and community art. Crosslisted with HI 404(F/S)

ART 405 PAINTING III 3 cr

Advanced painting with an emphasis on figurative painting; thematic painting; and exploration of painting media such as fresco, eucastic, egg tempera, casein and alkyds. (Prerequisite: ART 305 or consent of instructor) (F/W)

ART 408 ADVANCED ETCHING 3 cr

Advanced intaglio techniques: color printing; contemporary methods. (Prerequisite: ART 308 or consent of instructor) (S)

ART 450 ADVANCED COMPUTER GRAPHICS 3 cr

A continuation of ART 350 Computer Graphics with added emphasis on individual development and experimental use of the computer as a design tool. (Prerequisite: ART 350 or consent of instructor) (S)

ART 460 3D COMPUTER MODELING & ANIMATION 3 cr

An introduction to 3-D modeling, scene design, and basic animation principles on the computer. Students will explore state-of-the-art software for the production of still scenes, 3-D titles and logos, and simple animations such as flyovers, object deformation and movement.

ART 464 ART SEMINAR 3 cr

Required of junior or senior art majors and art and design teaching majors. Readings and discussion of the philosophy and literature of art, relating historical

and contemporary trends. Emphasis on resume and portfolio preparation, job search, grants, art competitions, and admission to graduate school. (S)

ART 466 METHODS OF TEACHING ART & DESIGN: EARLY CHILDHOOD TO EARLY ADOLESCENCE 3 cr

Study and application of assessment strategies, methods, and materials for teaching and learning art and design in early childhood through early adolescence (birth through 13). Includes a practicum. Crosslisted with ED453. (Prerequisite: Emergent Professional transition or consent of Art department and School of Education) (F)

ART 468 METHODS OF TEACHING ART & DESIGN: EARLY ADOLESCENCE TO ADOLESCENCE 3 cr

Assessment strategies, methods, and materials for teaching and learning art and design in early adolescence through adolescence. Includes a practicum. Must be taken in sequence with ART 466. Crosslisted with ED 458. (Prerequisite: Emergent Professional transition or approval of Art Department and School of Education.) (S)

ART 470 WEB MEDIA & DESIGN 3 cr

An introduction to a variety of web media as well as considerations for the production of clean, efficient, well-designed web pages. Exposure to the digital still camera and the digital video camcorder as well as the flatbed scanner for production of graphics for the web. Related software includes Adobe Photoshop, Imageready, Apple Quicktime Pro, and a web movie-making program for streaming video production as exposure to current web media will be explored. (Prerequisite: ART 350)

ART 478 EXTENDED STUDIO 1 cr

Extended studio may be used in combination with any studio class. The student is responsible for an additional two hours per week of original work beyond that required for the studio class. May be used more than once in a semester. (Prerequisite: consent of instructor) (F/S)

ART 479 INDEPENDENT STUDY - ART 1-3 cr

Advanced work undertaken individually by qualified students under the direction of an art instructor. (Prerequisite: consent of instructor) (F/S)

ART 490 ART INTERNSHIP 1-4 cr

Work experience related to the major. (Prerequisite: junior or senior status in the major; consent of instructor) (F/S)

ART 492 ART THERAPY INTERNSHIP 4 cr

Students will participate in a 15-week, 10-hour per week placement to experience Art Therapy in the field. There is a two-hour class once a week with required reading, research and case review related to field work. (Prerequisites: Art 240, 342, 344, 345 and consent of instructor) (F/S)

B

BIOLOGY (BIO)

BIO 151 F5 GENERAL BIOLOGY I 4 cr

The first of a two-semester sequence exploring basic biological concepts organized around the unifying theme of energy flow. Concepts include the nature of science, ecology, cellular biology, levels of organization, and energy transfer within cells and communities. Lecture, discussion and laboratory. (Prerequisites: placement into ENG 110; placement into MATH 101 or higher; completion of MATH 101 or equivalent is recommended; BIO 151 F5 is a prerequisite for BIO 152 F5) (F)

BIO 152 F5 GENERAL BIOLOGY II 4 cr

The second of a two-semester sequence exploring basic biological concepts organized around the unifying theme of information transfer. Concepts include: transmission genetics, molecular biology, evolution, and the diversity of life on earth. Lecture, discussion and laboratory. Prerequisites: placement into ENG 110; placement into MATH 101 or higher; completion of MATH 101 or equivalent is recommended; BIO 151 F5 or consent of the instructor) (S)

BIO 201 BIOTECHNOLOGY 2 cr

This course will discuss the tools and techniques of modern biotechnology, the application of biotechnology to medicine, agriculture and the environment, and the ethical, legal and social issues associated with these applications. (S)

BIO 205 FIELD BIOLOGY 2 cr

Identification, life history, and ecology of local flora and fauna. Crosslisted with ENVS 205 (F/SS)

BIO 208 NUTRITION 2 cr

Nutrients and their relationship to normal body function. One lecture per week. (Prerequisite: One year of college chemistry or consent of instructor) (F/S)

BIO 210 ANATOMY & PHYSIOLOGY I 4 cr

Study of structure and function of the cells, tissues, skin, skeletal, muscular, and nervous systems of the human body. Three lectures and one two-hour lab per week. (F)

BIO 211 ANATOMY AND PHYSIOLOGY II 4 cr

Study of structure and function of the endocrine, digestive, respiratory, cardiovascular, lymphatic, urinary, and reproductive systems of the human body. Three lectures and one two-hour lab per week. (Prerequisite: BIO 210 or consent of instructor) (S)

BIO 220 INTRODUCTION TO HUMAN BIOMECHANICS 3 cr

Biomechanics uses mechanical analyses to investigate biological problems by combining knowledge of anatomy, physiology, and physics. Topics include mechanical and structural properties of living tissue, loads applied to joints, common sports injuries and treatments, linear and angular kinematics and kinetics, equilibrium, and movement in fluid mediums. (F) Crosslisted with PHYS 220.

BIO 250 ENVIRONMENTAL BIOLOGY 3 cr

An introduction to ecological ideas and principles, with emphasis on their application to human concerns. Lecture/discussion format. Crosslisted ENVS 250 (S)

BIO 251 INTRODUCTION TO BIOLOGY RESEARCH I 2 cr

A two semester introduction to the scientific process that provides a framework for undergraduate research. Discussions of scientific ethics, experimental design, research methods, data analysis, presentation, and current biological literature will complement the design and execution of independent research projects. (Prerequisite: BIO 151) (F/S)

BIO 252 INTRODUCTION TO BIOLOGY RESEARCH II 1 cr

A two semester introduction to the scientific process that provides a framework for undergraduate research. Discussions of scientific ethics, experimental design, research methods, data analysis, presentation, and current biological literature will complement the design and execution of independent research projects. (Prerequisites: BIO 251 and registration in BIO 489) (F/S)

BIO 275 DENDROLOGY 2 cr

A field course in the identification of the wild and cultivated woody plants growing in the Great Lakes region. Emphasis is on observation of plant characteristics permitting easy identification, in addition to discussion of the basic natural history, ecology, distribution, and human uses of each species. One three-hour laboratory per week. Crosslisted with ENVS 275 (F)

BIO 312 MICROBIOLOGY 4 cr

Study of morphology, physiology, and activities of micro-organisms. Three lectures and one two-hour lab per week. (Prerequisites: CHEM 111 or CHEM 121) (F/S/SS)

BIO 333 ECOLOGICAL HISTORY OF CIVILIZATION 4 cr

A global examination of the evolutionary and biological foundations underlying the multi-ethnic societies and diverse cultures observed in the modern world. Beginning with human evolution, this course will follow the sweep of human history through the origins of agriculture and the rise and fall of civilizations to the modern industrial condition. Focusing on biological and ecological processes and the human decisions that led to the present, this course explores the forces for organization and change that will govern and shape globally interconnected society in the future. Crosslisted with HIST 333 and ENVS 333. (Prerequisites: BIO 151 or consent of instructor) (F)

BIO 351 ORGANISMAL BOTANY 4 cr

Explores advanced topics in botany, including surveys of the major plant groups, plant anatomy and physiology, an introduction to fungi and protists, and advanced topics in plant ecology. The instructional activities designed for this course enable students not only to hear about science, but also to engage in the scientific process. Laboratory investigations, small group discussions, and writing

assignments play a central role in instruction. Lecture topics are tightly linked to laboratory experiences. (F/S)

BIO 352 ORGANISMAL ZOOLOGY 4 cr

Focuses on the study of animals living in our biosphere. It begins with a survey of the major animal phyla, followed by units on animal development, animal physiology and animal behavior. The instructional activities designed for this course enable students not only to hear about science, but also to engage in the scientific process. Laboratory investigations, small group discussions, and writing assignments play a central role in instruction. Lecture topics are tightly linked to laboratory experiences. (F/S)

BIO 401 GENETICS 3 cr

Begins with the fundamentals of gene structure and function, then moves into classical genetics including both eukaryotes and prokaryotes, and finishes with the genetic analysis of populations. The primary course goal is to enhance and develop students' understanding and application of core genetic principles through problem-solving. (Prerequisites: BIO 151 F5/152 F5 and MATH 111, or consent of instructor.) (F/S)

BIO 402 CELL AND MOLECULAR BIOLOGY 4 cr

Study of how life works at the cellular level. Topics include cell structure and function, the flow of energy in cells, the flow of genetic information in cells, regulation of cell function, and interactions of cells with their environment. Lecture and laboratory. (Prerequisite: BIO 151F5, 152F5 and one year of chemistry) (S)

BIO 406 MEDICAL MICROBIOLOGY 4 cr

Immunological principles of host-parasitic relationships and pathogenic bacteria, protozoans, helminthes, fungi, and viruses. Three lectures and one two-hour lab per week. (Prerequisite: BIO 312 or equivalent or consent of instructor) (S of alternate years)

BIO 408 IMMUNOLOGY 3 cr

Study of innate and acquired resistance to disease, as well as serological reactions, transplantation and tumor immunity, and autoimmune disease. (Prerequisite: BIO 312 or equivalent or consent of instructor) Offered in alternate years. (S)

BIO 410 PATHOLOGY 3 cr

Study of the macroscopic and microscopic features, the clinical signs and symptoms, and the therapeutic considerations of human diseases in the world today. (Prerequisites: BIO 210 and 211 or consent of instructor)

BIO 415 EXERCISE PHYSIOLOGY 3 cr

The science and physiology of exercise. Topics include an introduction to basic biomechanics of movement, a comprehensive study of exercise physiology and metabolism theory and application to fitness, and the pathology and treatment rationale of common sports injuries. (Prerequisites: BIO 211 and CHEM 111 or CHEM 121) (F)

BIO 425 COMPARATIVE ANIMAL PHYSIOLOGY 3 cr

A comparative approach to animal physiology, with an emphasis on animal function in the context of environmental challenges and evolutionary history. Topics include neurophysiology, endocrinology, circulation, ionic and osmotic balance, gas exchange, and metabolism. (Prerequisites: BIO 151F5/152F5 and BIO 352 or concurrent registration)

BIO 430 ANIMAL BEHAVIOR 4 cr

The study of animal behavior from an evolutionary perspective. Lectures, laboratories, and discussions focus on general principles of behavior, as well as the design of experiments to test hypotheses about behavior. Topics include animal communication, mating and parental care, foraging, habitat selection, and sociality. This course provides a broad basis for understanding the behavior of animals, including ourselves. (Prerequisites: BIO 151/152 or consent of the instructor)
Crosslisted with PSY 430(S)

BIO 445 BIOLOGICAL PSYCHOLOGY 4 cr

The study of the relationship between the functions of the central nervous system and behavior. Emphasis is on physiological mechanisms determining sensation, movement, sleep, language and abnormal behavior. (Prerequisite: PSY 101F4)
Crosslisted with PSY 445. (Prerequisite: BIO 152F5 or consent of instructor)

BIO 450 ECOLOGY 4 cr

Study of ecological principles with emphasis on methodology, theory and study of local ecosystems. Lecture, discussion, and laboratory. (Prerequisites: BIO 151F5 and 152F5) Crosslisted with ENVS 450

BIO 469 SPECIAL TOPICS IN BIOLOGY 1-3 cr

Advanced study of topics of special current interest in biology and related fields. Seminar/discussion format. (Prerequisite: consent of instructor)

BIO 479 INDEPENDENT STUDY - BIOLOGY 1-3 cr

The study of selected topics in biology under the direction of a faculty member in the department. (Prerequisite: consent of instructor)

BIO 480 BIOLOGY SEMINAR 1-2 cr

Selected topics in biology and related fields. A seminar format which includes presentations by students, faculty and outside speakers, and class discussion. (Prerequisite: Four semesters of Biology)

BUSINESS (BUS)

BUS 120 INTRODUCTION TO BUSINESS 4 cr

Conducting business embraces many disciplines. This course will explore each area and how they all work together when engaging in commerce. The disciplines include marketing, management, accounting, finance, economics and social responsibility. Anyone interested in how business activities are carried out should take this course (F)

BUS 279 INDEPENDENT STUDY - BUSINESS 1-3 cr

Topics and credits arranged.

BUS 280 FINANCIAL ACCOUNTING 3 cr

The fundamental principles of financial accounting. Understanding and preparing financial statements: income statements, balance sheets, and statements of retained earnings, and understanding, analyzing, and recording transactions.

(Prerequisite: MATH 111) (F/S)

BUS 281 MANAGERIAL ACCOUNTING 3 cr

The fundamental principles of managerial accounting: understanding and preparing the statement of cash flows, understanding the manufacturing process from a cost perspective, understanding planning and control, and understanding variation.

(Prerequisites: BUS 280, MATH 122) (F/S)

BUS 301 MARKETING PRINCIPLES 3 cr

Surveys the principles of marketing. Concepts relating to product, price, promotion, and distribution as well as of the sources of marketing information will be studied.

(Prerequisites: ENG 110, completion of 40 credits) (F/S)

BUS 302 MANAGEMENT OF HUMAN PERFORMANCE 3 cr

Human behavior in work organizations, as well as effective means to manage that behavior in a way that contributes to both organizational effectiveness and human satisfaction. Topics include team development, communication, leadership, motivation, problem solving, project management, and ethical decision making.

(Prerequisites: ENG 110, COMMS 101 and completion of 40 credits) (F/S)

BUS 303 CORPORATE FINANCE 3 cr

Objectives of financial management; management of fixed and working capital; introduction to the cost of capital, valuation, dividend policy, and leverage; sources of capital. (Prerequisites: BUS 280, 281; MATH 121, 122; ENG 110; ECON 255; CS 150; completion of 40 credits.) (F/S)

BUS 304 BUSINESS LAW I 3 cr

Introduces students to the court system, the legal process, contract formulation and performance, remedies, agency relationships, sales, product liability, and the Uniform Commercial Code. Provide students with (1) an understanding of how the law affects business operations, (2) an understanding of the principle of stare decisis and the ability to apply the rule of precedent to case studies, (3) skills to use current technology in completing a legal research project involving a current ethical issue, and (4) a thorough understanding of basic contract law principles.

(Prerequisites: ENG 110, completion of 40 credits.) (F/S)

BUS 305 OPERATIONS MANAGEMENT 3 cr

Operations in an industrial or service enterprise must work as a system to be efficient and competitive. Students will learn how operations management topics such as inventory management topics, project management, forecasting, capacity planning, scheduling, facility design and quality are interrelated. Quantitative methods are taught as the basis for decision making and process improvement.

Spreadsheet analysis and process simulation are integral components of the course. (Prerequisites: MATH 121, 122; CS 150; ENG 110; completion of 40 credits.) (F/S)

BUS 306 PROFESSIONAL COMMUNICATIONS 3 cr

Focuses on written and oral communication in a business environment. In both individual and group settings students will plan, write, and deliver routine, goodwill, persuasive, and bad-news messages. They will complete business reports and proposals, plan and give oral presentations, write resumes and cover letters and engage in the interview process. The students will better understand the business communication environment and processes, communicate more effectively in teams, master listening and non-verbal communication and be able to communicate inter-culturally. (Prerequisites: COMMS 101; ENG 110; BUS 301, 302; completion of 40 credits) (F/S)

BUS 310 ETHICAL BUSINESS PRACTICES 3 cr

The purpose of this interdisciplinary course is to research socially responsible businesses, organizations, and individuals in Dane County. In partnership with the Samaritan Counseling Center, students assist in determining the winner of an annual Good Samaritan award. (Prerequisites: Junior or Senior status)

BUS 340 MANAGEMENT OF ORGANIZATIONS 3 cr

Designed to give the student a thorough understanding of how organizations, as social and goal-directed entities, perform in a dynamic environment. In addition, special emphasis is placed on the role of management in successfully managing organizations to meet a variety of stakeholder goals. Topics include external environments of organizations, organizational goals and effectiveness, organizational size, growth and life cycle, organizational technologies, organizational designs for global competition, innovation and change, power and politics, decision making processes. (Prerequisites: BUS 302; ENG 110; completion of 40 credits) (F)

BUS 350 PRINCIPLES OF INSURANCE 3 cr

Personal and business risks that are insurable lay the basis for principles of insurance. The fundamental insurance process is covered, including insurance contracts and entities assuming risk. Specific types of insurance are discussed, including property and liability (automotive, homeowners, renters, business and workers compensation), life insurance, annuities, estate planning, health and governmental insurance. (Prerequisite: completion of 40 credits) Crosslisted with BUS 771) (F)

BUS 351 TOPICS IN INSURANCE 3 cr

A follow up to Principles of Insurance (or for people with insurance experience). Special topics are selected to focus on current issues in the industry, along with continued areas of special interest. Sample topics are the health insurance crisis, underwriting issues, impact of weather-related issues on the insurance market, the claim adjusting function, changes in the market for life and annuity insurance and other key issues. Includes guest speakers from the insurance industry.

Prerequisite: BUS 350 or commensurate experience in insurance. (Crosslisted with BUS 773)(S)

BUS 379 INDEPENDENT STUDY - BUSINESS 1-3 cr

Topics and credits arranged.

BUS 380 INTERMEDIATE ACCOUNTING I 3 cr

A study of the theoretical foundations of financial accounting and reporting at the intermediate level, including a review of the income statement, balance sheet, and statement of cash flows. Topics covered include concepts of present value, cash, receivables, inventories, plant, property and equipment depreciation and intangible assets. (Prerequisites: BUS 281; MATH 121, 122; ENG 110; CS 150 or consent of instructor) (F)

BUS 381 INTERMEDIATE ACCOUNTING II 3 cr

A continuation of Intermediate Accounting I. Topics covered include liabilities and income taxes, stock rights and options, corporate equity accounts, pension costs, leases, special reports, and accounting changes. Crosslisted with BUS 704. (Prerequisites: BUS 380; MATH 121, 122; ENG 110; CS 150 or consent of instructor) (S)

BUS 382 COST ACCOUNTING 3 cr

The fundamentals of cost accounting, covering job order, process and activity based costing. Emphasizes current practices in cost control through reports to management. (Prerequisites: BUS 281; MATH 121, 122; ENG 110; CS 150 or consent of instructor) (F)

BUS 411 TOPICS IN CORPORATE FINANCE 3 cr

Explores special areas of corporate finance in depth. Topics include capital budgeting, valuation of projects and firms, dividend policy, capital structure, cost of capital, mergers and acquisitions. Crosslisted with BUS 711. (Prerequisites: BUS 303; MATH 121, 122; ENG 110; ECON 255, 256; CS 150) (S)

BUS 412 INVESTMENTS 3 cr

Stocks, bonds, derivatives, portfolio theory and other aspects of investment theory are explored. (Prerequisites: BUS 303; MATH 121, 122; ENG 110; ECON 255, 256; CS 150) Crosslisted with BUS 712 (S)

BUS 413 INTERNATIONAL FINANCE 3 cr

Relates the principles of business finance to the operations of international firms. Topics include the international financial environment, international credit institutions, capital markets and trends in international monetary affairs, management of foreign exchange positions and hedging strategies, international capital budgeting and working capital management. Crosslisted with BUS 713. (Prerequisites: BUS 303; MATH 121, 122; ENG 110; ECON 255, 256; CS 150) (F)

BUS 421 BUSINESS LAW II 3 cr

A continuation of Business Law I. Commercial paper, real property, secured

transaction, bankruptcy, partnerships, corporations, wills and trusts. Case study approach. (Prerequisites: BUS 304 and ENG 110) (S)

BUS 430 HUMAN RESOURCE MANAGEMENT 3 cr

Increasingly, companies are shifting human resource management responsibilities to supervisors and managers. This course focuses on the manager's role in human resource planning, job analysis and design, recruitment and selection, performance management, examines within a larger context of the organization's strategic direction and legal environment. (Prerequisites: BUS 302 and BUS 306 or concurrent registration.) (S)

BUS 431 MARKETING STRATEGY 3 cr

Focuses on strategic marketing decisions using case studies and covering current topics in marketing management. (Prerequisites: BUS 301, ENG 110) (F)

BUS 432 CONSUMER BEHAVIOR 3 cr

Analysis of how consumers process information, form attitudes, and make decisions, and how consumer behavior is affected by cultural factors and interpersonal influences. (Prerequisites: BUS 301 and ENG 110) (S)

BUS 433 TOPICS IN CORPORATE FINANCE 3 cr

Covers the elements of the promotional mix, including the communication process, creative advertising strategies, media and planning strategies, direct marketing and interactive media, sales promotion strategies, the role of personal selling in sales promotions, measuring advertising and promotional effectiveness, and social, ethical and regulatory issues in advertising and promotion strategy. (Prerequisites: BUS 301, ENG 110, completion of 40 credits.) (S)

BUS 434 MARKET RESEARCH 3 cr

Qualitative and quantitative research methods, with an emphasis on quantitative survey-based research applications. (Prerequisites: BUS 301; MATH 121, 122, ENG 110)(F)

BUS 435 PROFESSIONAL SELLING AND SALES MANAGEMENT 3 cr

The steps of the relationship selling process, including the creation of effective sales presentations, analysis and use of state-of-the-art sales methods and negotiating techniques, use of technology in prospecting and selling, exploring careers in professional selling, ethical issues in sales, as well as effective hiring, training, and managing of salespeople. (Prerequisites: BUS 301; ENG 110) (F)

BUS 440 IMPROVING ORGANIZATIONAL EFFECTIVENESS 3 cr

To be competitive in a global economy, organizations need a process for continuous improvement and effective planning. This course gives students an understanding of process for continuous improvement and as an opportunity to apply human and organization knowledge to real-life business improvement problems. Topics include: strategies for continuous improvement; leadership and organization for continuous improvement; application of statistical methods; small

group involvement and problem-solving; and customer and supplier involvement. (Prerequisites: BUS 302, 305; MATH 121, 122; ENG 110; COMMS 101) (S)

BUS 445 EXPLORING ENTREPRENEURSHIP 3 cr

Sustainable business development relies heavily on creating an entrepreneurial environment. Students will explore concepts of business development, opportunity analysis, marketing, management, economic advancement, distributive justice, and their understanding of political frameworks and physical environments to create a strategic plan for sustainable urban and rural development. (Prerequisites: BUS 302) (F)

BUS 465 SOCIAL RESPONSIBILITY IN BUSINESS 3 cr

To be competitive in a global economy, organizations need a process for continuous improvement and effective planning. This course gives students an understanding of process for continuous improvement and as an opportunity to apply human and organization knowledge to real-life business improvement problems. Topics include: strategies for continuous improvement; leadership and organization for continuous improvement; application of statistical methods; small group involvement and problem-solving; and customer and supplier involvement. (Prerequisites: BUS 302, 305; MATH 121, 122; ENG 110; COMMS 101) (S)

BUS 475 BUSINESS INTERNSHIP 4 cr

Provides an opportunity for the business student to intern in a professional business organization and to develop an understanding of the practice of business. The practicum will be supervised by the Business Internship Director working with a mentoring member of the organization interning the student. The student, the BID, and the interning organization's mentor will develop a written contract with stated learning objectives, means of performance evaluation, and expected time commitments. The student is expected to successfully complete all required expectations of the business organization as well as the expectations of the BID. (Prerequisites: senior standing as a business major, BUS 306 and consent of the academic advisor.) (F/S/SS)

BUS 479 INDEPENDENT STUDY - BUSINESS 1-3 cr

Topics and credits arranged.

BUS 481 AUDITING 3 cr

Principles of auditing and the audit process. The course describes the foundation for the role of the independent auditor in the American economy, professional standards, planning the audit and designing audit programs, audit working papers, auditing specific financial statement categories, auditors reports and professional ethics. Crosslisted with BUS 706. (Prerequisites: BUS 381 or concurrent registration, MATH 121,122, or consent of the instructor; ENG 110; CS 150) (S)

BUS 483 ACCOUNTING SYSTEMS 3 cr

Covers current information technology. Topics include accounting information systems, flow charts, internal controls, advanced spreadsheets and database techniques, information system selection, and developing business requirements. (Prerequisites: BUS 381 or concurrent registration, CS 150, MATH 121, 122, or consent of instructor; ENG 110) (F)

BUS 485 INCOME TAX ACCOUNTING I 3 cr

Tax laws and regulations relating to individual taxpayers and the principles of taxation common to all taxpayers (i.e., individuals, partnerships and corporations). (Prerequisites: BUS 281; MATH 121, 122, or consent of instructor; ENG 110) (F)

BUS 495 INCOME TAX ACCOUNTING II 3 cr

Tax laws and regulations for corporations and exempt organizations; tax administration and research. (Prerequisites: BUS 485 and ENG 110) (S)

BUS 498 BUSINESS STRATEGY 3 cr

The capstone course for the Business major that develops students' ability to craft a viable strategic plan, implement and execute strategic actions, monitor strategic performance and adjust the strategic plan as necessary. Topics include strategic vision and mission statements, external and internal environmental analysis, competitive strategies, diversification, global competition, ethics, and social responsibility. Business cases comprise a major portion of the course along with lectures, readings, and an industry and company analysis project. Students also participate in a community-based, service learning project in which they assist an organization in implementing a specific strategic activity. (Prerequisites: Business major and second-semester senior standing) (F/S)

C

CHEMISTRY (CHEM)

CHEM 110F5 INTRODUCTORY CHEMISTRY 4 cr

First of a two-semester exploration and study of chemistry with special emphasis on concepts relevant to biological chemistry and the health sciences. Topics include atomic structure, chemical bonding, simple chemical reactions, and stoichiometry. Explores the relationships between the structure of organic compounds and their physical and chemical properties, then continues with an overview of concepts in biological chemistry, including the structure and metabolism of carbohydrates, proteins, lipids, and nucleic acids. Laboratory experiments in both semesters serve to clarify and build upon lecture concepts while emphasizing laboratory techniques and safety. Note: this chemistry sequence does not serve as the prerequisite for higher level chemistry courses. Three lectures and one four hour laboratory/discussion per week. (Prerequisites: placement into ENG 110; placement into college level math or equivalent proficiency in problem-solving; high school chemistry or equivalent is recommended) Enrollment priority will be given to students requiring this course for a major. (F/S)

CHEM 111 F5 INTRODUCTION TO ORGANIC CHEMISTRY AND BIOCHEMISTRY 4 cr

Second of a two-semester exploration and study of basic chemical concepts with special emphasis on organic and biological chemistry. Topics are introduced and discussed around the unifying theme that chemical structure, reactivity and biological function are related. Basic chemical concepts include atomic structure of

matter, chemical bonding, kinetics and reaction mechanisms and equilibrium. Organic chemistry topics focus on structure, chemical properties and physical properties. Biological chemistry topics focus on properties and metabolism of carbohydrates, lipids, proteins and nucleic acids. Three lectures and one four-hour laboratory/ discussion per week. (CHEM 110 or CHEM 120 or equivalent with a grade of 'C' or above, or consent of the instructor. Enrollment priority will be given to students currently enrolled in CHEM 110. (F/S)

CHEM 120 F5 GENERAL CHEMISTRY I 4 cr

First of an integrated two-semester sequence of first-year college chemistry which serves as a prerequisite for further courses in chemistry. The course treats basic concepts such as structure and properties of matter, electronic structure of atoms, chemical bonding, chemical reactions, equilibria, kinetics, thermo-chemistry, acid-base chemistry, electrochemistry, and nuclear chemistry. Laboratory exercises that provide hands-on experience with the concepts and experimental techniques of chemistry (with emphasis on laboratory safety) are integrated into the course. Three lectures plus one four-hour laboratory/discussion section per week. (Prerequisites: placement into ENG 110; completion of MATH 111 or equivalent or placement into MATH 112 or higher; high school chemistry or equivalent is recommended)

CHEM 121 F5 GENERAL CHEMISTRY II 4 cr

Second of an integrated two-semester sequence of first-year college chemistry which serves as a prerequisite for further courses in chemistry. The course treats basic concepts such as structure and properties of matter, electronic structure of atoms, chemical bonding, chemical reactions, equilibria, kinetics, thermo-chemistry, acid-base chemistry, electrochemistry, and nuclear chemistry. Three lectures plus one four-hour laboratory/discussion section per week. (Prerequisite: CHEM 120F5)

CHEM 321 ORGANIC CHEMISTRY I 4 cr

First of a two-semester sequence in the study of the structure (electronic and geometric), properties, and reactions of compounds of carbon. Topics include the structure and physical properties of organic compounds, stereochemistry, reactions and their mechanisms, and structure-reactivity relationships. Lab experiments emphasize lecture concepts while introducing methods in organic synthesis and illustrating techniques such as crystallization, distillation, chromatography, and spectroscopic methods of compound characterization with emphasis on nuclear magnetic resonance and infrared spectroscopy. (Prerequisite: CHEM 121F5 with a minimum grade of C)

CHEM 323 ORGANIC CHEMISTRY II 4 cr

Second of a two-semester sequence in the study of the structure (electronic and geometric), properties, and reactions of compounds of carbon. Topics include the structure and physical properties of organic compounds, stereochemistry, reactions and their mechanisms, and structure-reactivity relationships. Lab experiments emphasize lecture concepts while introducing methods in organic synthesis and illustrating techniques such as crystallization, distillation, chromatography, and spectroscopic methods of compound characterization with emphasis on nuclear magnetic resonance and infrared spectroscopy. (Prerequisite: CHEM 121F5 with a minimum grade of C)

CHEM 340 BIOCHEMISTRY 3 cr

A study of the chemistry of biological systems. Topics include cellular constituents; chemical reactions involved in carbohydrate, protein, lipid, and nucleic acid metabolism; cellular energy metabolism; and enzyme kinetics. Previous or concurrent registration in courses in biological science is strongly recommended. (Prerequisite: Two semesters of general chemistry and two semesters of organic chemistry) (F)

CHEM 351 ANALYTICAL CHEMISTRY 4 cr

Lecture and discussion of the theory and practice of analytical chemistry for chemistry majors. Classic instrumental analysis techniques will be addressed. Three lectures and one lab per week. Credit cannot be earned in both CHEM 311 and CHEM 351. (Prerequisites: CHEM 121F5 or equivalent, with a minimum grade of C; PHYS 201F5/202F5 Offered in alternate years. (F)

CHEM 360 QUANTUM MECHANICS 3 cr

An introduction to quantum mechanics and their applications to atomic, solid state, and nuclear physics and chemistry. Three lectures per week. (Prerequisites: PHYS 202F5 or equivalent; concurrent registration in or prior completion of MATH 331 is highly recommended.) Crosslisted with PHYS 360 (S)

CHEM 361 PHYSICAL CHEMISTRY 3 cr

Investigates the laws of thermodynamics, properties of the states of matter, and dynamics. Three lectures per week. Crosslisted with PHYS 361. (Prerequisites: CHEM 121 and PHYS 202, or consent of the instructor)

CHEM 370 INTEGRATED LABORATORY 2 cr

An advanced laboratory course based on projects agreed upon by the student and the instructor. The projects will incorporate experience from previous chemistry courses. A survey of advanced analytical techniques will be provided. (Prerequisites: CHEM 323 and CHEM 351)

CHEM 371 INORGANIC CHEMISTRY I 2 cr

An introduction to main group and transitional metal chemistry with emphasis on biologic uses of the elements. Two lectures per week. (Prerequisite: CHEM 121F5)

CHEM 420 ADVANCED BIOCHEMISTRY 3 cr

Advanced extension of the topics in CHEM 340. Addresses theory and practice in modern biochemistry. Three lectures per week. (Prerequisites: CHEM 323/333, and 340, with minimum grades of C) (S)

CHEM 421 ADVANCED BIOCHEMISTRY LAB 1 cr

Surveys the practice and theory in modern experimental biochemistry. One three-hour laboratory per week. (Prerequisite: concurrent or previous enrollment in CHEM 420) (S)

CHEM 431 ADVANCED ORGANIC CHEMISTRY 3 cr

An exploration of advanced concepts in organic chemistry such as chemical

structure, properties of reactive intermediates, reaction mechanisms, kinetics, spectroscopic techniques, and synthetic methods. Topics will be explored by discussion of examples from the primary chemical literature; concepts will vary somewhat based upon student interest. Three discussions per week (Prerequisites: CHEM 323) (S)

CHEM 451 ADVANCED ANALYTICAL CHEMISTRY 3 cr

Advanced theory and practice in analytical chemistry. Considerable time will be spent discussing the theoretical basis of modern chemical instrumentation. Three lectures per week. (Prerequisite: CHEM 351, 361, 370) Offered in alternate years as demand arises.

CHEM 469 SPECIAL TOPICS IN CHEMISTRY 1-3 cr

Advanced study of topics of special current interest in chemistry and related fields. Seminar/discussion format. (Prerequisite: Consent of instructor) (F/W/S/SS)

CHEM 471 INORGANIC CHEMISTRY II 2 cr

A survey of inorganic reaction mechanisms, materials, organometallic, and solid state chemistry. (Prerequisite: CHEM 371)

CHEM 479 INDEPENDENT STUDY - CHEMISTRY 1-4 cr

Independent reading and research developed by the student with the approval and direction of the instructor. (Topics and credits to be arranged)

CHEM 480 CHEMISTRY SEMINAR 1 cr

A seminar for upper-level chemistry majors to practice scientific communication skills and participate in discussions of topics in current science research with fellow students and faculty. Students present a topic from the primary chemical literature. One seminar-format meeting per week. (F)

CHEM 489 UNDERGRADUATE RESEARCH 1 cr

Opportunities for students to engage in research collaboratively with faculty or with researchers from other agencies. (Prereq: consent of instructor) Note: This course may be taken multiple times.

COMMUNICATION STUDIES (COMMS)

COMMS 101 SPEECH 3 cr

A fundamentals course that focuses on public speaking with some attention to group presentation. The course emphasizes communication theory and ethical practice as to how to organize an argument for effective persuasion and expression. The goal of the course is to help the students find their own voices in order to better use their public speaking skills. (F/S/SS)

COMMS 201 COMMUNICATION AND CIVILIZATION 3 cr

Provides students with the history of the discipline and the importance of communication in the development of civilization. The class covers the contributions of rhetoric and communications theory from early Greek times to the

present, and offers vital insight to past and future contributions of communication studies.

COMMS 218A-D INTERCOLLEGIATE & ACADEMIC ACTIVITIES 1-2 cr

Participation in one of the following activities: debate, conference participation, speech or drama events or department sponsored event on campus or community-based. May be repeated up to 4 credits.

COMMS 219A-B APPLIED MASS COMMUNICATION 2-3 cr

A practicum course providing guided experience in mediated mass communication. (F/W/S/SS)

COMMS 220 PARLIAMENTARY PROCEDURE 2 cr

Introduction to the rules and forms of parliamentary procedure, their rationales, and practical application.

COMMS 226 FILM CRITICISM 3 cr

Study of cinema and its cultural implications. Introduction of basic film techniques and aesthetics. Strongly recommended for majors. (F/S)

COMMS 228 TELEVISION CRITICISM 3 cr

Historical background, techniques of production, and critical analysis of a specific television area selected from news, sports, soaps, variety, drama, documentary or children's programming or mass communication.

COMMS 240 INTRODUCTION TO INTERPERSONAL COMMUNICATION 3 cr

Helps students develop a strong theoretical base needed to become an expert in communication. By surveying a wide variety of communication concepts, theories, and research concerning communication in interpersonal contexts, students learn to build positive, productive relationships.

COMMS 241 INTRODUCTION TO ORGANIZATIONAL COMMUNICATION 3 cr

Explores the communication that originates from and within profit and non-profit organizations. A survey of concepts, theories, and research helps the student to apply communication knowledge to the professional environment and prepare for a successful career.

COMMS 243 INTRODUCTION TO MEDIA STUDIES 3 cr

Explores the structure, history, functions, potentials, and impact of technologically based communication. (F/SS)

COMMS 245 SPEECH FOR TEACHERS 3 cr

Practical study of oral communications problems and methods especially adapted to the teacher's situation. Emphasis on modes of classroom presentation, counseling, interviewing, and self-evaluation.

COMMS 250 RELATIONAL COMMUNICATION 3 cr

Theory and practice of relational communication, with emphasis on strategic and ethical uses of communication to build relationships interpersonally, in families, and in groups.

COMMS 260 WRITING FOR MEDIA 3 cr**COMMS 310 ADVANCED COMMUNICATION THEORY 3 cr**

In depth study of the genesis and development of key issues in contemporary communication theory and research

COMMS 311 QUALITATIVE COMMUNICATION RESEARCH METHODS 3 cr

A qualitative approach for evaluating and criticizing communication from rhetorical, ethical, and aesthetic perspectives. The goal of this course is to help the student become a decisive scholar and intelligent critic of communication research and human expression.

COMMS 312 ARGUMENT AND CONTROVERSY 3 cr

Winning arguments and settling controversy. The course teaches argumentation theory with practical application to analyzing issues of discussion, creating effective forms of proof and evidence, and the responsibilities of advocating an argument. (Offered in Fall of alternate years.)

COMMS 313 QUANTITATIVE COMM RESEARCH METHODS 3 cr

Provides the student with the tools to better comprehend quantitative social science and organizational communication research. The class covers the basics of scientific inquiry, how to collect/analyze data for communication research and use SPSS statistical analysis software for creating their own communication research projects. (S)

COMMS 314 PERSUASION, PROMOTION & ADVERTISING 3 cr

Mass communication theory with special attention given to the nature and role of persuasion in the media, and in advertising and promotion. Topics include analysis of public and mass audience, types and development of campaigns, influence of the media, and the ethics of mass communication. (S)

COMMS 316 MASS MEDIA AND COMMUNICATION 3 cr

Provides comparative and historical analysis of the power of mass communication and the media. Topics include societal, economical, political, legal and ethical impacts of mass communication and the role of the media. Special attention is given to the influence of the mass media on cultural diversity and information distribution.

COMMS 317 AINTERCULTURAL COMMUNICATION 3 cr

The benefits and challenges of living and working in an ethnically diverse society and global community. The class seeks to build a diverse knowledge base of cultural customs and unique communicative perspectives, and helps students better manage attitudes and stereotypes that often impede their communication ability in intercultural interactions.

COMMS 318 ADVANCED ORGANIZATIONAL COMMUNICATION 3 cr

Gives students hands on experience in analyzing and auditing the communication within and disseminating from organizations. Beyond increasing students' research theory-based knowledge of how to best organize and deliver effective communication essential for organizational success, efforts will be made to assess the communication of local organizations.

COMMS 319 MASS COMMUNICATION CAMPAIGNS 3 cr

Helps students develop the knowledge, understanding and skills necessary to plan, design, and carry out a mass-media-based communication campaign. Students obtain hands-on experience by developing and implementing a campaign for a real-world client. (Prerequisite: COMMS 243 or consent of the instructor)

COMMS 320 GROUP DISCUSSION & TEAM LEADERSHIP 3 cr

Theory and practice of effective participation in and leadership of groups, committees, and public discussion; application to problem solving, information sharing and team leadership.

COMMS 330 INTRODUCTION TO VIDEO PRODUCTION 3 cr

Students learn to conceptualize, develop, produce and edit in basic television genre. Students are required to produce at least one short segment with TV content. Prerequisite: Membership in WYOU Community TV and completion of camera recording and editing workshops.

COMMS 332 ADVANCED VIDEO PRODUCTION 3 cr

Complex story production and editing of segments exploring ethical and journalistic issues in depth.

COMMS 334 DOCUMENTARY VIDEO PRODUCTION 3 cr

Basic documentary production styles and issues; how to conceptualize and create journalistically sound documentaries. Students will produce a 30 minute video documentary. (Prerequisites: COMMS 318 and 332) (S)

COMMS 378 COMMUNICATION TEACHING PRACTICUM 2-3 cr

Gives the student an opportunity to experience the classroom from the other side of the desk. Duties include assisting with teaching, grading, and student support. (Prerequisite: student must have earned a grade of 'A' in the course in which they will assist) (F/S)

COMMS 379 INDEPENDENT STUDY - COMM STUDIES 1-3 cr

Independent Study of selected topics in Communication Arts developed by the student with the approval and direction of the instructor. (Prerequisite: consent of instructor)

COMMS 430 SPECIAL TOPICS IN COMMUNICATION STUDIES 3 cr

A variable topics seminar that treats specialized areas of communications study, e.g., health communications, communication, communication and the environment, persuasion, and marginalized communities. (S)

COMMS 430B AFRO-AMERICAN COMMUNITIES 3 cr

This course explores African-American language, culture and communication with in-depth and critical interpretations within a social and historical context. (S)
Crosslisted with ETHS 430B.

COMMS 430C GENDER AND COMMUNICATION ISSUES: HOME, WORK AND PUBLIC 3 cr

Study of differences and similarities in gender communication with regard to the family, the workplace, and public settings. Issues in gender communication will be approached from a variety of scholarly perspectives; the seminar will focus on conversational analysis from a pragmatic perspective. (S)

COMMS 440 SENIOR CAPSTONE 3 cr

Seeks to prepare graduating students for career and graduate study opportunities.

COMMS 450 COMMUNICATION INTERNSHIP 3-4 cr

Required of Communication Studies majors. The Program will make efforts to locate internships for students; however, it cannot guarantee availability. Internship experience should be relevant to the student's area of emphasis and career goals.

COMPUTING AND INFORMATION SCIENCES (CS)

CS 100 COMPUTER & INFORMATION SKILLS 2 cr

Designed for the novice user of computers, this course teaches basic computer and information literacy skills, including file management, word processing and presentation creation, using Microsoft Office Suite. Introduces students to web page design. Students will develop information literacy skills which will include using appropriate information validation techniques and the use of the web for academic research.

CS 150 INTRODUCTION TO INFORMATION SYSTEMS 4 cr

An introduction to information systems and some of its core components, including website creation and management, and advanced features and functions of an integrated office productivity software suite. Using Office Suite, students will explore the integration features, the use of databases reference sources and web publishing functions. Using macros and VBA the students will experience in-depth aspects of personal computer systems design, integration requirements and the benefits of personal productivity tools. (F/S)

CS 180 INTRODUCTION TO PROGRAMMING 4 cr

The history of computer systems and an introduction to programming. The emphasis of the course is on problem solving and algorithm design, two areas that are crucial for the developing programmer. Also included is an introduction to object oriented programming. (Prerequisite: CS 150 or passing the CS 150 proficiency exam) (S)

CS 279 INDEPENDENT STUDY - COMPUTER SCI 1-3 cr

Topics and credits to be arranged.

CS 301 INFORMATION SYSTEMS: ANALYSIS & DESIGN 4 cr

Various approaches to information systems design and analysis processes, including Object Oriented and UML. Students will be required to complete several small projects, created specifically to apply their knowledge at a practical level, using case modeling tools. Emphasis is on the participatory nature of system analysis, requiring active contributions by students during and outside of official class hours. Note: This course is linked directly to CS 302; topics covered in CS 301 will be required for CS 302. (Prerequisite: CS 150 or passing the CS 150 proficiency exam and CS 180) (F)

CS 302 INFORMATION SYSTEMS: DESIGN & IMPLEMENTATION 4 cr

Continues the study of various approaches to information systems design and analysis processes. Students will be required to complete a major project, created specifically to apply their knowledge at a practical level. Emphasis is placed on the participatory nature of system design and implementation and will require active contributions by the students during and outside of official class hours. (Prerequisite: CS301) (S)

CS 333 PROGRAMMING IN VISUAL BASIC 4 cr

Event driven Object Oriented Programming. Visual Basic.net is becoming the primary development tool in many businesses. Students may make extensive use of this tool in upper level courses. (Prerequisite: CS 180) (F)

CS 334 PROGRAMMING IN JAVA 4 cr

Use of JAVA, one of the major development tools for the web and e-commerce. Many businesses are moving to a significant presence on the web and use Java as the major development tool. (Prerequisite: CS 180) (S)

CS 340 INTRODUCTION TO WEB DEVELOPMENT 4 cr

This course introduces the students to core concepts of web development including end user interface, back end, database and client server interactions. Various languages are utilized during completion of individual and team projects. (Prerequisites: CS 270, 333, 334) (F)

CS 350 OPERATING SYSTEMS 4 cr

The general theory of operating systems, including the history of the operating system and the components and processes of modern operating systems. How the operating systems fits into overall computer architecture. Use of the Linux operating system in a laboratory setting. (Prerequisite: CS 302 or consent of the instructor) (S)

CS 379 INDEPENDENT STUDY - COMPUTER SCI 1-3 cr

Topics and credits to be arranged.

CS 430 INFORMATION SECURITY & NETWORK MANAGEMENT 2 cr

The securing and management of networks poses some of the most complex challenges to the Information Systems/Technology professional. This course, designed to follow CS 220, explores various methods used to secure a network,

including commonly used encryption algorithms. Effective network management techniques ensure that all types of information travel the network in an efficient manner. (Prerequisite: CS 220) (F)

CS 469/470 INTERNSHIP IN COMPUTER SCIENCE 1-4 cr

Applications related to the major area. (Prerequisite: Junior standing in the major or minor; consent of department)

CS 479 INDEPENDENT STUDY - COMPUTER SCI 1-3 cr

Topics and credits to be arranged.

CS 480 ADVANCED WEB DEVELOPMENT 4 cr

This course covers advanced web development techniques, including student and team projects, database development for enterprise systems, and multiple platforms. (Prerequisites: all 300 level courses) (F)

CS 490 TOPICS IN COMPUTER SCIENCE 1-4 cr

Topics and credits to be arranged.

CS 492 INFORMATION SYSTEMS PROJECT 4 cr

As an integrating course combining all of the elements of successful system development, this is the capstone course for the CIS major. Provides the students an opportunity to implement a complete enterprise-oriented system development project. Working in teams, the students will utilize formal project management structures and processes. The class will develop a system in accordance with client specifications and present its final results to departments and peers of the college. As this course represents the capstone course for the major, it includes an exit assessment process, in the form of an examination. (Prerequisite: CS 480) (S)

E

ECONOMICS (ECON)

ECON 255 F4 PRINCIPLES OF MACROECONOMICS 4 cr

An introduction to economic problems which beset the world today. A brief and intensive exposure to traditional analytical tools will constitute the early part of the course. The second part of the course will deal with macro-economic problems with special emphasis on the American economy and the international economy. (F/S/SS)

ECON 256 F6 PRINCIPLES OF MICROECONOMICS 4 cr

Traditional tools of economic analysis are developed to examine how a market system functions to allocate resources. These tools are applied to current issues such as: market power (monopolies); poverty; energy; health care; income distribution; pollution; discrimination; and crime. (F/S)

ECON 279 INDEPENDENT STUDY - ECONOMICS 1-3 cr

Consent of Instructor.

ECON 290 THE GLOBAL ECONOMY 4 cr

Analysis of the economic, political and cultural forces that influence relations between nations. Discussions of the problems of developing countries and investigation of specific countries of particular interest to the student. Offered in alternate years. (S)

ECON 310 SELECTED TOPICS IN ECONOMICS 2-4 cr

Examines vital areas of contemporary concern in economics.

ECON 315 HEALTH CARE ECONOMICS 2 cr

An intensive exposure to the economics of health care with special emphasis on rising health care cost, comparative health care systems, access to health care, and economic implications of local and national health care policy. Offered in alternate years. (S)

ECON 325 ENVIRONMENTAL ECONOMICS 2 cr

Examines the mechanisms societies employ to allocate limited natural resources among unlimited demands. By seeing environmental issues as economic issues, this course identifies the incentives faced by consumers and producers that lead to environmental problems and how alternative incentives might alleviate problems like pollution, global warming, and vanishing rainforests; or to promote sustainable resource use. Cross-listed with ENVS 325.

ECON 330 COMPARATIVE ECONOMIC SYSTEMS 4 cr

The response of different societies to the economic problems of production, distribution, and consumption. Traditional, command and market models will be analyzed by means of concrete examples such as China, Japan, Germany, Sweden and Mexico. Special attention will be drawn to problems facing developing countries as well as the transitional economies of the former Soviet Union. Offered in alternate years. (S)

ECON 341A-D TOPICS IN AMERICAN ECONOMIC HISTORY 2-4 cr

A course which will examine significant topics in the development of the American economy. Modules on the Great Depression, the economics of slavery and the cotton trade, monetary and banking history, and case studies of specific urban areas (e.g., New York, Chicago, Los Angeles) will be developed. Two-credit courses will be offered as half-semester, Winterim, or Summer Session courses.

ECON 350 ECONOMICS OF LABOR, POVERTY & INCOME DISTRIBUTION 4 cr

Uses the methodology of economics to evaluate current issues in the labor market, including, but are not limited to, unions, collective bargaining, poverty, income distribution, wage differentials, discrimination, unemployment, education, technological change, and employer monopsony power. (F of alternate years)

ECON 379 INDEPENDENT STUDY - ECONOMICS 1-3 cr

Topics (e.g., financial economics, industrial organization, European economic history) and credits to be arranged.

ECON 450 INTERNATIONAL ECONOMICS 4 cr

An advanced course in economics with emphasis on international trade theory, open macro-economic models, and foreign exchange markets. For the first part of the course, economic theory will be used to analyze patterns of trade and the impact of trade policy arrangements such as NAFTA and WTO. The latter half of the course will be used to analyze modern theories of exchange rate determination and the impact of trade imbalances on the macroeconomic. (Prerequisite: ECON 255F4 or 256F4) Crosslisted with graduate course BUS 611. (S)

ECON 360 MONEY, BANKING & CAPITAL MARKETS 4 cr

This course covers the evolution of money, the development of banking institutions, the theory and implementation of monetary policy, and recent developments in international monetary affairs. A final section focuses on international banking, the Eurocurrency market and the international monetary system. (Prerequisite: ECON 255F4 recommended) Crosslisted with BUS 772. (F alternate years)

ECON 365 READING IN HISTORY OF ECON THOUGHT 4 cr

Intensive overview of the major economic theorists in the 19th and 20th centuries. Offered by arrangement.

ECON 395 MANAGERIAL ECONOMICS 4 cr

Economic theory applied to managerial decision-making. This course combines the theoretical concepts and quantitative tools used by economists for practical applications to decisions concerning prices, demand, production, costs, risk, market structure, and government policy toward business. (Prerequisite: ECON 256F4) Cross-listed as graduate course BUS 610. (F)

EDUCATION (ED)

ED 200 EDUCATION IN A PLURALISTIC SOCIETY 3 cr

Students will develop the knowledge, skills, and dispositions needed to work successfully in pluralistic classrooms and professional environments. The implications of individual and institutional discrimination will be examined through culturally significant characteristics (such as race, culture, socioeconomic status, language, ability, gender, gender identification, and sexual orientation) of individuals and groups within the United States, and the intersections among them. through self- analysis and reflection, historical investigation linked with analysis of contemporary schools and society, school/ community-based experiences, and communication skill-building. Students will learn how to be responsive to the cultural contexts of communities and the dynamics of difference and will use their understanding of the past and present to inform their professional practice, and consider their role in working for positive change in the face of complexity. Course meets Wisconsin DPI American Indian Tribes requirement. This course will have a primary emphasis on Wisconsin Teacher Standards 3, 6, and 10 and will involve fieldwork. (Prerequisite: Sophomore standing required or consent of the School of Education) F/S

ED 201 TEACHER AS INQUIRER I: THE REFLECTIVE PRACTITIONER 2 cr

This practicum-based course (in a formal classroom setting) explores the teaching profession and introduces students to the conceptual framework, program, and

portfolio at Edgewood College. The practicum site will be used as a learning laboratory to develop skills in observation, analysis, and reflection, and make use of the practicum to promote professional growth. Students should be prepared to participate in a wide variety of classroom activities, which may include observation, one-on-one tutoring, small group facilitation and whole class interaction. Course includes seminar meetings as arranged by instructor, which may be held off campus. This course will have a primary emphasis on Wisconsin Teacher Standards 3, 5, and 9 and will involve practicum. (Prerequisite: sophomore status required or consent of the School of Education) F/S

ED 210 INFANCY AND CHILDHOOD 4 cr

Physiological development of the child; genetic, prenatal, postnatal, infancy, pre-school, and early school-age periods; parental and peer relationships; psychological, social, emotional, and intellectual development and learning. Special attention is given to the psychological and educational implications for children at risk, children with handicapping conditions, and children from different cultures. A practicum is required. Crosslisted with PSY 210. (F/S)

ED 211 HEALTH EDUCATION 2 cr

Personal health in relation to individual and group values, as well as health problems and interests of children and youth as a basis for school health development. (F/S/SS)

ED 212 PHYSICAL EDUCATION 2 cr

The content, materials, and methods of integrating physical education knowledge, skills, and attitudes into elementary school teaching. (F/S/SS)

ED 220 PRE-ADOLESCENCE, ADOLESCENCE, & YOUNG ADULTHOOD 4 cr

Personal health in relation to individual and group values, as well as health problems and interests of children and youth as a basis for school health development. (F/S/SS)

ED 230 TEACHING AND LEARNING 4 cr

Educational theories, research, and practice in creating positive learning-teaching environments, including pupil evaluation strategies to promote learning; development, administration, scoring, interpretation, and validation of standardized and teacher-developed tests and other evaluation materials for pupil progress reporting. A practicum is required. Crosslisted with PSY 230. (F/S/SS)

ED 240 INTRODUCTION TO SECONDARY EDUCATIO 2 cr

The nature of teaching, secondary schools, the teaching profession and emerging issues in secondary education. Special emphasis on field experiences through a required practicum. As the school of Education expands the role of engaged learning in community partnerships, greater reliance will be placed on professional development school experiences in off-campus settings. This course will occasionally be used to facilitate that goal. (F/S)

ED 250 INSTRUCTIONAL RESOURCES AND MEDIA 2 cr

Use of library and other instructional resources, including school instructional media programs; experience in evaluating and using instructional materials and equipment including computers, software, graphic, and audiovisual materials. (Prerequisites: Sophomore standing recommended or approval of School of Education) (F/S/SS)

ED 260 LINGUISTICS FOR ELL TEACHERS 3 cr

The study of language from a broadly sociolinguistic perspective and exploration of understandings and interpretations of language and the part it plays in our lives. Emphasis on how to study and investigate language with reference to pedagogical implications of this inquiry; phonology, morphology, and syntax including implications for language instruction. (Prerequisites: Preliminary Entry to Teacher Education) (SS)

ED 261 SECOND LANGUAGE ACQUISITION 3 cr

Investigates how people learn a second language and examines factors that affect this process and school performance: environment, age, motivation, academic background, and developmental processes as well as intrinsic and sociocultural factors. Focus is on understanding the language learning process and on communicating this process to administrators, teachers, and parents. Current research is explored with opportunities for application to curriculum design and classroom practices. (Prerequisite: Preliminary Entry to Teacher Education) (S/SS)

ED 262 FOUNDATIONS OF ESL/BILINGUAL EDUCATION 3 cr

The sociolinguistic aspects of bilingualism and theoretical foundations of bilingual/bicultural education, including historical, political, social, and current issues and research findings. The course explores areas of controversy and examines how language reflects power, social class, and ethnic background. Models of bilingual/ bicultural programs, parental and community involvement, and their effects on children is examined. (Prerequisite: Preliminary Entry to Teacher Education) (F)

ED 270 HISTORY OF AMERICAN EDUCATION 2 cr

The historical development of American Education including a synthesis of the philosophy and politics of education, the economics of schooling and the relationship of society, education and the schools, and examination of crucial issues such as racism, ethnicity, sexism, teacher roles, alternatives, global education, and the future. (F/S)

ED 271 F7 INTRODUCTION TO THE PHILOSOPHY OF EDUCATION 3 cr

Examines the classical roots of traditionalist, progressivist, and functionalist understandings of education; psychological and rationalistic approaches to moral development; and phenomenological and feminist alternatives. Students will explore philosophical traditions by critically reading key texts and watching selected movies. Students will be expected to creatively design play scripts as part of forming an appreciation of the impact western thinking has had on their own experience of schooling and learning, and to consider what an ideal education than is informed by philosophical insight might look like.

ED 272 ISSUES IN EDUCATION 2 cr

The historical and social foundations of the development, purpose, trends, issues, and variety of approaches to education in the United States and Wisconsin; includes study of legal, political, economic, governance, organizational, policy and administrative aspects of schools, educational programs, and professionalism in education. (F/S)

ED 273 HISTORY OF EDUCATION 2 cr

A study of historical and international factors which have influenced the development of various systems of education.

ED 275 TOPICS: PEDAGOGY FOR MUSIC 1-2 cr

A study of methods, materials, and the development of competencies and skills used in the music classroom. Crosslisted with MUS 275.

ED 275A FOLK INSTRUMENTS**ED 275B BRASS****ED 275C WOODWIND****ED 275D STRING****ED 275E PERCUSSION****ED 275F VOCAL****ED 276 DRAMA IN EDUCATION 3 cr**

Study of the techniques used in creative dramatics to develop creative imagination through original work in drama. Crosslisted with THA 276. (F)

ED 279 INDEPENDENT STUDY - EDUCATION 1-3 cr

Topics and credits will be determined and approved by the School of Education.

ED 301 INTRODUCTION TO CHILD LIFE 3 cr

The child life profession, including theoretical and historical perspectives on child life; programming, job availability, trends affecting academic preparation; program requirements, field experiences, including practicums, internships and volunteer experiences; supplemental career options; interviews and presentations of program directors, child life professionals, and alumnae working in the field of child life. (S of even-numbered years)

ED 302 INSTRUCTIONAL RESOURCES AND MEDIA 2 cr

Begins with basic word processing, database and spreadsheet documents and moves into uses of the internet and other instructional resources and media programs for integration into the curriculum. Experience in using instructional materials and equipment, including computers, software, graphic and audiovisual

materials such as iMovie and iPhoto. Emphasis is on planning lessons integrating technology. This course will have a primary emphasis on Wisconsin Teacher Standards 4 and 6. (Prerequisites: Preliminary Entry level, concurrent enrollment in ED 303 or ED 304) F/S

ED 303 TEACHING AND LEARNING I 3 cr

The first of a two-course sequence to introduce students to key models of curriculum design, approaches to teaching, and assessment. Provides prospective teachers with important tools for designing meaningful learning opportunities based on key developments in the understanding of curriculum, learning, and the nature of literacy and will involve practice with such techniques as backward curriculum planning, cooperative learning, and the use of educational drama. Opportunity to conduct a mini-case study and curriculum design projects integrating assessment and evaluative tools for maximizing authentic student learning. This course will have a primary emphasis on Wisconsin Teacher Standards 2, 4, 7, and 8 and will involve fieldwork. (Prerequisites: Preliminary Entry Level, sophomore status, ED 201) (F/S)

ED 304 TEACHING AND LEARNING II 4 cr

The second of a two-course sequence to further explore the meaning of curriculum design using an array of fundamental teaching and assessment tools. The aim is to build on the tools and techniques of the previous course and practice designing curriculum for differentiated learning environments, taking account of such things as the impact of readiness level and cultural or other differences in order to meet the needs of all learners in the classroom. Students will be expected to create simulated and real curriculum projects and to 'test' these at the practicum site. Course meets Wisconsin DPI conflict resolution requirement. This course will have a primary emphasis on Wisconsin Teacher Standards 3, 4, 5, and 7 and will involve practicum. (Prerequisites: Preliminary Entry level, sophomore status, ED 200, 201, 303) (F/S)

ED 305 HUMAN RELATIONS I 2 cr

Study and experience in human relations involving the following racial, cultural, economic, and ethnic groups: African-Americans, American Indians, Asian-Americans, Hispanic-Americans, Pacific Islander Americans, foreign-born persons of color, majority and minority low income persons, disabled persons, and persons from both sexes. The course focuses on knowledge, comprehension, and application of skills essential for living, resolving conflicts, and teaching in a pluralistic multicultural society. Practicum is required. (F/S/SS)

ED 306 EXCEPTIONAL CHILDREN AND YOUTH 3 cr

Addresses the nature of learners who are members of special populations. Examines disabilities and exceptionalities through demographic and characteristic lenses, as well as incidence rates and etiology. Best practice methodologies conclude all analyses. This course will have primary emphasis on Wisconsin Teacher Standards 3, 4, and 7 and will involve fieldwork. (Prerequisites: Preliminary Entry level, sophomore standing, ED 200, 201, and 210 or 220) (F/S)

ED 307 ELL IN THE MAINSTREAM CLASSROOM 3 cr

This course will provide an historic framework for understanding the special issues

that affect the teaching of students who are learning English in the mainstream classroom. Designed to nurture educational equity for English learners in the classroom and in the wider school community by addressing the theories of second language acquisition, implications for curriculum and assessment, and research in sociolinguistics relevant to mainstream teacher practices. Appropriate techniques for working with the parents/guardians and families of immigrant and refugee ELL students will also be explored. This course will have a primary emphasis on Wisconsin Teacher Standards 3, 7, and 8 and will involve fieldwork. (Prerequisites: Preliminary Entry level, sophomore standing, ED 200, 201) (F/S)

ED 310 EXCEPTIONAL CHILDREN & YOUTH 4 cr

A survey of the classification, psychological and social characteristics and education of exceptional children and youth, including learning disabilities, mental retardation, vision and hearing impairments, physical handicaps, emotional disturbance, speech and language handicaps, the gifted, and exceptional educational needs in early childhood. A 20-30 hour semester practicum is required in working with exceptional individuals. (Prerequisite: ED 210 or 220 or 230; Praxis I and admission to Teacher Education) (F/S/SS)

ED 324 THE HELPING RELATIONSHIP 3 cr

The role of the professional in helping relationships; family/professional partnerships emphasized. Includes skills and methods of communication, personal support, and facilitation; personal assessment of skills needed in helping relationship professions, including child life, special education, social work, nursing, counseling, and teaching. Crosslisted with PSY 324. (Prerequisite: ED 210 or 220 or PSY 345) (F/S)

ED 337 TOPICS IN EARLY CHILDHOOD EDUCATION 2 cr

Issues of preschool and kindergarten education, child care, gender, culture, and integration of children who are differently abled. Fundamental terms, historical and legislative landmarks, and theories of learning, language and cognitive development will be studied. Observations and practice in a variety of schools will provide a frame of reference. Students begin a professional working portfolio. Practicum is required. (Prerequisites: ED 210, Praxis I and Aspiring Professional Transition) (F/S/SS)

ED 340 COMMUNICATION DEVELOPMENT & DIFFERENCE 4 cr

Communication development and disorders, focusing on the cognitive and social basis of communication acquisition and relating communication development to developmental stages. Covers the classification, etiology, and treatment of communication differences with a focus on pragmatics and the receptive and expressive language functioning of children. Cultural influences, English as a second language, bilingualism, and dialect differences; consideration of the role of parents and teachers in facilitating development. Practicum is required. (Prerequisites: ED 310, ED 337, Aspiring Professional Transition) (F)

ED 360 MEDICAL TERMINOLOGY FOR CHILD LIFE 3 cr

Medical terminology with emphasis on building and recognizing words from Greek and Latin prefixes, suffixes, word roots, and combining forms; spelling,

pronunciation; and knowledge of words in context. Emerging electronic resources and extended applications included. (Prerequisite: admission to Child Life, including Praxis I) Offered in odd-numbered years.

ED 370 PSYCHOSOCIAL CARE OF HOSPITALIZED CHILDREN & ADOLESCENTS 3 cr

Effects of hospitalization on children and adolescents at each stage of development; interventions to lessen the stress of hospitalization; role of parents; the play program; role of child life worker as a member of the health care team. A practicum is required. (Prerequisite: admission to Child Life, Praxis I) Offered in even-numbered years.

ED 372 MATERIALS & METHODOLOGY-CHILD LIFE 3 cr

Materials and methodology for Child Life activity programs including pre-operation teaching and medical play. (Prerequisites: admission to Child Life, Praxis I) Offered in odd-numbered years.

ED 375 PEDIATRIC CONDITIONS 3 cr

Common medical diseases and conditions of children and adolescents including those requiring surgical intervention. Emerging treatment complications; impact of condition on family and caregivers will be explored. (Prerequisite: admission to Child Life, Praxis I) Offered in even-numbered years.

ED 376 CRISIS INTERVENTION IN CHILD LIFE 2 cr

Special needs, interventions and coping strategies for dealing with crisis situations or emergency room trauma, dying children and youth, and grieving families. (Prerequisites: ED 370, ED 375, admission to Child Life, Praxis I)

ED 379 INDEPENDENT STUDY - EDUCATION 1-3 cr

Topics and credits will be determined and approved by the School of Education.

ED 381 PRE-READING: LITERATURE FOR YOUNG CHILDREN 3 cr

Analysis and investigation of literature written for the young child. The relationship of language development, reading and early childhood experiences, and parenting; storytelling, bookmaking, and writing children's books. The development of skills at the pre-reading level is presented and coordinated with teaching methodology. Extensive reading and evaluation of literature from birth through kindergarten levels; techniques involved in literature presentation. Practicum is required. (Prerequisites: ED 337, Aspiring Professional Transition required.) (S)

ED 382 LITERATURE FOR MIDDLE CHILDHOOD THROUGH ADOLESCENCE 3 cr

An overview of literature suitable for children from about ages 6 through 12; emphasis is on reading and evaluating selected literary works within such genres as traditional literature (folk and fairy tales, mythology), poetry and drama, modern fantasy and science fiction, contemporary fiction, historical fiction, biography and nonfiction. While some activities and strategies for incorporating books within classrooms are modeled, major emphasis is on the literature. (Prerequisites: ENG 110 and an F1 course or approved equivalent) (F/S/SS)

ED 383 LITERATURE FOR ADOLESCENCE THROUGH YOUNG ADULTHOOD 3 cr

An overview of literature suitable for youth from about ages 12 through 21; emphasis is on reading and evaluating selected literary works within such genres as traditional literature, poetry and drama, modern fantasy and science fiction, contemporary fiction, historical fiction, biography and nonfiction. While some activities and strategies for incorporating books within classroom are modeled, major emphasis is on the literature. (Prerequisites: ENG 110 and an F1 course or approved equivalent) (F/S/SS)

ED 399 PRACTICUM EXPERIENCE 1-4 cr (F/S/SS)

ED 405 HUMAN RELATIONS II 2 cr

Study and experience in human relations involving the following racial, cultural, economic, and ethnic groups: African-Americans, American Indians with emphasis on the Native American Indian tribes of Wisconsin, Asian-Americans, Hispanic-Americans, Pacific Islander Americans, foreign-born persons of color, majority and minority low income persons, disabled persons, and persons from both sexes. The course focuses on analysis, synthesis, and evaluation skills essential for living, resolving conflict, and teaching in a pluralistic multicultural society. (Prerequisites: ED 305 and Aspiring Professional Transition required.) (F/S/SS)

ED 410 PRINCIPLES OF CAREER & VOCATIONAL EDUCATION 2 cr

Procedures and methods in assessing needs, adapting curriculum and providing career programs for school age children and youth, including program, curriculum and instructional approaches which contribute to the preparation of pupils for work through career exploration, practical application of basic skills, economics and American economic institutions, and employability skills and attitudes. Community resources will be explored. This course includes in-class and community-based contextual experiences. (Prerequisites: ED 210, 220, or ED 230 Aspiring Professional Transition Required) (F/S)

ED 418 EXPERIENCING LAUGHTER & PLAY 3 cr

This course is designed to nurture play in the learning process and to appreciate each individual's unique style of play. Research related to play in health, naturalistic assessment learning and work will be highlighted, and methods will include experiences designed to incorporate play into work and living environments. Interactive and fosters creativity. Practicum is required. (Prerequisites: ED 337; Professional Aspiring Transition) (F)

ED 419 INTRODUCTION TO INFANTS & YOUNG CHILDREN WHO ARE DIFFERENTLY ABLED 4 cr

The psychological, biological, and social characteristics of infants and young children who are differently abled. Historical foundations and legislative programs will be discussed as applicable to infants and young children; parent perspectives, family involvement, and program models; parent and school collaborative models, administrative aspects of programs; community agency involvement in services for infants. Includes low incidence populations and medical conditions. Practicum is

required. (Prerequisites: ED 210, 310, 337, and Aspiring Professional Transition) (F)

ED 420 ASSESSMENT OF INFANTS & YOUNG CHILDREN WHO ARE DIFFERENTLY ABLED 4 cr

The historical framework of assessment as it relates to preschool screening and assessment of children from birth through age eight, emphasizing early childhood evaluation an entity with a philosophy and policy that translates into practice. Procedures in assessment will be investigated; issues surrounding contemporary early childhood assessment, including use of assessment in program planning, parent involvement, cultural bias and predictability in early childhood assessment. Play-based, naturalistic and portfolio assessment are emphasized. Parent involvement as part of the assessment team is highlighted. Practicum is required. (Prerequisites: ED 310, 337, 419, and Aspiring Professional Transition required) (S)

ED 421 ORG & ADMIN EARLY CHILDHOOD PROGRAM 2 cr

The historical framework of early childhood program development and administration as it relates to special education. Emphasis will be placed on using published research of successful programs and practices in school systems. Involvement of parents and coordination of community resources will be addressed, and a strong focus will be on staff development and accountability procedures. Legislation, licensing rules, and procedures will culminate the course with a final review of our dedication to serve children and families. Site visits will be incorporated into the class schedule. Practicum is required. (Prerequisites: ED 337, 419, 420)

ED 422 METHODS: FINE ARTS 4 cr

Materials, activities, and teaching methods appropriate to the teaching of art, music, and movement in elementary and middle level classrooms. Focus will also be given to the integration of the arts into other curricular areas such as science, mathematics, social studies, and language arts. (Prerequisites: ART 106F3, MUS 141F3, and Emergent Professional Transition required or approval of the School of Education) (F/W/SS)

ED 423 METHODS OF SOCIAL STUDIES 3 cr

The interrelationships of social studies in elementary and middle level classrooms, and focusing on curriculum and methodology which promote sociological literacy with historical perspective, global interdependence and intergenerational responsibility. A practicum is required. (Prerequisite: Emergent Professional Transition or approval of School of Education) (F/S)

ED 424 METHODS OF TEACHING YOUNG CHILDREN 3 cr

The philosophical and historical foundations of early education as they influence methods of teaching. Early childhood development and basic psychological needs will be discussed in relationship to curriculum planning and methodology. Curriculum planning, methods, and development of thematic units and activities; methods of child directed themes according to Reggio Emilia; guidance methods including positive practice, non-violence and peace education; classroom settings, recordkeeping, lesson plans, and parent involvement. A practicum is required.

(Prerequisites: ED 337, Aspiring Professional Transition or approval of the School of Education) (F/S)

ED 425 METHODS: READING AND LANGUAGE ARTS 4 cr

A developmental and integrative approach to consider the four skills of communication: reading, writing, speaking, and listening. Current methods of instruction and curriculum materials for teaching reading and language arts, including phonics are explored, implemented, and evaluated. Emphasis is placed on reading, written and oral expression as social skills and as part of the psychological/intellectual processes of growth. Students engage in planning and creating activities, materials, lessons, and units for the elementary and middle level classroom. A practicum is required. (Prerequisite: Emergent Professional Transition required or approval of School of Education) (F/S)

ED 427A METHODS: SCIENCE AND ENVIRONMENTAL EDUCATION II 2 cr

This course explores tools of interrelationship between science and environmental education in elementary and middle level classrooms. It is the intent of this course to provide the beginning science teacher with tools to effectively design, organize and implement science instruction in the elementary and middle school. The course includes the study of learning theory, curriculum materials, pedagogy, and methodology specific to the teaching of science and environmental education. A practicum in a science setting is required. (Prerequisites: Concurrent enrollment in NATS 104F5 or consent of instructor. Aspiring Professional Transition and Math 101 required or approval of School of Education) (F)

ED 427B METHODS: SCIENCE AND ENVIRONMENTAL EDUCATION II 2 cr

This course explores tools of interrelationships between science and environmental education in elementary and middle level classrooms. It is the intent of this course to provide the beginning science teacher with tools to effectively design, organize and implement science instruction in the elementary and middle school. The course includes the study of learning theory, curriculum materials, pedagogy, and methodology specific to the teaching of science and environmental education. A practicum in a science setting is required. (Prerequisites: Concurrent enrollment in NATS 104F5/105F5 or consent of instructor. Aspiring Professional Transition and Math 102 required or approval of School of Education) (S)

ED 428 METHODS OF TEACHING MATHEMATICS 3 cr

Curriculum and instruction in mathematics for elementary and middle level classrooms including appropriate research and practice in curriculum development, teaching methods, instructional materials, and evaluation techniques for the developmental needs of elementary and middle level pupils. (Prerequisites: Emergent Professional Transition and MATH 101, 102, and 103 with grades of C or higher, or approval of the School of Education) (F/S)

ED 429 METHODS: RELIGIOUS STUDIES 2 cr

A study of the curricula and methods appropriate for teaching religious studies in the elementary school. Practicum is required. Crosslisted with RS 429. (Prerequisites: admission to Teacher Education and student teaching or consent of School of Education)

ED 431 PRINCIPLES AND PRACTICES OF TEACHING EARLY ADOLESCENTS

3 cr

Teachers' attitudes about themselves, those they serve, and the environment in which they work are central to effective classroom management and student learning. The role of teacher attitudes in the act of teaching, classroom dynamics, student evaluation, collegial relationships, professionalism, and service to students and parents. As the school of Education expands the role of engaged learning in community partnerships, greater reliance will be placed on professional development school experiences in off-campus settings. This course will occasionally be used to facilitate that goal. (F/S) (Prerequisites: ED 220 or 240; Emergent Professional Transition or approval of the School of Education.)

ED 432 CONTENT BASED LITERACY DEVELOPMENT 3 cr

Teaching to facilitate development of content area skills through appropriate best practice instructional strategies and modification of mainstream course curriculum for English language learners. Topics include ways to differentiate for various language proficiency levels and culture, collaboration among teacher, parent and community, and how to engage language learners in academic coursework while they develop a second language. Prerequisite: Emergent Professional Transition or approval of School of Education)

ED 434 METHODS OF DISCOVERY, QUANTITY AND CREATIVITY IN NURSERY SCHOOL AND KINDERGARTEN 4 cr

A developmental approach to enhance discovery, creativity, and quantity concepts in early childhood education. Emphasizes an integrative approach involving mathematics, science, social studies, and fine arts. Unit planning, curriculum exploration, and construction in the above areas; the developmental and philosophical basis for these subject areas will also be addressed. A practicum is required. (Prerequisites: ED 337, 424, Emergent Professional Transition required or approval of School of Education) (F)

ED 438 CURRICULUM AND PROGRAMMING FOR INFANTS AND CHILDREN WHO ARE DIFFERENTLY ABLED 5 cr

Curriculum and methodology will be investigated as they relate to the education of infants and young children with special needs from birth through age eight. Includes a brief review of screening and assessment of cognitive, language, socio-emotional, motor, and self-help development necessary for curriculum planning, instructional methodology, classroom organization and management. The development of individual family service plans, individualized educational plans, program evaluation, and multidisciplinary approaches are discussed. Family, community, and support service involvement is emphasized, as well as inclusionary practice and self-determination. Behavioral strategies and biomedical treatments for children across the spectrum are emphasized. A practicum is required. (Prerequisites: ED 310, 337, 340, 419, 420, 424, 425, Emergent Professional Transition or approval of School of Education) (S)

ED 445 CORRECTIVE READING 2 cr

A study of the methods of diagnosing, evaluating, and instructing children with reading disabilities. The course will study individual test factors contributing to reading difficulty, develop strategies for assessing and correcting reading difficulty.

Understanding the role of the classroom teacher and specialist in working with children who find reading difficult will also be explored. (Prerequisite: ED 425)

ED 450 ESL METHODS 3 cr

Pedagogy of ESL in the development of oral, literacy, and academic skills, including how second language acquisition and learning styles influence the development of effective approaches, methods, and curriculum for ESL students in the areas of language and content. Focus is on second language literacy development and curriculum design, as well as historic and current approaches to teaching language. (Prerequisite: Emergent Professional Transition) (F)

ED 451 ELL/BILINGUAL ASSESSMENT 3 cr

Explores the complex issues of assessment of the ESL/Bilingual student and the various research-based procedures and instruments used to assess language proficiency and academic competency. Traditional and alternative testing methods, appropriate assessments for language learners, and how to advocate professionally for ESL/Bilingual students in testing situations. (Prerequisites: Emergent Professional Transition or approval of School of Education) (SS)

ED 452 BUSINESS EDUCATION PRACTICUM 3 cr

This course provides opportunities to visit and observe practicing Business Education teachers. Three placements with a minimum of 10 hours each are required. Assignments include comparison and study of various teaching styles and the Wisconsin Teacher Standards. Instructor will assist with placements and instructor approval is required for each placement. (Prerequisites: Aspiring Professional Transition required, and approval of instructor)

ED 454 BUSINESS METHODS I 3 cr

An overview of business education: mission, program breadth, experiential foundations, and variety of school configurations. (Prerequisites: Aspiring Professional Transition; satisfactory completion of PRAXIS II; fundamental skills in keyboarding and information processing including MS Word, Access, Excel, PowerPoint; and approval of instructor.)

ED 455 BUSINESS METHODS II 3 cr

Emphasizes program standards, curriculum development, classroom management in business education, and specialized methods in accounting, business law, and information processing. (Prerequisites: Aspiring Professional Transition; satisfactory completion of PRAXIS II; fundamental skills in accounting, business law, keyboarding and information processing, including MS Word, Access, Excel, PowerPoint; and approval of instructor.)

ED 456 METHODS OF TEACHING MUSIC K-8 2 cr

The study of methods and materials for effective work in K-8 settings, including conceptual and philosophical grounding in general music and performance curricula. Practicum included. (Prerequisite: Emergent Professional Transition required or approval of School of Education) (Alternating F)

ED 457 METHODS OF TEACHING MUSIC 6-12 2 cr

The study of methods and materials for effective work in 6-12 settings, including conceptual and philosophical grounding in general and performance curricula. Practicum included. (Prerequisite: Emergent Professional Transition required or approval of School of Education)

ED 458 METHODS OF TEACHING ART & DESIGN: EARLY ADOLESCENCE TO ADOLESCENCE 2 cr

Assessment strategies, methods, and materials for teaching and learning art and design in early adolescence through adolescence. Includes a practicum. Must be taken in sequence with ART 466. Crosslisted with ART 468. (Prerequisite: Emergent Professional transition or approval of Art Department and School of Education) (S)

ED 459F METHODS OF FOREIGN LANGUAGE: EARLY CHILDHOOD THROUGH ADOLESCENCE 2 cr

Theory and practice of methodologies. Required for all foreign language teaching majors and minors. As the School of Education expands the role of engaged learning in community partnerships, greater reliance will be placed on professional development school experiences in off-campus settings. This course will occasionally be used to facilitate that goal. (Prerequisite: Emergent Professional)

ED 460 SEMINAR 1-4 cr

Topics and credits to be determined and approved by the School of Education.

ED 472 ELL PRACTICUM 3 cr

Supervised field teaching in an ESL teaching/ learning environment.

ED 473 METHODS OF BILINGUAL EDUCATION 3 cr

Pedagogy of bilingual education with emphasis on the study and application of effective best practice bilingual instructional methods and techniques in settings across the content areas. Current research and curricula; practical applications for bilingual settings; development of primary language skills and effects of culture on teaching and learning. (Prerequisites: Second Language Proficiency Requirements for Bilingual Licensing and Emergent Professional Transition, or approval of School of Education)

ED 473 BILINGUAL PRACTICUM 3 cr

Supervised field teaching in a bilingual teaching and learning environment. (Prerequisite: Emergent Professional Transition required or approval of School of Education)

ED 475 CHILD LIFE FIELD EXPERIENCE 4-12 cr

Supervised observation and participation in Child Life programming for hospitalized children and adolescents in pediatric hospitals, community hospitals or other approved health care facilities. Typically Child Life interns complete a minimum of 4 credits. (Prerequisite: admission to Child Life internship and assignment to a contracted site) (F/S/SS)

ED 476 READING AND LITERACY IN CONTENT AREAS 3 cr

Provides teachers of students in early adolescence through adolescence with practical strategies that develop effective readers and learners in content areas. Emphasizes teaching methods and insights to improve students' ability to handle the reading demands of content classrooms. Explores strategies and approaches that help students apply reading, writing, speaking, and study skills to think and learn about content. Practicum is required. As the School of Education expands the role of engaged learning in community partnerships, greater reliance will be placed on professional development school experiences in off-campus settings. This course will occasionally be used to facilitate that goal. (Prerequisites: ED 220 or 240; Emergent Professional Transition required or approval of School of Education) (F/S)

ED 479 INDEPENDENT STUDY - EDUCATION 1-3 cr

Topics and credits to be determined and approved by the School of Education.

ED 480-489 STUDENT TEACHING

ED 480 through 489 include a seminar as part of the student teaching program; admission to student teaching is required. All student teaching registrations require Emergent Professional Transition or approval of School of Education and admission to student teaching.

ED 480 NURSERY 2-6 cr

ED 481 KINDERGARTEN 2-6 cr

ED 482 GRADES 1-3 2-6 cr

ED 483 GRADES 1-9 2-6 cr

ED 488 ART & DESIGN 2-6 cr

ED 489 A-C MUSIC 4-12 cr

A. Music (4 -12cr) B. Choral Music (4-12 cr) C. Instrumental Music (4-12 cr)

ED 491 FIELD COURSE IN EDUCATION 4-12 cr

Designed for teachers in service. Emphasis on the organization, direction and evaluation of student learning activities, including supervision of classroom procedures.

ED 492 METHODS: SOCIAL STUDIES, SCIENCE, ENVIRONMENTAL EDUCATION 3 cr

The interrelationships of social studies, science, and environmental education in middle childhood through early adolescence focusing on curriculum and methodology to promote literacy in social studies, science, and environmental education with historical, global, and intergenerational perspective. A practicum is

required. (Prerequisite: Emergent Professional Transition or approval of the School of Education) (F/S)

ED 495 RESEARCH IN EDUCATION 1-4 cr

Topics and credits to be determined and approved by the School of Education.

ED 499 WORKSHOP IN EDUCATION 1-4 cr

Topics and credits to be determined and approved by the School of Education.

ENGLISH (ENG)

ENG 099A BASIC WRITING FOR NONNATIVE SPEAKERS 3 cr

Introduces academic rhetorical style through frequent paragraph compositions and an intensive review of grammar. Students must satisfactorily complete this course before enrolling in ENG 110. Credits do not count toward graduation requirements. For non- native speakers of English only. (Enrollment by placement) (F/S)

ENG 099B BASIC WRITING SKILLS 3 cr

Focuses on developing skills needed for college-level writing. Students required to take ENG 99 must complete it before enrolling in ENG 110. Credits do not count toward graduation requirements. (Enrollment by placement) (F)

ENG 099C BASIC WRITING SKILLS 1 cr

Continuation of skills taught in ENG 099B for students who are recommended to take it by their instructor. Credits do not count toward graduation requirements.

ENG 110 COLLEGE WRITING 4 cr

This first year course integrates critical reading and writing skills. Students will develop competence in finding and using source materials, and in writing research papers. Individual conferences, peer reading, and revision are some of the essential elements in this process-oriented approach to college writing. (Prerequisite: placement) (F/S/SS)

ENG 110H COLLEGE WRITING - HONORS 4 cr

An advanced version of ENG 110: College Writing. (Prerequisite: placement)

ENG 201 INTRODUCTION TO JOURNALISM 4 cr

A practical introduction to newswriting and reporting, with attention given to the principles and ethics of journalism. Students will contribute articles to the college newspaper. (Prerequisite: ENG 110) (F)

ENG 202 JOURNALISM PRACTICUM 2 cr

Organization, direction and evaluation of applied experience in journalism with emphasis on publishing news stories and features. (Prerequisite: ENG 201 or permission of instructor) (S)

ENG 205 F3 INTRODUCTION TO CREATIVE WRITING 4 cr

A beginning course in the writing of short stories and/or poems. Students will also read works by accomplished writers. (Prereq: ENG 110) (F/S)

ENG 210 F1 INTRODUCTION TO LITERATURE 4 cr

Supplies students with the critical tools to analyze, evaluate and appreciate fiction, poetry and drama. (Prerequisite: ENG 110) (F/S)

ENG 215 F1 WOMEN WRITERS 4 cr

An introduction to the work of women writers from a variety of literary genres and periods. The course will also teach fundamentals of literary interpretation. (Prerequisite: ENG 110) Crosslisted with WS 215.

ENG 234 F1 INTRODUCTION TO THE SHORT STORY 4 cr

Readings in the short story with an emphasis on how this literary form has developed over the past two centuries. Writers may include Poe, Chekhov, Joyce, Mansfield, Hemingway, Borges, O'Connor. (Prerequisite: ENG 110)

ENG 235 F1 INTRODUCTION TO POETRY 4 cr

An exploration of how humans use metaphor, song and sounds, and allusions to express emotions, ideas, hopes and dreams in poetry. Samples of free and patterned poetry from various ages and cultures will be explored. (Prerequisite: ENG 110)

ENG 236 F1 INTRODUCTION TO DRAMA 4 cr

An exploration of the nature of drama through reading and viewing some of the enduring works of this genre. Includes basic vocabulary for understanding and appreciating plays. (Prerequisite: ENG 110)

ENG 242 F1 LITERATURE OF AMERICAN MINORITIES 4 cr

An introduction to African-American, Hispanic, Jewish, Native-American, and Asian-American literature. Selections represent a variety of genres and periods. (Prerequisite: ENG 110) Crosslisted with ETHS 242F1

ENG 250 F1 TOPICS IN LITERATURE 4 cr

A variety of courses satisfying the F1 literature requirement. Offerings may include modern fantasy, horror fiction, fairy tales, science fiction, immigrant literature, autobiography and memoir, among others. (Prerequisite: ENG 110)

ENG 259 F1 LITERATURE OF THE QUEST 4 cr

The theme of the hero and the quest in literature and myth. Reading will be concentrated on works from the earlier literary tradition in English, but may also include some later works and/or some works from non-English traditions. (Prerequisite: ENG 110)

ENG 270 F1 INTRODUCTION TO WORLD LITERATURE 4 cr

Representative works from Western and/or non-Western traditions, all in English translation. No reading knowledge of a foreign language is necessary. (Prerequisite: ENG 110) (S)

ENG 276 F1 MYTHOLOGY 4 cr

A study of myths and their influence on literature and the arts. Works may include

The Odyssey, The Aeneid, and The Metamorphosis. Attention will be given to the way the presentation of myths changes over time, down through the twentieth century. (Prerequisite: ENG 110)

ENG 280 INTRODUCTION TO LITERARY STUDIES 4 cr

An introduction to the study of literature focusing on genre research methods and basic critical approaches. This is a gateway course required for English majors. (Prerequisite: ENG 110) (F/S)

ENG 300 ADVANCED WRITING 4 cr

Writing for specific audiences and purposes. Topics may include professional organizational writing, academic/scholarly writing, or environmental writing.

ENG 301 MAGAZINE WRITING 4 cr

A workshop course in writing feature articles and longer investigative pieces for magazines and newspapers. Students will read and discuss articles chosen from the best magazine stories of the previous year and brainstorm their own pieces. (Prerequisite: ENG 201 or consent of the instructor)

ENG 303 INTRODUCTION TO THE STUDY OF LANGUAGE 4 cr

Challenges commonly held assumptions about language through an exploration of how we use and perceive our primary medium of communication. Topics include language learning, dialects, language change, language and the brain, conversational interactions, and the basic areas of linguistics: sound, meaning, word building, and word order.

ENG 304 GRAMMAR FOR TEACHERS 2 cr

Provides a solid base in grammar and the best practices for teaching grammar. Topics include parts of speech, punctuation, phrasal grammar, dialects and education, and cognitive grammar.

ENG 305 FICTION WRITING 4 cr

A course for students interested in writing short stories that focuses on the craft of developing characters, setting, dialogue, and point of view in realistic short fiction. Formatted as a writing workshop with emphasis on critique and discussion of student work. This is also a reading course, with assigned stories by published writers. Prerequisite: ENG 205F3 or consent of instructor)

ENG 306 POETRY WRITING 4 cr

A workshop course in the writing and critique of poems. (Prerequisite: ENG 205F3 or consent of instructor.)

ENG 309 THE NEW JOURNALISM 4 cr

A study of the transforming movement of the sixties that continues and develops, having given birth to the new non-fictional novel, including true crime and gonzo journalism, using an immersion reporting style that borrows narrative techniques from the traditional novel. Readings include works by such writers as Truman Capote, Norman Mailer, Hunter Thompson, and Tom Wolfe. (Prerequisite: 300 level English course or consent of the instructor)

ENG 312 TOPICS IN JOURNALISM 4 cr

Topics in journalism, varying by semester. Offerings might include environmental journalism, minority journalism, countercultural journalism, and advocacy journalism, including studies of how subcultures and marginalized interests discourse through media with the constantly changing mainstream in American culture. (Prerequisite: ENG 201 or consent of the instructor)

ENG 314 LITERARY JOURNALISM 4 cr

A non-fiction writing course that enables students to use literary and artistic narrative techniques borrowed from the imaginary novel and creative fiction. Students will read and discuss short works by our outstanding literary journalists to inspire them in their own reporting. (Prerequisite: ENG 201 or consent of the instructor.)

ENG 325 ETHNIC AMERICAN LITERATURE 4 cr

A study of selected works from one of the following ethnic literary traditions in the United States: African American literature, Asian American literature, Latino/Hispanic American literature, or Native American literature. (Prerequisite: ENG 110)

ENG 327 TOPICS: LITERATURE AND GENDER 4 cr

A study of literary works from a variety of periods and genres in relation to issues of gender. Specific courses could include Black Women Writers, Textuality and Sexuality, Women Writing the Fantastic, or Tough Guys in Literature. (Prerequisite: ENG 110) Crosslisted with WS 327.

ENG 331 LITERARY FIGURES 4 cr

Concentrated study of a single major author, including literary works, cultural and historical contexts and influence. Possible course offerings include Shakespeare, Chaucer, Milton, Austen, Melville, Shaw, Joyce, Woolf, Twain, Faulkner, and Morrison. (Prerequisite: ENG 110)

ENG 358 MEDIEVAL LITERATURE 4 cr

A selection of works from British literature before 1485, such as Beowulf and Old English poetry, Chaucer, the Gawain- poet, Malory, and a variety of other writers. Emphasis on societal and linguistic contexts, historical development, and material and economic culture. (Prerequisite: ENG 110)

ENG 359 RENAISSANCE LITERATURE 4 cr

A survey of selected writers from the rise of the English Renaissance in the late Fifteenth century through the end of the Elizabethan age in 1603. The infusion of Renaissance ideals into England revitalized the literary arts. Topics may include humoral theory, urban expansion, and the rise of professional theatres, manuscript and print cultures, and the flourishing English language itself. The course will include authors such as More, Sidney, Spenser, Marlowe and Shakespeare. (Prerequisite: ENG 110)

ENG 360 SEVENTEENTH CENTURY LITERATURE 4 cr

A survey of selected writers of late Renaissance and Seventeenth century Britain, from the Stuart period through the English Civil War and the Restoration, this tumultuous and action-packed age was filled with unparalleled achievements in the theatre, milestones in publishing, political and religious unrest, the beginnings of global trade, and colonization of the New World. The course will include authors such as Jonson, Donne, Marvell, Wroth, and Milton. (Prerequisite: ENG 110)

ENG 361 RESTORATION AND 18TH CENTURY LITERATURE 4 cr

A survey of British literature of the "long Eighteenth century," from the Restoration through the 1700s. Enormous cultural transformations, from the explosion of print culture to the philosophical and scientific revolutions of the Enlightenment, to experiments in modern democratic thought, to the speed of travel and international trade, mark the era as one of the most turbulent and exciting in Western history. The course will include authors such as Behn, Defoe, Swift, Pope and Johnson. (Prerequisite: ENG 110)

ENG 362 ROMANTIC AND VICTORIAN LITERATURE 4 cr

A survey of the prose and poetry of 19th century Britain, focusing on selected writers of the period, including John Keats, Mary Shelley, Charles Dickens, Charlotte Bronte and others. The cultural context of the age of revolution and the age of Queen Victoria will be examined. (Prerequisite: ENG 110)

ENG 363 MODERNISM 4 cr

A study of literary modernism during the beginning of the twentieth century that may include emphasis on any of the following: the Harlem Renaissance, the relationship between realism and modernism, the gender of modernism, and/or transnational influences on modernist writing. (Prerequisite: ENG 110)

ENG 367 AMERICAN LITERATURE TO 1865 4 cr

A study of works by early writers who helped America recognize what it stood for and by the early giants of the American Renaissance. (Prerequisite: ENG 110)

ENG 368 AMERICAN LITERATURE, 1865-1914 4 cr

Post-Civil War developments of realism and naturalism as the United States grew into an international industrial power. (Prerequisite: ENG 110)

ENG 370 WORLD LITERATURES IN ENGLISH 4 cr

An examination of a particular national literature other than that of the United States or Britain, or a survey of literature by writers from a variety of regions around the globe. Specific courses might include Irish Literature or Postcolonial Literatures. (Prerequisite: ENG 110)

ENG 371 POSTMODERN & CONTEMPORARY LITERATURE 4 cr

Selected works that may include texts written after World War II through the present. This course will look at British and/or American literature, but may also include texts from other regions. (Prerequisite: ENG 110) (S)

ENG 377 ISSUES AND THEMES IN LITERATURE 4 cr

Special study of literature organized around a theme, problem, issue, or development. Possible themes include Arthurian legend, the Gothic in literature, the literature of dissent, or power relations in literature. (Prerequisite: ENG 110)

ENG 380 LITERARY CRITICISM AND THEORY 4 cr

An introduction to the study and application of various contemporary and conventional critical approaches to literature.

ENG 391 LITERARY GENRES 4 cr

A study of literature through the lens of genre, such as the novel, film as literature, contemporary drama or poetry, popular genres, including fantasy or horror. (Prerequisite: ENG 110)

ENG 395 ENVIRONMENTAL LITERATURE 4 cr

Literature from the 19th and 20th centuries that puts the environment at the center of discourse and considers humans as part of (rather than apart from) nature and ecosystems. Could focus on nature literature, urban environments, deep ecology, eco-feminism, historical perspectives, or activist literature. (Prerequisite: ENG 110)

ENG 401 TEACHING OF COMPOSITION 4 cr

Application of composition research to the teaching of composition today along with an examination of materials and techniques. This course should be completed before student teaching.

ENG 406 ADVANCED FICTION WRITING 4 cr

An advanced fiction workshop for students wanting to write short stories or chapters of a novel. All genres of fiction are acceptable. This course is designed for students who have been instructed in the elements of fiction and who wish to continue with their writing. (Prerequisite: ENG 205F3 or consent of instructor)

ENG 401 TEACHING OF COMPOSITION 4 cr

Application of composition research to the teaching of composition today along with an examination of materials and techniques. This course should be completed before student teaching.

ENG 410 ADVANCED JOURNALISM 4 cr

A project-oriented seminar for long investigative projects.

ENG 415 FOCUSED STUDY OF WOMEN WRITERS 4 cr

A close examination of a particular theme, period, genre, or group of writers, such as Victorian novelists, Southern writers, and sentimental literature. Crosslisted with WS 415.

ENG 443 FOCUSED STUDY OF ETHNIC AMERICAN LITERATURE 4 cr

A close examination of a particular ethnic American literary period, genre, or theme, such as the Harlem Renaissance, immigrant narratives, or Asian Americans in popular culture.

ENG 470 FOCUSED STUDY OF WORLD LITERATURE 4 cr

A study of masterpieces from the Western and/or non-Western traditions, selected for their cultural or literary significance. This course may be organized around a central theme or question, such as the nature of literary tragedy or the role of the individual in the community.

ENG 476 ADVANCED WRITING WORKSHOP 4 cr

Directed study in the writing of various literary forms, such as the informal essay, nature writing, scriptwriting, genre fiction (detective, fantasy, juvenile, etc.), the long poem, the novella, or other forms. (Prerequisites: ENG 205F3 and either ENG 305 or 306, or consent of instructor)

ENG 477 SEMINAR IN LITERARY STUDIES 4 cr

A special study of a literary period, figure, genre, or group, of some other special literary focus. (Prerequisite: ENG 110, ENG 280, and a 300/400 level literature course)

ENG 478/479 INDEPENDENT STUDY - ENGLISH 1-4 cr

A program of independent reading/research in a genre, or an author, or a period if a comparable course is not offered in the same year. This program may be one or two semesters in length. (Prerequisite: a literature course at the 300/400 level or consent of the instructor) (F/S)

ENG 480 FOCUSED STUDY OF LITERARY CRITICISM 4 cr

A study of a particular approach or issue in contemporary criticism and theory, such as feminist theory, gender studies, trauma studies, or migration and diaspora. (Prerequisites: ENG 110, 280)

ENG 489 INTERDISCIPLINARY STUDY 2-4 cr

An investigation combining two or more disciplines, such as gender and communication, psycho-linguistics, or a course combining literature with philosophy, sociology, history, or one of the other arts.

ENG 490 INTERNSHIP 1-4 cr

A planned and faculty-supervised program of work that utilizes skills learned in earlier English course work. (F/S)

ENVIRONMENTAL STUDIES (ENVS)

ENVS 107 F7 PHILOSOPHIES OF EARTH 3 cr

What is our relationship to our earth home and all the beings who share it? This course studies the foundations of western and non-western philosophies in order to examine this and other cosmological and ecological questions. Current issues in environmental ethics are included. (Prerequisite: PHIL 101) Crosslisted with PHIL 107F7 (S)

ENVS 205 FIELD BIOLOGY 2 cr

Identification, life history, and ecology of local flora and fauna. Crosslisted with BIO 205. (F/SS)

ENVS 206 ENVIRONMENTAL GEOLOGY 3 cr

Application of the geosciences to problems resulting from society's interaction with the physical environment. Emphasis will be on the recognition, prediction, control and public policy implications of environmental problems related to earth processes such as rivers, groundwater, erosion, landslides, and earthquakes. Crosslisted with GEOS 206. Offered in alternate years. (S)

ENVS 250 ENVIRONMENTAL BIOLOGY 3 cr

An introduction to ecological ideas and principles, with emphasis on their application to human concerns. Lecture/discussion format. Crosslisted with BIO 250. (S)

ENVS 265 ENVIRONMENTAL CONSERVATION 2 cr

Ecological and cultural background of conservation, problems of resource allocation and environmental quality management, pressing issues of population, energy and land use management, and the alternative institutional responses to these issues. A special section devoted to producer and consumer cooperatives and land trusts. Crosslisted with GEOG 265.

ENVS 275 DENDROLOGY 2 cr

A field course in the identification of the wild and cultivated woody plants growing in the Great Lakes region. Emphasis is on observation of plant characteristics permitting easy identification, in addition to discussion of the basic natural history, ecology, distribution, and human uses of each species. One three-hour laboratory per week. Crosslisted with BIO 275. (F)

ENVS 305/405 ROOTS AND SHOOTS 2/2 cr

Human Issues Seminar. Crosslisted with HI 305/405

ENVS 325 ENVIRONMENTAL ECONOMICS 2 cr

Examines the mechanisms societies employ to allocate limited natural resources among unlimited demands. By seeing environmental issues as economic issues, this course identifies the incentives faced by consumers and producers that lead to environmental problems and how alternative incentives might alleviate problems like pollution, global warming, and vanishing rainforests; or to promote sustainable resource use.

ENVS 333 ECOLOGICAL HISTORY OF CIVILIZATION 4 cr

A global examination of the evolutionary and biological foundations underlying the multi-ethnic societies and diverse cultures observed in the modern world. Beginning with human evolution, this course will follow the sweep of human history through the origins of agriculture and the rise and fall of civilizations to the modern industrial condition. Focusing on biological and ecological processes and the human decisions that led to the present, this course explores the forces for organization and change that will govern and shape globally interconnected society in the future. Crosslisted with BIO 333 and ENVS 333. (Prerequisites: BIO 151 or consent of instructor) (F)

ENVS 352 ENVIRONMENTAL POLITICS 2 cr

This course examines major issues in environmental policy, including public lands, wildlife, pollution and energy, as well as the role of governmental institutions, interest groups and the public in formulating environmental policy. Offered in alternate years. Crosslisted with PS 352. (S)

ENVS 353 POLITICS OF SPRAWL: LND USE/TRNSP PLCY 2 cr

This course examines the environment and social consequences of suburban sprawl and the patterns of mobility associated with it. The role of public policies at the local, state, and federal levels in creating, sustaining, or reforming this entire system of land use will also be explored.

ENVS 450 ECOLOGY 4 cr

Crosslisted with BIO 450.

ETHNIC STUDIES (ETHS)

ETHS 201 INTRODUCTION TO ETHNIC STUDIES 4 cr

Provides an overview of the social, historical, and cultural experiences of ethnic and racial groups in the United States, specifically African Americans, Native American Indians, Asian Americans, and Latinos/as. Topics include patterns of racial and ethnic interactions using theoretical concepts from a variety of disciplines and social forces and institutions affecting race relations in the U.S.

ETHS 242 LITERATURE OF AMERICAN MINORITIES 4 cr

An introduction to African-American, Hispanic, Jewish, Native-American, and Asian-American literature. Selections represent a variety of genres and periods. (Prerequisite: ENG 110) Crosslisted with ENG 242 F1. (S)

ETHS 262 FOUNDATIONS OF ELS/BILINGUAL EDUCATION 3 cr

The sociolinguistic aspects of bilingualism and theoretical foundations of bilingual/bicultural education, including historical, political, social, and current issues and research findings. The course explores areas of controversy and examines how language reflects power, social class, and ethnic background. Models of bilingual/ bicultural programs, parental and community involvement, and their effects on children is examined. (Prerequisites: Preliminary Entry to Teacher Education Crosslisted with ED 262. (F)

ETHS 264 F2 MULTICULTURAL ART IN THE USA 3 cr

This course provides an inclusive, multicultural introduction to 20th and 21st century art of the United States, with emphasis on ways that art is related to the historical, social, and cultural contexts in which it is created. The course also looks at how social dynamics of race and ethnicity intersect with gender and class to shape the experiences of American artists and their audiences at various historical moments. Crosslisted with ART 264F2. (F/S)

ETHS 271 F6 ASIAN EXPERIENCE IN AMERICA 4 cr

Crosslisted with HIST 271 F6.

ETHS 309 RACE & ETHNICITY 4 cr

An analysis of historical and contemporary experiences of race and ethnicity in the United States as influenced by changing migration trends and economic developments. Special consideration will be given to the social construction of racial categories; issues of whiteness; and multiracial identity. Crosslisted with SOC 309 (F)

ETHS 359 AFRICAN AMERICAN HISTORY 4 cr

African-American history from the beginning of the African Diaspora to the 1990s. We will use a combination of historical documents and secondary sources to develop an understanding of African-American history. (Crosslisted with HIST 359) (Varies)

ETHS 362 NATIVE AMERICAN ART 3 cr

This course is designed to provide an introduction to North American Indian or Native American art and to the broader questions underlying its study. Includes a study of pre-contact art, post-contact art and 20th century art from various regions of what is now the United States. Crosslisted with ART 362

ETHS 381 YOUTH DEVELOPMENT AND CULTURE 4 cr

A review of important theoretical and methodological issues in the area of cross cultural and multicultural psychology. The course permits the instructor and students to examine cultural issues in psychology which are either not covered in the curriculum or which deserve more in-depth treatment than is possible in a regular course. (Prerequisite: PSY 101 F4) Crosslisted with PSY 384.

ETHS 383 PSY/SOC PERSPECTIVES: HMONG FAMILIES 4 cr

This course provides an overview of the Hmong history, background, refugee experiences, and an in-depth discussion of issues facing Hmong families in the United States from psychological and sociological perspectives.

ETHS 400 FISHING FOR FOOD 2 cr

First of a two-semester interdisciplinary experiential sequence.

ETHS 430B TOPICS: AFRO-AMERICAN COMMUNITIES 3 cr

This course explores African-American language, culture and communication with in-depth and critical interpretations within a social and historical context. Crosslisted with COMMS 430B. (S)

ETHS 479 INDEPENDENT STUDY 1-4 cr

An in depth exploration of an ethnic studies topic. Ethnic Studies program approval and supervision required. (Prerequisite: consent of instructor) (F/S/SS)

ETHS 495 ETHNIC STUDIES INTERNSHIP 1-4 cr

Students will contract with Ethnic Studies program and a site offering ethnic studies related experiences. Number of credits is determined by the number of contracted hours. (Prerequisite: Consent of Instructor) (F/S/SS)

F

FRENCH (FREN)

FREN 101 FIRST SEMESTER FRENCH 4 cr

For students beginning the language. The following four skills are taught: understanding, speaking, reading, and writing. Use of the language lab is required. FREN 101-102 satisfy the B.S. graduation requirement. (F)

FREN 102 SECOND SEMESTER FRENCH 4 cr

Continuation of skills development begun in FREN 101. (Prerequisite: FREN 101 in college or equivalent.) (S)

FREN 201 THIRD SEMESTER FRENCH 4 cr

Continued development of understanding, speaking, reading and writing skills, with emphasis on grammar review and conversation. (Prerequisite: FREN 102 or equivalent) Completion of FREN 201 and 202 satisfies the B.A. graduation requirement. (F)

FREN 202 FOURTH SEMESTER FRENCH 4 cr

Continuation of FREN 201. (S)

FREN 279 INDEPENDENT STUDY - FRENCH 4 cr

Given with the consent of the instructor.

FREN 312 THIRD YR CONVERSATION & COMPOSITION 4 cr

Language review with oral and written exercises to develop conversation and writing skills. (F, every third year)

FREN 313 THIRD YR CONVERSATION & COMPOSITION 4 cr

Language review with oral and written exercises to develop conversation and writing skills. (F, every third year)

FREN 314 LANGUAGE IN THE MEDIA 4 cr

A study of language and culture communicated through the mass media.

FREN 316 LANGUAGE & THE FRANCOPHONE WORLD 4 cr

Practice and development of written and oral communication through cultural readings. Offered as needed; usually taught during the Fall semester. (Prerequisites: FREN 201-202 or equivalent)

FREN 379 INDEPENDENT STUDY - FRENCH 1-3 cr

Given with the consent of the instructor.

FREN 380 SPECIAL TOPICS 2-4 cr

A course which will meet the specialized needs of intermediate students - e.g., literature, culture or language.

FREN 412/413 ADVANCED CONVERSATION & COMPOSITION 4/4 cr

Upper level oral and written exercise to develop vocabulary, grammatical structures, and fluency.

FREN 414 LANGUAGE IN MEDIA: ADVANCED 4 cr

Advanced practice of written and oral communication through cultural readings. Offered as a study of language and culture communicated through the mass media.

FREN 416 LANGUAGE AND THE FRANCOPHONE WORLD: ADVANCED 4 cr

Advanced practice of written and oral communication through cultural readings. Offered as needed; usually taught during the Fall semester. (Prerequisites: FREN 201-202 or equivalent)

FREN 428 INTRODUCTION FRENCH LITERATURE: MIDDLE AGES THROUGH THE FRENCH REVOLUTION 4 cr

Reading and discussion of selected representative works. If not offered, University of Wisconsin course French 321 may be substituted.

FREN 429 F1 INTRODUCTION TO FRENCH LITERATURE: 19TH & 20TH CENTURIES 4 cr

Reading and discussion of selected representative works. If not offered, University of Wisconsin course French 322 may be substituted.

FREN 430 FRENCH PHONETICS AND DICTION 3 cr

Theory of French sounds, phonetic transcription, practice in pronunciation and intonation.

FREN 431 FRENCH CIVILIZATION 4 cr

Study of the political, social, intellectual and cultural development of France and its people.

FREN 432 CONTEMPORARY CULTURE 4 cr

A study of selected French-speaking countries.

FREN 433 FILM AND SOCIETY 4 cr

A study of French and Francophone film as a reflection of culture.

FREN 437 LITERARY MOVEMENTS OF MODERN FRANCE 4 cr

In-depth study of selected thematic issues and trends.

FREN 438 FRANCOPHONE LITERATURE 4 cr

Reading and discussion of representative works from the French-speaking world. (Prerequisite: FREN 202)

FREN 459F TEACHING FOREIGN LANGUAGE: ELEM/MID/SEC 4 cr

Theory and practice of methodologies. Required for all foreign language teaching majors and minors. Co-taught with Spanish 459F; crosslisted with ED 459F.

FREN 479 INDEPENDENT STUDY - FRENCH 1-3 cr

Given with the consent of the instructor.

FREN 480 SPECIAL TOPICS 2-4 cr

A course which would meet specialized needs of advanced students - e.g., literature, language or culture.

G

GEOGRAPHY (GEOG)

GEOG 265 ENVIRONMENTAL CONSERVATION 2 cr

Ecological and cultural background of conservation, problems of resource allocation and environmental quality management, pressing issues of population, energy and land use management, and the alternative institutional responses to these issues. A special section devoted to producer and consumer cooperatives and land trusts. Crosslisted with ENVS 265.

GEOG 279 INDEPENDENT STUDY - GEOGRAPHY 1-3 cr

Consent of Instructor.

GEOSCIENCE (GEOS)

GEOS 102/103 F5 INTRODUCTION TO EARTH SCIENCE I AND II 4/4 cr

A two-semester sequence in the study of the earth: its surface features, structure, atmosphere, and oceans, and the forces which cause and control them. Topics include minerals and rocks, land forms, seismology, plate tectonics, the geologic time scale, marine geology, physical and biological oceanography, and climatology. Lecture and laboratory format. (Prerequisites: placement into ENG 110; placement into college level mathematics)

GEOS 203 HISTORICAL GEOLOGY 4 cr

Physical evolution of the earth and its relationship to the development of life through geologic time. Topics include geologic time, origin of life, paleobiology, evolution and classification of fossil plants, vertebrates and invertebrates, plate tectonics, and geologic history of the Upper Midwest. Field trips required. (Prerequisite: GEOS 102F5 or consent of the instructor) (S)

GEOS 206 ENVIRONMENTAL GEOLOGY 3 cr

Application of the geosciences to problems resulting from society's interaction with the physical environment. Emphasis will be on the recognition, prediction, control and public policy implications of environmental problems related to earth processes such as rivers, groundwater, erosion, land-slides, and earthquakes. Crosslisted with ENVS 206. (S)

GEOS 292 GEOSCIENCE EXCURSIONS 1-3 cr

In these field experiences, students will discover and investigate facts, concepts,

and laws of science for themselves, much as scientists do in their professional lives. (Prerequisite: Consent of Instructor) (S)

GEOS 301 WEATHER AND CLIMATE 4 cr

Nature and variability of wind, temperature, clouds and precipitation, storm systems, thunderstorms, tornadoes and prediction, air composition and pollution, global winds, seasonal changes, climate and climate change. (Prerequisite: MATH 111 or consent of instructor)

GEOS 469 SPECIAL TOPICS IN GEOSCIENCE 1-3 cr

Advanced study of topics of special current interest in geoscience and related fields. Seminar/discussion format. (Prerequisite: Consent of instructor) (F/W/S/SS)

GEOS 479 INDEPENDENT STUDY 1-4 cr

Independent study of selected topics in the earth sciences developed by the student with the approval and direction of the instructor. (Prerequisite: consent of the instructor)

GEOS 489 UNDERGRADUATE RESEARCH 1-3 cr

Opportunities are available for students to engage in geological research, in conjunction with collaborative student-faculty research projects or with projects done with researchers from various governmental agencies. This course may be repeated (Prerequisite: consent of the instructor).

H

HUMAN ISSUES (HI)

HI 301 HUMAN ISSUES SEMINAR 2 cr

Human Issues Seminar on a selected topic (Prerequisite: Junior or Senior standing) (F)

HI 302 HUMAN ISSUES SEMINAR 1 cr

Human Issues Seminar on a selected topic (Prerequisite: HI 301) (W)

HI 303 HUMAN ISSUES SEMINAR 1 cr

Human Issues Seminar on a selected topic (Prerequisite: HI 302) (S)

HI 305 HUMAN ISSUES SEMINAR I 2 cr

First of a two-semester interdisciplinary experiential sequence. Topics are listed in the current Timetable. See HI 405.

HI 306 HUMAN ISSUES SEMINAR I 3 cr

First of a two-semester interdisciplinary experiential sequence. Topics are listed in the current Timetable. See HI 406.

HI 404 TOPICS IN HUMAN ISSUES 3-4 cr

A one-semester seminar on a selected topic that fulfills the Human Issues requirement. This course may be cross-listed with another academic department. Specific topics are listed in the current timetable. See the crosslisted course for prerequisites.

HI 405 HUMAN ISSUES SEMINAR II 2 cr

Continuation of HI 305. Second of a required two-semester interdisciplinary sequence involving readings, discussion, and reports of studies by seminar members. (Prerequisite: HI 305)

HI 406 HUMAN ISSUES SEMINAR II 1 cr

Continuation of HI 306. Second of a required two-semester interdisciplinary sequence involving readings, discussion, and reports of studies by seminar members. (Prerequisite: HI 306)

HI 479 INDEPENDENT STUDY - HUMAN ISSUES 1-4 cr

A one- or two-semester independent study for a total of four credits involving planning, implementation, and presentation of students' work. Regular meetings with a Human Issues advisor, staff, and/or other students may be an expectation of independent study.

HISTORY (HIST)

HIST 108 F6 MEDIEVAL EUROPE, 410 - 1500 4 cr

A history of the West from the end of the Roman Empire to the eve of the Reformation. (Varies)

HIST 110 F6 BEGINNING OF MODERN EUROPE: 1500 TO THE FRENCH REVOLUTION 4 cr

Europe from the Reformation until the eve of the French Revolution. (Varies)

HIST 111 F6 EAST ASIAN HISTORY 4 cr

An examination of selected developments, themes and issues in the history of East Asia. (S)

HIST 112 F6 FOUNDATION OF CHINESE PHILOSOPHY 4 cr

An examination of the fundamental characteristics and diversity of viewpoints that constitute Chinese philosophy. Basic philosophical principles will be examined in themselves and their application to various aspects of Chinese life and culture. Specific thinkers, problems, and schools of thought will be surveyed. See PHIL 112F7.

HIST 115 F6 EUROPE AND THE WORLD 4 cr

A history of Europe from the French Revolution to the present. (Varies)

HIST 117 F6 MODERN CHINA 4 cr

The conflict and interaction between Chinese institutional and intellectual traditions

and modernization with analysis of the impact of foreign and internal factors on the history of modern China. (F)

HIST 120 F6 WORLD CIVILIZATION 4 cr

This course is to introduce the basic dimensions of world cultures, societies, and politics. It takes a selective approach. Main topics include the rise of major early human civilizations; the development of classical philosophies and world religions; expansion of different cultures; industrial and technological revolutions, imperialism and nationalism; and globalism and regionalism. Special attention will be given to the global nature of historical changes and the interactions between different civilizations.

HIST 131 F6 AMERICAN HISTORY I 4 cr

A survey of the history of the United States of America from pre-Columbian times to the Civil War. Emphasis is given to those persons, ideas, institutions, and literary and artistic artifacts which shed light upon our present situation. (F)

HIST 132 F6 AMERICAN HISTORY II 4 cr

American history from the Civil War to the present. Emphasis is given to those persons, ideas, institutions, and literary and artistic artifacts which shed light upon our present situation. (S)

HIST 204 F6 SOCIAL MOVEMENTS IN AMERICAN HISTORY 4 cr

The process of social change in U.S. history from the period of Native American and European contact to the 1980s. Emphasis will be placed on analyzing the causes and consequences of 'rights' movements in American history. (Varies)

HIST 207 F6 RECENT UNITED STATES HISTORY 4 cr

Present-day political, social, and economic issues confronting the United States and their histories from 1945 to the present. (Varies)

HIST 211 HISTORY OF MODERN GERMANY: UNIFICATION TO NAZIFICATION 4 cr

Germany from the Wars of Unification until the seizure of power by Adolf Hitler in January, 1933. (Varies)

HIST 221 F6 MODERN JAPAN 4 cr

The transformation of Japan from a feudal to a post-industrial society and global economic power. (Varies)

HIST 238 WHO BUILT AMERICA? EVERYDAY PEOPLE 4 cr

Emphasis will be placed on understanding how working people shaped developments in U.S. history. (Varies)

HIST 240 THE MIDDLE EAST 4 cr

A history of the Middle East from the Ottoman Empire to the present. (Varies)

HIST 271 F6 SELECTED TOPICS IN HISTORY 4 cr

The historical context and issues in contemporary trouble spots. World, region, country, and issue(s) vary. (S and F)

HIST 284 F6 PEOPLE'S REPUBLIC OF CHINA 4 cr

Chinese life and culture in the People's Republic. The themes of revolutionary change and continuity with the past will be examined in the study of ideology, leadership, policies and programs, and popular response or social behavior. (Varies)

HIST 295 PROSEMINAR: HISTORIANS, HISTORIOGRAPHY, HISTORICAL METHODS 4 cr

An introductory study of historical method and selected historical traditions. Includes an introduction to the use of historical data bases. All majors and minors are encouraged to take this course no later than their junior year. (F)

HIST 310A CHINA: TRADITION & TRANSFORMATION (A) 3 cr

An introduction to Chinese history and culture and preparatory session for the field study of contemporary China. (S)

HIST 310B CHINA: TRADITION & TRANSFORMATION (B) 1 cr

This is mainly a field study of contemporary Chinese history and society. It examines tensions between to forces of change and continuity from a historical or interdisciplinary approach. This is a two-part course; during the Spring, the first portion of the course is held on-campus. This part is held in the summer, and involves travel to China. (Prereq: HIST 310A) (SS)

HIST 312 CHINA AND THE WEST 4 cr

China's relations with the West, focusing on the period since 1500. The primary concern will be China's relationship to Western Europe and the United States. While it provides both sides' approaches, reactions, adjustment, and changes, more attention will be given to China.

HIST 325 GERMANY: THE RISE OF THE NAZI PARTY 4 cr

Introduction to the origins of the Nazi Party and its rise to power within the context of German historical and social developments from the 1890s through 1945.

HIST 333 ECOLOGICAL HISTORY OF CIVILIZATION 4 cr

A global examination of the evolutionary and biological foundations underlying the multi- ethnic societies and diverse cultures observed in the modern world. Beginning with human evolution, this course follows the sweep of human history through the origins of agriculture and the rise and fall of civilizations to the modern industrial condition. Focusing on biological and ecological processes and human decisions that have led to the present, this course explores the forces for organization and change that will govern and shape the globally interconnected society in the future. Crosslisted with BIO 333 and ENV5 333. (Prerequisites: BIO 151F5/152F5 or equivalent, or consent of the instructor)

HIST 341 EUROPEAN HOLOCAUST 4 cr

Traces the history of the Holocaust and explores the policies of National Socialism which called for the extermination of the Jews as well as other targeted populations. (Prerequisite: HIST 325 or the consent of the instructor) (Varies)

HIST 342 AMERICAN FOREIGN POLICY 4 cr

An investigation of the United States and its relations with other nations since 1898. Crosslisted with PS 342. (F)

HIST 359 AFRICAN-AMERICAN HISTORY 4 cr

African-American history from the beginning of the African Diaspora to the 1990s. We will use a combination of historical documents and secondary sources to develop an understanding of African-American history. (Varies) (Crosslisted with ETHS 359)

HIST 360 HISTORY OF WOMEN IN AMERICA 4 cr

Women in North America and the United States from 1500 to the present. Special emphasis will be placed on understanding how and why ideas about femininity and masculinity have changed over time. (Varies)

HIST 362 19TH CENTURY AMERICAN HOMOPHOBIA 4 cr

A study of the development of homophobia in the U.S. during the last 20 years of the 19th century in response to that era's discovery of the "homosexual." (Prerequisite: HIST 132 or consent of instructor) Crosslisted with WS 362.

HIST 363 NATIVE AMERICAN HISTORY 4 cr

Various Native American societies in North America from before European contact to the 1980s. Some emphasis will be placed on people who have resided in the Wisconsin and Great Lakes regions. (Varies)

HIST 375 WORLD WAR II 4 cr

General survey course of WWII from 1930s until 1945.

HIST 400A SELECTED ISSUES IN EUROPEAN HISTORY 4 cr

A study of the historiography of significant individuals, movements or groups in European History. Topics vary.

HIST 400B SELECTED ISSUES IN AMERICAN HISTORY 4 cr

A study of the historiography of significant individuals, movements or groups in American History. Topics vary.

HIST 400C SELECTED ISSUES IN EAST ASIAN HISTORY 4 cr

A study of the historiography of significant individuals, movements or groups in East Asian History. Topics vary.

HIST 401A RESEARCH PAPER IN EUROPEAN HISTORY 4 cr

Discuss and write a major research paper. (Prerequisite: HIST 400A)

HIST 401B RESEARCH PAPER IN AMERICAN HISTORY 4 cr

Discuss and write a major research paper. (Prerequisite: HIST 400B)

HIST 401C RESEARCH PAPER IN EAST ASIAN HISTORY 4 cr

Discuss and write a major research paper. (Prerequisite: HIST 400C)

HIST 459 TEACHING HISTORY & SOC STUDIES: MIDDLE AND HIGH SCHOOL 4 cr

A study of the significant problems and issues in teaching history and social studies. This course does not count toward the credits in history required for a major or a minor. (varies)

HIST 479 INDEPENDENT STUDY - HISTORY 1-4 cr

Investigation of selected topics in history under the direction of a history faculty member. (Prerequisite: A history course at Edgewood College or consent of instructor)

HUMAN SERVICES (HS)**HS 300 METHODS OF HUMAN SERVICES 4 cr**

This course provides basic knowledge and skills for social work practice with individuals and families. The focus is on communication skills, interviewing, and case management.

HS 302 SOCIAL WELFARE AND POLICY 4 cr

Introduction to the history, mission, and philosophy of social welfare policy; major social welfare policies and programs in the United States. Examination of current issues in social welfare services. Presentation of frameworks for evaluating and influencing social policy in the context of current social, political and economic conditions. Offered in alternate years. (S)

HS 303 ADVANCED SOCIAL CHANGE SKILLS 4 cr

Builds on introduction of macro systems presented in Methods I. Integrates social work and human services theory, practice and methods as they relate to assessment and intervention at the organizational and community levels. Development of community practice skills including advocacy and lobbying. (S)

HS 304 GROUP METHODS IN HUMAN SERVICES 4 cr

This course provides basic knowledge and skills for social work practice with small groups.

HS 400 HUMAN SERVICES INTERNSHIP 1-6 cr

Offers Human Services majors an opportunity to gain first-hand knowledge and skills of actual social work/human services practice. Facilitates the integration of curricular content through supervised experience with diverse systems and populations. (Prerequisites: HS 300, 302, and consent of instructor.) (S/F/SS)

INSTITUTIONAL COURSES (IC)

IC 101 FIRST-YEAR FORUM 1 cr

A course for new freshmen, Forum is designed to help students make the transition from high school to the rigors of college academics, and to integrate students into campus life. Recommended for all new freshmen. (F)

IC 200 EXPLORING LEADERSHIP 2 cr

The study of leadership theories, concepts and skills. Students develop their own leadership potential through values exploration, self-assessment, and practice, including a service learning activity.

IC 201 PEER ASSISTANT LEADERSHIP 1 cr

Introduces students to leadership skills needed in order to participate in the College's peer leader program for First-Year Forum. (F)

IC 205 FINDING YOUR PURPOSE, MAJOR, CAREER 1 cr

Assists students in assessing their interests, values and skills and relating that information to career options. Interest inventories, strategies for career development and informational interviewing are also included in the course. (F/S)

IC 401 HONORS SCHOLARSHIP 0-1 cr

For students engaged in Honors contract work. Course is pass/fail. (Consent of Honors Director required) (F/S)

IC 405 JOB SEARCH STRATEGIES FOR JRS/SRS 1 cr

Learn, develop and practice skills essential for finding employment that matches the students interests and values. Develop professional goals. (Prerequisite: Junior or Senior standing)

M

MATH

MATH 101 INTRODUCTION TO PROBLEM SOLVING 3 cr

An introduction to problem solving and mathematical thinking: the focus is on the process of mathematics rather than specific techniques or content. Students will engage in mathematical problem solving in a variety of contexts and learn a number of ways of broadly applicable ways of approaching new problems. This course satisfies the College Foundations requirement in math. (Prerequisite: satisfactory score on placement test or passing grade in MATH 98) (F/S/SS)

MATH 102 ARITHMETIC STRUCTURES 3 cr

This course focuses on the topics of arithmetic and algebra content of Pre-K-8 mathematics and appropriate teaching methods. Instruction will be guided by the NCTM Principles and Standards for School Mathematics and the Wisconsin Model Academic Standards for Mathematics. Emphasis in on the problem solving, critical

thinking and communication. This course does NOT satisfy the college General Education requirement in math. (Prereq: Math 101 with a grade of "C" or above.) (F/S and SS of even years)

MATH 103 GEOMETRIC STRUCTURES 3 cr

This course focuses on the geometric and measurement content of Pre-K-8 mathematics and appropriate teaching methods. Instruction will be guided by the NCTM Principles and Standards for School Mathematics and the Wisconsin Model Academic Standards for Mathematics. Emphasis is on problem solving, critical thinking, and communication. This course does NOT satisfy the college General Education requirement in math. (Prerequisite: Math 102 with a grade of "C" or above.) (F/S and SS of odd numbered years)

MATH 111 COLLEGE ALGEBRA 3 cr

Course topics include: basic algebra skills, equations and systems of equations, inequalities, functions and their properties, and applications. The emphasis of the course will be on using linear, quadratic, and exponential functions to model real-world phenomena and on drawing conclusions about the world from those models. This course satisfies the college General Education requirement in mathematics and is a prerequisite to other math, business, and science courses. Students not planning on taking any courses requiring MATH 111 are advised to take MATH 101 to satisfy their Foundations math requirement. (Prerequisite: satisfactory score on placement test or a passing grade in MATH 98) (F/S/SS)

MATH 112 COLLEGE ALGEBRA AND TRIGONOMETRY 4 cr

Course topics include: basic algebra skills equations and systems of equations, functions and their properties, and applications. The emphasis of the course will be on using linear, quadratic, exponential functions, and trigonometric to model real-world phenomena and on drawing conclusions about the world from those models. This course satisfies the college General Education requirement in mathematics. (Prerequisite: Math 111 or placement) (F/S)

MATH 121 STATISTICS 3 cr

Descriptive and inferential statistics with the emphasis on drawing meaningful conclusions from sets of data. Topics include measures of central tendency and dispersion, the normal distribution, z-tests, t-tests, linear regression, analysis of variance, Chi-Square tests, and other topics as time permits. This course does NOT satisfy the college Foundations requirement in math. (Prerequisite: MATH 101 or 111, or placement) (F/S/SS)

MATH 122 FINITE MATHEMATICS 3 cr

An introduction to finite mathematics, including linear systems, linear programming, mathematics of finance, probability, and other related topics. This course is designed primarily for business majors. This course satisfies the College general education requirement in math. (Prerequisite: MATH 111 or placement) (F/S)

MATH 131 MATHEMATICAL MODELING 3 cr

A mathematical modeling approach to understanding relationships between data, tables, graphs, and functions. Topics will include linear, quadratic, exponential, logarithmic, and periodic functions; curve fitting; linear and exponential regression.

Applications to various disciplines will be integrated through the construction and analysis of mathematical models. This course satisfies the College general education requirement in math. (Prerequisite: MATH 098 or placement exam)

MATH 171 TOPICS OF MATHEMATICS 1-3 cr

This course, which will be offered occasionally, examines different topics in mathematics. This course does NOT satisfy the College general education requirement in math unless explicitly stating so in its course description.

MATH 231 CALCULUS I 4 cr

An introduction to differential and integral calculus and plane analytic geometry. Derivatives are developed for algebraic functions, logarithmic and exponential functions for various bases, and trigonometric functions and their inverses. Taylor series are introduced. Definite integrals and antiderivatives are developed for algebraic, exponential, logarithmic, and trigonometric functions. Application of key concepts are integrated throughout the course. Satisfies the Foundations requirement in math. (Prerequisite: MATH 112, high school calculus, or placement) (F/S)

MATH 232 CALCULUS II 4 cr

A continuation of differential and integral calculus. Integration techniques, improper integrals, applications, differential equations, Taylor polynomials, and infinite series. This course emphasizes the mastery of key concepts and their applications. Satisfies the college Foundations requirement in math. (Prerequisite: MATH 231 with a grade of 'C' or above) (S)

MATH 233 CALCULUS III 4 cr

An introduction to multivariable calculus, including vectors, curves, partial derivatives, differential forms, gradients, multiple and iterated integrals, Green's and Stokes' theorems. This course satisfies the college Foundations requirement in math. (Prerequisite: MATH 232 with a grade of 'C' or above) (F)

MATH 301 PROBLEM SOLVING AND PROOF 3 cr

This course is intended as a gateway to upper-level mathematics courses. The emphasis is on creative problem solving strategies, structures and techniques of proof, as well as effective oral and written communication of mathematical ideas. It is designed to ease the transition from algebra and calculus to more theoretical courses such as abstract algebra, geometry and real analysis. (Prerequisite: MATH 231)(F)

MATH 331 DIFFERENTIAL EQUATIONS 3 cr

Theory of ordinary differential equations with an emphasis on problems of the physical world which are modeled well by differential equations. Topics include first order equations, second order and higher linear equations, series solutions, a brief introduction to numerical methods and partial differential equations as time permits. (Prerequisite: MATH 232; MATH 233 highly recommended) (oS)

MATH 341 LINEAR ALGEBRA 3 cr

An introduction to linear algebra including matrices, linear transformations, eigenvalues and eigenvectors; linear programming. (MATH 301 highly recommended) (S)

MATH 371 SELECTED TOPICS IN APPLIED MATH 3 cr

This course, which is offered occasionally, examines different topics in applied mathematics. (MATH 301 highly recommended)

MATH 371 LINEAR ALGEBRA 3 cr

An introduction to linear algebra including matrices, linear transformations, eigenvalues and eigenvectors; linear programming. (MATH 301 highly recommended) (S)

MATH 379 INDEPENDENT STUDY - MATHEMATICS 1-3 cr

Independent study of selected topics in mathematics developed by the student with the approval and direction of the instructor. (Prerequisite: consent of the instructor)

MATH 431 REAL ANALYSIS 4 cr

The course introduces analysis as a tool for a deeper understanding of calculus. With the least upper bound axiom of the real numbers as its starting point, the course develops the foundations necessary to work with limits and prove results from calculus. Topics include sequences, series, power series, derivatives, and integrals. Time permitting the course will explore how the same tools are used in more advanced settings. (Prerequisites: MATH 233 and 301 (S of odd numbered years))

MATH 432 COMPLEX ANALYSIS 4 cr

This course continues the study of analysis shifting from the real numbers to complex numbers. Topics include functions of a complex variable, Cauchy's theorem, integration by residues, power series, and conformal mappings. (Prerequisites: MATH 233, 301. Math 431 recommended) (F of odd numbered years)

MATH 441 ABSTRACT ALGEBRA I 4 cr

This introductory course in abstract algebra is focused mainly on number theory, with an introduction to the concepts of groups, rings, and fields. Number theoretic concepts include divisibility (such as Bezout's identity, the fundamental theorem), congruences, number-theoretic functions, Euler's Theorem, linear Diophantine equations, Quadratic Reciprocity, and applications to cryptography. (Prerequisite: MATH 301) (F of odd numbered years)

MATH 442 ABSTRACT ALGEBRA II 4 cr

This course continues the study of abstract algebra and is focused mainly on groups, with some exploration of rings and fields as time allows. Group theoretic topics include subgroups, normal subgroups and quotient groups, and some counting principles. A wide variety of examples will be explored. (Prerequisite: MATH 441) (eS)

MATH 451 EXPLORATIONS IN MIDDLE & SECONDARY SCHOOL MATH 4 cr

Focuses on the content of middle and secondary school mathematics and appropriate teaching methods. Instruction will be guided by the NCTM Principles and Standards for School Mathematics and the Wisconsin Model Academic Standards for Mathematics. Emphasis is on problem solving, critical thinking, communication, and algebraic and geometric reasoning, measurement, data analysis and probability in grades 5 - 12. Students will investigate and review the content of current mathematics text series, and will observe and interact with learners engaged in studying these topics. (Math 301 highly recommended) (F)

MATH 459 TEACHING OF MATH IN SECONDARY SCHOOLS 3 cr

This course is designed to provide an integrative study of curriculum and instruction in mathematics for middle/secondary level classrooms including appropriate research and practice in learning theories, curriculum development, teaching methods, instructional materials, evaluation and assessment at the middle/secondary level. Emphasis will be placed on the NCTM Principles and Standards for School Mathematics and the Wisconsin Model Academic Standards. Crosslisted with ED 459M.

MATH 461 GEOMETRY 4 cr

An introduction to geometry. Topics include postulation development of Euclidean and non-Euclidean geometry; introduction of other geometries: projective, finite, vector, and transformational; historical development of geometry. (Prerequisite: MATH 301) (F of even numbered years)

MATH 462 TOPOLOGY 4 cr

This course continues the study of properties of spaces invariant under homomorphisms. Topics include continuity, homomorphisms, connectedness, compactness, manifolds, the classification of closed, compact surfaces, the Euler characteristic, the fundamental group, and knot theory. (Prerequisite: MATH 301; 461 recommended) (S of odd numbered years)

MATH 471 SELECTED TOPICS IN PURE MATHEMATICS 3 cr

This course, which is offered occasionally, examines different topics in pure mathematics. (MATH 301 highly recommended)

MATH 479 INDEPENDENT STUDY 1-3 cr

Independent reading and research of selected topics in mathematics developed by the student with the approval and direction of the instructor. (Prerequisite: consent of the instructor)

MATH 485 MATHEMATICS SEMINAR 2 cr

Selected topics in mathematics and related fields. A seminar format which includes presentations by students, faculty, and outside speakers, and class discussion. Because the content varies, this course may be taken more than once. (Prerequisite: sophomore standing and consent of instructor) (F)

MATH 490-491 INTERNSHIP I & II 1-3 cr

Work experience related to the major. (Prerequisite: junior or senior status in the major; consent of Department)

MUSIC (MUS)

MUS 000 PERFORMANCE CLASS 0 cr

A requirement for music majors that consists of attendance at a designated number of performance classes each semester. Music majors must pass six semesters, minors three semesters. All students registered in the Theory/Aural Skills sequence Mus 141B through 244, and Mus 344/345 must register for Mus 000 each semester. (F/S)

MUS 101 F3 INTRODUCTION TO THE PIANO 2 cr

For students who have had no previous keyboard experience. Students learn the basics of the keyboard, rhythms, sight-reading, technique, scales, patterns, intervals, musical pieces and how music comes together as a whole. (F/S)

MUS 102 CLASS PIANO 2 cr

For students who have had previous keyboard experience and wish to expand on their ability before starting private piano lessons. Students learn techniques, rhythms, sight-reading, scales, patterns, intervals and compositions, to become more proficient on the keyboard. (Prerequisites: MUS 101F3 or consent of instructor) (F/S)

MUS 103 KEYBOARD SKILLS FOR MAJORS 0 cr

This course will address the skills needed to pass the piano proficiency as well as prepare the student to succeed at the next level of private piano instruction, MUS 201.

MUS 104 PIANO PROFICIENCY 1 cr

All music majors must pass a piano proficiency before graduation. MUS 104 will be the course under which a grade will be entered once the student has completed this piano proficiency requirement. (Prerequisite: MUS 103)

MUS 106 F3 INTRODUCTORY CLASS GUITAR 2 cr

A foundational study in the Studio Arts that focuses on basic beginning guitar technique and basic music literacy. Includes performance opportunities and guided listening activities. (F/S)

MUS 110 F3 BAND 1 cr

The study and performance of a wide variety of wind ensemble literature. Students must register for two consecutive semesters, fall and spring, in order to satisfy the F3 Foundations requirement. (F/S)

MUS 122 F3 TECHNIQUES OF THE SING/SPEAK VOICE 2 cr

Designed to give the students an introduction to the mechanics and techniques of healthy vocal production for speaking and singing, with an emphasis on singing. Students will learn to speak and sing to an audience with confidence, poise, and

projection of personality. Rudimentary music-reading skills are also taught in context.

MUS 130 F3 WOMEN'S CHOIR 1 cr

An SSA choir devoted to developing the voice and improving musical literacy through the learning and performing of appropriate vocal repertoire. Students must register for two consecutive semesters, Fall and Spring, in order to satisfy the F3 Foundations requirement. (F/S)

MUS 140 INTRODUCTION LANGUAGE OF MUSIC 3 cr

An introduction to basic music reading and listening skills. Covers clef reading, basic sight singing, and ear training. Open to music majors and non-majors. (F)

MUS 141A F3 MUSIC STRUCTURE-THEORY AND PRACTICE 3 cr

Basic music theory with practical applications to performing, describing and creating music. Satisfies the Teacher Education music requirement. (F/S)

MUS 141B F3 MUSIC STRUCTURES/MAJORS & MINORS 3 cr

Basic music theory as described above, but accelerated. Intended for students who already read music. Required of music majors and minors, but open to any student who reads treble and bass clef. Satisfies the Teacher Education music requirement. Majors and minors must also register for MUS 142 and MUS 000. (F)

MUS 142 EAR TRAINING & SOLFEGE 1 cr

Focuses on skill development in rhythmic reading, ear training and sight singing. (F)

MUS 143 MUSIC THEORY II 3 cr

Study of functional harmony and the treatment of modulation, chromaticism, and secondary dominants, as well as form as an organizing scheme during the Common Practice Period. Student must be registered concurrently for MUS 000 and MUS 144. (S)

MUS 144 EAR TRAINING & SOLFEGE 1 cr

Expands the development of music skills in rhythmic reading, ear training, sight singing, melodic/harmonic dictation, and error detection. (Prerequisite: MUS 142) (S)

MUS 150 ORCHESTRA 1 cr

Edgewood students who successfully audition may participate in the Madison Community Orchestra for credit. Audition required. Contact the Music Department Chair for details. (F/S)

MUS 152 F2 JAZZ HISTORY 3 cr

The history of jazz in America, investigating various styles and periods in its development. Key innovators and their contributions to this art form are identified. The impact of race, class, gender and ethnicity in the development of jazz is discussed. (F)

MUS 153 F2 MUSIC IN WESTERN CIVILIZATION 3 cr

A survey of American music from the Colonial period through the 20th century through lectures, guided listening, assigned readings, live concerts, and hands-on activities.

MUS 154 F2 SURVEY OF AMERICAN MUSIC 3 cr

Edgewood students who successfully audition may participate in the Madison Community Orchestra for credit. Audition required. Contact the Music Department Chair for details. (F/S)

MUS 155 F2 WORLD MUSIC 3 cr

Designed to explore the music of western and non-western cultures, to better understand such music in a cultural context. Lectures, guest speakers, interactive activities, guided listening, and live concerts are all a part of the learning experience.

MUS 158 F2 WOMEN IN MUSIC 3 cr

Explores a wide spectrum of musical genres, ranging from opera to rock, while exploring the role of women as composers, performers, conductors, and teachers. Crosslisted with WS 158 F2.

MUS 191 COMPUTER APPLICATIONS 2 cr

Music computer applications focusing on word processing, Finale software, computer accessed sources, and web page development. (Prerequisite: consent of instructor) (S)

MUS 201 PRIVATE PIANO 1 cr

The first level of college (advanced level) piano studies. (Prerequisites: piano experience, audition, and consent of the instructor) (F/S)

MUS 210 INSTRUMENTAL ENSEMBLE 1 cr

Study and performance of chamber works for strings, woodwinds, brass or percussion. Available upon student interest. Contact the Chair for details. (F/S)

MUS 211 PRIVATE INSTRUMENTAL LESSONS 1 cr

First level of college-level instrumental instruction. (Prerequisites: prior experience, audition, and consent of the instructor) (F/S)

MUS 221 PRIVATE VOICE 1 cr

First level of private vocal instruction. (Prerequisites: prior experience, audition, and consent of the instructor) (F/S)

MUS 230 CHAMBER SINGERS 1 cr

Audition required. Intended as a two-semester sequence (fall and spring). The study and performance of works from various periods and styles. Numerous public performances including an annual spring tour. Three full-group rehearsals, plus one sectional each week. (F/S)

MUS 240 MADRIGAL SINGERS 1 cr

Audition required. The study of literature appropriate to the smaller choral ensemble. Members must be concurrently registered for MUS 230 Chamber Singers. (F/S)

MUS 241 MUSIC THEORY III 3 cr

Intensive score study and analysis of harmonic concepts from the Common Practice Period relating to modulations, borrowed chords and expanded tertian harmonies, as well as form as an organizing element. Students must be registered concurrently for MUS 000 and MUS 242. (Prerequisites: MUS 142 and 144) (F)

MUS 242 EAR TRAINING & SOLFEGE 1 cr

Intermediate skill development in rhythmic reading, ear training, sight-singing, melodic/harmonic dictation, and error detection. (Prerequisites: MUS 142 and 144) (F)

MUS 243 MUSIC THEORY IV 3 cr

Intensive score study and analysis of harmonic concepts from the Common Practice Period and beyond. Topics focus on altered chords, extensive chromaticism and non-tertian harmonic techniques, as well as form as an organizing element. Student must be registered concurrently for MUS 000 and MUS 244. (S)

MUS 244 EAR TRAINING & SOLFEGE 1 cr

Advanced skill development in rhythmic reading, ear training, sight singing, melodic/harmonic dictation, and error detection. (Prerequisite: MUS 142, 144 and 242) (S)

MUS 301 PRIVATE PIANO 1 cr

Second level of college-level piano study. (Prerequisites: MUS 201 and faculty approval) (F/S)

MUS 310 JAZZ ENSEMBLE 1 cr

Audition required. Study and performance of jazz ensemble literature, with campus and community performances. (F/S)

MUS 311 PRIVATE INSTRUMENTAL LESSONS 1 cr

Second level of college-level instrumental instruction. (Prerequisites: MUS 211 and faculty approval) (F/S)

MUS 321 PRIVATE VOICE 1 cr

Second level of private vocal instruction. (Prerequisites: MUS 221 and faculty approval) (F/S)

MUS 330 CAMPUS/COMMUNITY CHOIR 1 cr

Study and performance of major works, as well as smaller choral gems. One or more performances each semester. (Prerequisite: consent of instructor) (F/S)

MUS 343 ARRANGING 2 cr

An in-depth study of arranging literature for a variety of ensembles and voicings. Students will focus on arranging that is pertinent to their area of expertise. (S, alternate years)

MUS 344 CONDUCTING 2 cr

The study of the basic conducting gestures necessary for ensemble rehearsal and performance. Student must be registered concurrently for MUS 000. (F, alternate years)

MUS 345 ADVANCED CONDUCTING 2 cr

Application of score study and analysis in conjunction with the conducting demands of instrumental and choral scores. Student must be registered concurrently for MUS 000. (S, alternate years)

MUS 350 CHAMBER ORCHESTRA 1 cr

Audition required. Study and performance of standard works for chamber orchestra. See the Department Chair for details.

MUS 355 MUSIC HISTORY: MEDIEVAL TO CLASSICAL 3 cr

Events, movements, composers, and compositions from early music through the Baroque with lectures, guided listening, assigned readings, live concerts and critiques. Individual research project. Student must be registered concurrently for MUS 000. (Prerequisite: MUS 143/144) Offered in alternate years. (F)

MUS 356 MUSIC HISTORY: CLASSICAL TO THE 21ST CENTURY 3 cr

Events, movements, composers, and compositions from the Classical through the 20th century with lectures, guided listening, assigned readings, live concerts and critiques. Individual research project. Student must be registered concurrently for MUS 000. (Prerequisite: MUS 143/144) Offered in alternate years. (S)

MUS 381 JUNIOR RECITAL 1 cr

Solo recital for students at the 300 level of private vocal or instrumental study. Junior recitals will be available only as half-recitals. (F/S)

MUS 400 MUSIC EDUCATORS WORKSHOP 1-3 cr

Topics vary. Check the Music Department for current offerings.

MUS 401 PRIVATE PIANO: ADVANCED 1 cr

Third level of college-level piano study. (Prerequisites: MUS 301 and consent of faculty) (F/S)

MUS 411 PRIVATE INSTRUMENTAL LESSONS: ADVANCED 1 cr

Third level of college-level study. (Prerequisites: MUS 311 and faculty approval) (F/S)

MUS 421 PRIVATE VOICE: ADVANCED 1 cr

Third level of private vocal instruction. (Prerequisites: MUS 321 and faculty approval) (F/S)

MUS 456 METHODS OF TEACHING MUSIC K-8 2 cr

Methods and materials for effective work in K-8 settings, including conceptual and philosophical grounding in general music and performance curricula. Practicum included. Crosslisted with ED 456. (Prerequisite: Full admission to teacher education) (Alternating F)

MUS 457 METHODS OF TEACHING MUSIC 6-12 2 cr

The study of methods and materials for effective work in 6-12 settings, including conceptual and philosophical grounding in general and performance curricula. Practicum included. (Prerequisite: Full admission to teacher education) (Alternating S)

MUS 481 SENIOR RECITAL 1-2 cr

A full or half-recital option for seniors at the 400 level of vocal or instrumental study. Half-recital equals 1 credit; full-recital receives 2 credits. (Prerequisite: consent of instructor)(F/S)

MUS 489 STUDENT TEACHING: MUSIC 8-12 cr

a) General Music (4-12 credits) b) Choral Music (4-12 credits) c) Instrumental Music (4-12 credits) Crosslisted with ED 489A, B, C.

MUS 491 INTERNSHIP 1-3 cr

Offers the student the opportunity to gain experience in a professional setting according to the student's major area of emphasis.

N

NATURAL SCIENCE (NATS)

NATS 104/105 F5 INTRODUCTION TO NATURAL SCIENCE FOR EDUCATION I & II 4/4 cr

A two-semester sequence in the natural sciences which integrates basic principles in the physical and biological sciences. The course focuses on a scientific view of the evolution of the physical universe from its origin to the development of living systems. The course includes concepts in astronomy, cosmology, geology, physics, chemistry, and biology. This course is designed for students majoring in Elementary Education. The course does not serve as a prerequisite for other courses in chemistry, biology, or geoscience, except by special permission of the instructors. Two lectures and two laboratory/discussion periods per week. (Prerequisites: placement into ENG 110; completion of MATH 102; supplementary work in science problem-solving is required if proficiency is not demonstrated; concurrent enrollment in ED 427A with NATS 104, ED 427B with NATS 105.)

NATS 106/107 F5 INTRODUCTION TO THE NATURAL WORLD I & II 4/4 cr

A two semester course for non-science majors integrating basic principles of the physical and biological sciences. The course focuses on a scientific view of the nature of the world and how it changes over time by examining the origins of the Earth, the solar system, and the universe; the origins and maintenance of life;

biological evolution; and global climate change. The course includes concepts in astronomy, biology, chemistry, cosmology, geology, and physics. (Prerequisites: ENG 110 placement and college level mathematics) (F/S)

NATS 250 F7 HISTORY AND PHILOSOPHY OF SCIENCE 3 cr

Provides an introduction to the nature of scientific knowledge, the process and products of scientific inquiry, and the philosophical implications of science and its development. Introduces students to philosophical ways of thinking and arguing within the natural sciences and seeks to develop an appreciation of the scientific enterprise. In addition, the course addresses the history of science through the study of notable scientific revolutions, the motivations of scientists, and the exploration of the natural world as a human activity. (Prerequisite: PHIL 101 or consent of instructor) (S)

NATS 290 BIOLOGY EXCURSIONS 1-3 cr

In these field experiences, students will discover and investigate facts, concepts, and laws of science for themselves, much as scientists do in their professional lives. Cross-listed with BIO 292.

NATS 459 TEACHING SCIENCE IN MIDDLE & SECONDARY SCHOOLS 3 cr

Study of the theory and practice for teaching science in the middle and secondary schools. Provide tools a beginning science teacher will need to effectively design, organize, and teach science at the secondary level. (Prerequisites: full admission to teacher education program and completion of all science courses, or consent of instructor)

NURSING (NRS)

NRS 210 FOUNDATIONS OF PROFESSIONAL NURSING 3 cr

A theory course introducing the essential elements of nursing theory as a foundation for professional nursing practice. Nurses play a significant role in promoting health across the life span at the individual, group and societal level. The knowledge and skills necessary to assess psychosocial and physical health and to facilitate the development of therapeutic and collaborative relationships are explored. (Prerequisites: ENG 110, CA 101, PHIL 101, PSY 101F4, CHEM 110F5/111F5, MATH 101 or 111, BIO 210. Concurrent: NRS 211, BIO 211, BIO 212). (F/S)

NRS 211 CARING: NURSING ASSESSMENT & INTERVENTION 3 cr

Clinical and laboratory application of basic concepts discussed in NRS 210. Emphasis on assessment and health promotion. Interventions include comfort and safety, interviewing, basic concepts related to teaching/learning and development of nurse/client relationship. (Prerequisites: Eng 110, CA 101, PHIL 101, CHEM 110F5/111F5, MATH 101 or 111, BIO 210; Taken concurrently with NRS 211. May be taken concurrently with BIO 211 or BIO 212). (F/S)

NRS 310 PROFESSIONAL NURSING: ADULT HEALTH 4 cr

Psychosocial and physiological nursing care of adult clients is discussed within a nursing framework. Nursing process and critical thinking are further developed with

emphasis on health assessment and early intervention. (Prerequisites: NRS 210, 211; concurrent: NRS 311, BIO 410, CHEM 301) (F/S)

NRS 311 CARING: ADULT HEALTH NURSING 4 cr

Clinical course designed to further develop physical assessment skills, application of therapeutic interventions and critical thinking, emphasizing utilization of the nursing process. Experiences to further develop psychosocial assessment and development of nurse-client relationships and the role of the nurse in a variety of acute care settings are provided. Major focus is on adult clients in an acute care setting. (Prerequisites: NRS 210, 211; concurrent registration with NRS 310, BIO 410, NRS 312) (F/S)

NRS 312 PHARMACOLOGY 2 cr

A survey of pharmacology that provides a preclinical foundation for the scientific study of drugs. Includes a study of the major drug classes and explores their pharmacological action on biological systems at physiological and molecular levels. Review of scientific principles necessary for understanding drug effects and interaction. (Concurrent registration with NRS 310, 311, and 315 or consent of instructor) (F/S/SS)

NRS 315 CARING: ADULT HEALTH NURSING LAB 1 cr

Presents the knowledge of psychomotor skills, unique to professional nursing practice, used to meet the therapeutic, physiologic, comfort, and safety needs of adult clients in a variety of settings. Skills are practiced and evaluated in the laboratory environment prior to application in the clinical setting. (Prerequisites: NRS 210, 211; concurrent with 310, 311, 312)(F/S)

NRS 340 PROFESSIONAL NURSING: LONG TERM HEALTH ISSUES 4 cr

Nursing care with families emphasizing the long term management of physical and mental health problems. Focus is on chronic illness across the life span. (Prerequisites: NRS 310, 311; concurrent with NRS 341; prerequisite or concurrent with PSY 345) (F/S)

NRS 341 COLLABORATIVE PRACTICE IN LONG TERM CARE 4 cr

Managing nursing care with individuals and families experiencing complex, long-term health concerns. Emphasis on interdisciplinary, collaborative planning and continuity of care. (Prerequisites: NRS 310, 311; concurrent with NRS 340; prerequisite or concurrent with PSY 345) (F/S)

NRS 390 RESEARCH IN PROFESSIONAL NURSING 3 cr

Introduction to methods of inquiry including interpretive and empirical approaches. Basic statistical measurements are studied in relation to understanding nursing research. Topics include critiquing nursing research, exploring application of research to practice and identifying researchable nursing problems and appropriate methodologies. (Prerequisite for Pre- Licensure Students: NRS 311; prerequisites for Registered Nurse Students: NRS 320, NRS 330) (F/S)

NRS 391 FIELD STUDY 1-4 cr

Consent of instructor.

NRS 410 PROFESSIONAL NURSING: FAMILIES IN TRANSITION 4 cr

Nursing care with families experiencing transition such as pregnancy and parenting. Issues related to environmental contexts, political awareness, health care systems, family dynamics, children and adolescents and women's health are examined. (Prerequisites: NRS 340, 341, PSY 345; concurrent with NRS 411) (F/S)

NRS 411 CARING: FAMILIES IN TRANSITION 2 cr

Nursing care with families, young children and adolescents and women in a variety of settings. Major focus is on health promotion and health maintenance. (Prerequisites: NRS 340, 341, PSY 345; concurrent: NRS 410) (F/S)

NRS 412 LEADERSHIP WITHIN THE HEALTH CARE SYSTEM 3 cr

Study of the health care system, including models for organizing nursing care. Leadership approaches to coordinate care, promote shared decision making, improve client outcomes, and effectively use resources are explored. Professional nursing roles and responsibilities in a rapidly changing sociopolitical environment are examined. (Prerequisites: NRS 340, 341; concurrent with NRS 410, 411) (F/S)

NRS 415 NURSING CARE IN GUATEMALA 2 cr

First of a two-semester interdisciplinary experiential sequence. Crosslisted with HI 305. (Prerequisites: NRS 310, 311, 312, 315)

NRS 416 NURSING CARE IN GUATEMALA 2 cr

Second of a two-semester interdisciplinary experiential sequence. Crosslisted with HI 405. (Prerequisites: NRS 415)

NRS 430 HOLISTIC APPROACHES TO HEALING 3 cr

This course examines the relationship of the body, mind, and spirit within the field of health, healing, and nursing. A variety of complementary therapies will be discussed and demonstrated including conscious breathing, meditation, body-centered therapy, guided imagery, therapeutic massage, homeopathy, Chinese medicine, movement therapy, energy medicine, and therapeutic nutrition. Course is open to non-nursing majors.

NRS 440 ADULT HEALTH: ADVANCED CONCEPTS IN ACUTE CARE 2 cr

Theory course addressing advanced acute adult medical-surgical issues. Content focuses on application of the nursing process to individuals in high acuity settings. Emphasis will be placed on the integration of pathophysiology, pharmacology, and hemodynamics in multisystem illnesses. Course meets 2 hours a week for 8 weeks. (Prerequisites: NRS 410, 411, 412, Social Science elective, or consent of instructor) (F/S)

NRS 460 PROFESSIONAL NURSING: HEALTH OF COMMUNITIES 4 cr

Nursing concepts are integrated with those of public health science and community to promote health outcomes in the community. The role of nursing in affecting health care policy is examined. (Prerequisites for Pre-Licensure Students: NRS

410, 411, 412, Social Science elective; concurrent with NRS 461; prerequisites for Registered Nurse Students: NRS 320, 330, 370; concurrent with NRS 461) (F/S)

NRS 461 NURSING CARE WITH AGGREGATES 4 cr

Nursing care of culturally diverse families, aggregates, and communities. Skills in health assessment, education, and health promotion are extended to groups in communities. In addition, the development of partnerships with community members and groups is emphasized. (Prerequisites for Pre-Licensure Students: NRS 410, 411, 412, Social Science elective; concurrent: NRS 460; prerequisites for Registered Nurse Students: NRS 320, 330, 370; concurrent: NRS 460) (F/S)

NRS 479 INDEPENDENT STUDY - NURSING 1-3 cr

Consent of Instructor.

P

PHILOSOPHY (PHIL)

PHIL 101 LOGIC: THE PRACTICE OF CRITICAL THINKING 3 cr

Develop and strengthen skills to identify, evaluate and construct arguments. Cultivate a critical thinking practice through the study of critical thinking exemplars. Understand argument as a dialogical process necessary for building a just and humane society. This course is a prerequisite for all other philosophy courses. (F/S/SS)

PHIL 102 F7 FOUNDATIONS IN PHILOSOPHY 3 cr

A historical and critical introduction to Western philosophy through the study of classic and contemporary philosophers. Emphasis on close textual reading, understanding philosophy in historical context, using philosophy to reflect on our experiences, and the quest for truth. (Prerequisite: PHIL 101) (F/S)

PHIL 103 F7 PHILOSOPHY OF THE PERSON 3 cr

What is a person? In what sense are we more than biological organisms operating according to natural laws? Various philosophical positions are explored, especially naturalism, scientific realism, humanism, existentialism and post-modernism through philosophical treatises, imaginative literature and biographies. (Prerequisite: PHIL 101)

PHIL 104 F7 ETHICS 3 cr

An inquiry into moral character with the purpose of discerning guidelines for individual human action and for the attainment of the good in human life. Focus on moral dilemmas and moral exemplars. (Prerequisite: PHIL 101) (F/S)

PHIL 105 F7 SOCIAL AND POLITICAL PHILOSOPHY 3 cr

Philosophical reflection on the social nature of persons and the communities they form, with emphasis on these topics: law, authority, liberty, peace, social justice, equality, and the common good. These concepts are developed within the context

of the study of classical and modern social political theories. (Prerequisite: PHIL 101) (S)

PHIL 106 F7 PHILOSOPHY AND GENDER 3 cr

An inquiry into the relations between classic and contemporary Western philosophy and the social construction of gender. Focus on philosophies of oppression and liberation. (Prerequisite: PHIL 101) Crosslisted with WS 206F7. (F)

PHIL 107 F7 PHILOSOPHIES OF EARTH 3 cr

What is our relationship to our earth home and all the beings who share it? This course studies the foundations of western and non-western philosophies in order to examine this and other cosmological and ecological questions. Current issues in environmental ethics are included. (Prerequisite: PHIL 101) Crosslisted with ENVS 107(S)

PHIL 112 F7 FOUNDATIONS OF CHINESE PHILOSOPHY 4 cr

An examination of the fundamental characteristics and diversity of viewpoints that constitute Chinese philosophy. Basic philosophical principles will be examined in themselves and their application to various aspects of Chinese life - its culture and civilization as a whole. Specific thinkers, problems, and schools of thought will be surveyed. (Prerequisite: PHIL 101) Crosslisted with HIST 112F6.

PHIL 250 F7 HISTORY AND PHILOSOPHY OF SCIENCE 3 cr

Provides an introduction to the nature of scientific inquiry, and the philosophical implication of science and its development. Introduces students to philosophical ways of thinking and arguing within the natural sciences and seeks to develop an appreciation of the scientific enterprise. In addition, the course addresses the history of science through the study of notable scientific revolutions, the motivations of scientists, and the exploration of the natural world as a human activity. (Prerequisite: PHIL 101 or consent of the instructor) Crosslisted with NATS 250 F7. (S)

PHIL 305 PHILOSOPHICAL THEMES 2-3 cr

Exploration of such topics as the human use of leisure and work, technology, mass media and the arts, cross cultural philosophical issues. (Prerequisite: PHIL 101)

PHIL 306 PHILOSOPHY OF PEACE 4 cr

Why is war such a pervasive and enduring feature of human society? What are the philosophical sources of a stable, just and universal peace? This seminar will give special attention to the philosophy and practice of active nonviolence as taught by Gandhi and King; and the United Nations as an imperfect expression of emerging global consciousness. The course normally will include a service-learning project in the local community and culminate with a travel seminar to the U.N. in New York City. (Prerequisite: PHIL 101) Crosslisted with HI 404. (S)

PHIL 307 PHILOSOPHY OF MARTIN LUTHER KING 4 cr

In depth study of Martin Luther King's philosophy in the context of his life and work. (Prerequisite: PHIL 101) (F)

PHIL 400 METAPHYSICS 1 cr

Consideration of questions concerning ultimate reality and the purpose of existence. Perspectives from various eras, cultures and philosophical traditions will be examined. (Prerequisite: PHIL 101 and one foundation course)

PHIL 401 SELECTED PHILOSOPHERS 2-3 cr

In-depth concentration on one or two philosophers, selected in response to student interest. (Prerequisite: PHIL 101 and one foundation course)

PHIL 479 INDEPENDENT STUDY - PHILOSOPHY 1-3 cr

Research into a philosophical theme related to a students' major field. Required of philosophy minors. (Prerequisite: PHIL 101)

PHYSICS (PHYS)

PHYS 130/131 F5 GENERAL PHYSICS I & II 4/4 cr

A two-semester introductory physics sequence primarily designed for those who do not need a calculus-based course. The first semester includes principles of mechanics, heat, and sound and their applications. The second semester includes principles of electricity and magnetism, optics, and modern physics and their applications. Three two-hour sessions per week. (Prerequisite for PHYS 130 is MATH 111; MATH 112 or equivalent recommended; the prerequisite for PHYS 131F5 is PHYS 130F5) (F/S)

PHYS 201/202 F5 COLLEGE PHYSICS I & II 4/4 cr

This is a two-semester calculus-based introductory physics sequence designed for pre-engineering, mathematics, and other science majors. The first semester includes principles of mechanics and their application. The second semester includes principles and applications of electricity and magnetism. Three two-hour sessions per week. (Prerequisite for PHYS 201F5 is MATH 231 and concurrent registration in or prior completion of MATH 232 or equivalent. PHYS 201F5 or equivalent and concurrent registration in or prior completion of MATH 233 or equivalent are prerequisites for PHYS 202F5.) (F/S)

PHYS 220 INTRODUCTION TO HUMAN BIOMECHANICS 3 cr

Biomechanics uses mechanical analyses to investigate biological problems by combining knowledge of anatomy, physiology and physics. Topics include mechanical and structural properties of living tissue, loads applied to joints, common sports injuries and treatments, linear and angular kinematics and kinetics, equilibrium, and movement in fluid mediums. Crosslisted with BIO 220. (F)

PHYS 250 SURVEY OF ASTRONOMY 4 cr

Modern exploration of the physical universe. Topics include the sky and celestial motions, our solar system, stars, nebulae, galaxies, and cosmology with an emphasis on origin and evolution. Three lectures and one laboratory per week. (Prerequisite: MATH 111, equivalent, or consent of instructor) (S)

PHYS 271 F6 PHYSICS: HISTORICAL PERSPECTIVE 4 cr

Historical aspects of scientific developments from classical to the modern periods. This course familiarizes students with the lives and times of the great scientists, how they brought about revolutions in scientific thinking. Three lectures per week. (Prereqs: PHYS 202F5 or equivalent; concurrent registration in or prior completion of MATH 331 is highly recommended.) (F)

PHYS 300 MATHEMATICAL METHODS OF PHYSICS 3 cr

The physics content of the general physics sequence will be examined in greater detail using the tools of calculus to examine physical problems from classical mechanics, electricity, and magnetism. Focus will be on interpretation of graphs, basic differential equations, and vector analysis of physical problems. Students will use the tools and language of mathematics to understand physics. (Prerequisites: PHYS 131F5 or 202F5, MATH 231, and concurrent registration or prior completion of MATH 232) (F)

PHYS 310 PRINCIPLES OF MECHANICS 3 cr

Origin and development of classical mechanics; mathematical techniques, especially vector analysis; conservation laws and their relation to symmetry principles; brief introduction to orbit theory. (Prerequisites: PHYS 202F5 and concurrent registration in or prior completion of Math 331 highly recommended)

PHYS 320 ELECTROMAGNETISM 3 cr

Electrostatic fields, capacitance and dielectrics, magnetostatics; electromagnetic induction; Maxwell's equations. (Prerequisites: PHYS 310 and MATH 331)

PHYS 350 SCIENTIFIC COMPUTING 3 cr

Introduces computing tools useful in solving scientific problems. Considers a variety of techniques of tackling scientific calculations such as spreadsheets, symbolic packages, and using any suitable programming language(s). Topics will include elementary theory of errors, solution of algebraic equations, roots of polynomials, differentiation and integration of functions, and Euler's method. Examples will be drawn from such diverse fields as astronomy, physics, chemistry, earth science, biology and mathematics. (Prerequisite: MATH 232 or equivalent or consent of instructor)

PHYS 360 MODERN PHYSICS 3 cr

An introduction to quantum mechanics and their applications to atomic, solid state, and nuclear physics and chemistry. Three lectures per week. (Prerequisites: PHYS 202F5 or equivalent; concurrent registration in or prior completion of MATH 331 is highly recommended.) Crosslisted with CHEM 360 (S)

PHYS 361 THERMAL PHYSICS 3 cr

Investigates the laws of thermodynamics, properties of the states of matter and dynamics. Three lectures per week. (Prerequisites: CHEM 121F5 and PHYS 202F5 or consent of instructor) Crosslisted with CHEM 361.

PHYS 379 INDEPENDENT STUDY 1-3 cr

Independent study of selected topics in physics conducted by the student with the approval and supervision of the instructor. (Prerequisite: consent of instructor)

PHYS 469 SPECIAL TOPICS IN PHYSICS 1-3 cr

Advanced study of topics of special current interest in physics and related fields. Seminar/discussion format. (Prerequisite: Consent of instructor) (F/W/S/SS)

PHYS 479 INDEPENDENT STUDY 1-4 cr

Independent study of selected topics in physics conducted by the student with the approval and supervision of the instructor. (Prerequisite: consent of instructor)

PHYS 489 UNDERGRADUATE RESEARCH 1-3 cr

Opportunities are available for students to engage in physics research, in conjunction with collaborative student-faculty research projects or with projects done with researchers from various governmental agencies. (Prerequisite: consent of the instructor).

POLITICAL SCIENCE (PS)**PS 210 INTRODUCTION TO INTERNATIONAL RELATIONS 4 cr**

Provides students with an overview of the major contemporary issues, theories, and analytical approaches in the study of international relations and the international system. (S)

PS 262 INTRODUCTION TO AMERICAN POLITICAL PROCESS 4 cr

Explores the nature and structure of the American political system, and examines selected problems in American government at the national, state and local level. (F/S)

PS 275 INTRODUCTION TO COMPARATIVE POLITICS 4 cr

An introduction to politics internationally through a comparison of select countries. Emphasis on political institutions and processes, democracy and representation, the relationship between politics and culture and problems of post-industrial, former Communist and developing countries. (F)

PS 279 INDEPENDENT STUDY - POLITICAL SCI 1-3 cr

Consent of Instructor.

PS 301 POLITICAL IDEAS 4 cr

Explores the major political ideologies of the modern and contemporary eras, as well as the political thinkers who played a role in developing and articulating such ideas. The role of these ideologies in shaping both historical and current events. (S of alternate years)

PS 342 AMERICAN FOREIGN POLICY 4 cr

Focuses on the United States and its relations with other nations, with emphasis

upon the forces that determine contemporary American foreign policy. Crosslisted with HIST 342. (F of alternate years)

PS 343 CONSTITUTIONAL POLITICS 4 cr

Examines the political issues and conflicts that arise as society attempts to apply and interpret the US Constitution, especially as it regards civil rights and civil liberties. This would include such controversies as censorship, the rights of the accused, abortion, affirmative action, discrimination, privacy, and federalism. The roles played by the Supreme Court, the rest of the federal judiciary, state courts, Congress, the President, private interests, and public opinion. Notable past constitutional cases that helped shape current interpretations of the Constitution. (F of alternate years)

PS 350 PUBLIC POLICY PROCESS 2 cr

How policy decisions are made in the American political system. Attention will be paid to models of policymaking, the roles of specific actors in the policymaking realm, and the various stages of the policymaking process. Offered every three years.

PS 351 SELECTED ISSUES IN PUBLIC POLICY 2-4 cr

The nature and development of selected contemporary public policy issues such as education, housing, taxes, welfare, crime, transportation and urban planning. The course may cover several topics or focus in detail upon one issue in a given semester.

PS 352 ENVIRONMENTAL POLITICS 4 cr

Major issues in environmental policy, including public lands, wildlife, pollution and energy, as well as the role of governmental institutions, interest groups and the public in formulating environmental policy. Offered in alternate years. Crosslisted with ENV 352. (S)

PS 353 POLITICS OF SPRAWL: LAND USE/TRANSP POLCY 2 cr

This course examines the environment and social consequences of suburban sprawl and the patterns of mobility associated with it. The role of public policies at the local, state, and federal levels in creating, sustaining, or reforming this entire system of land use will also be explored. Crosslisted with ENV 353.

PS 360 POLITICAL PARTIES & INTEREST GROUPS 4 cr

The nature and function of two types of political organizations which influence American government: political parties and interest groups. Their structure, roles and behavior will be examined as will the process of political action in general. Offered every three years.

PS 361 THE PRESIDENT AND EXECUTIVE BRANCH 4 cr

The structure and nature of the Presidency and the executive bureaucracy. The history, political behavior and functions of the executive office and its relationships to Congress, the bureaucracy, the media, interest groups, and the American people; the theory and practice of public administration within the executive branch. Offered in alternate years. (S)

PS 362 CONGRESS AND LEGISLATIVE POLITICS 2 cr

The structure and behavior of legislative bodies, especially the U.S. Congress. In addition, theories of representation, the role of constituents, and the legislature's complex relationship to the other branches of government. Offered in alternate years.

PS 364 STATE AND LOCAL POLITICS 2 cr

The process of governing at the state and local levels and the unique problems that are associated with state and local government. Special emphasis is placed on intergovernmental relations and how these influence state and local politics. Offered in alternate years.

PS 379 INDEPENDENT STUDY - POLITICAL SCI 1-3 cr

Consent of Instructor.

PS 380 POLITICS OF LATIN AMERICA 4 cr

The politics of the countries of Latin America. Patterns in the social, political, and economic structures of each state as well as considering the role of history. Offered every three years.

PS 381 POLITICS OF THE EUROPEAN COMMUNITY 4 cr

The political institutions and processes in the major West and Central European countries and of the EEC. Offered every three years.

PS 382 RUSSIA & THE FORMER USSR 4 cr

An exploration of the emerging political systems in the former USSR, with primary emphasis on Russia. Particular focus on problems of transition from Communism, and continuities/discontinuities between present and Soviet and pre-Soviet periods. Offered every three years.

PS 384 POLITICS OF THE MIDDLE EAST 4 cr

The political systems of the Middle East, focusing on economic development, Pan-Arab, Pan-Turkic and Islamic fundamentalism movements and the Arab-Israeli conflict as influences on the prospects for democracy. Special consideration is given to the role of culture and history, especially Islam, the colonial experience and nationalism in shaping the region's politics. Offered every three years.

PS 460 MEDIA AND POLITICS 4 cr

How media has transformed American politics in the last half-century. Explores the assumption that media coverage of politics is not apart from the events it reports on, but rather a determinant, in many ways, of those events. How the presentation of political reality by the media, especially TV, affects elections, political behavior, public opinion, policy debates, and the notion of citizenship and democracy. Offered in alternate years. (F)

PS 479 INDEPENDENT STUDY - POLITICAL SCI 1-3 cr

Consent of Instructor.

PS 480 SEMINAR IN POLITICAL SCIENCE 2-4 cr

A seminar that explores contemporary issues in political science.

PS 489 SEMINAR IN INTERNATIONAL RELATIONS 2-4 cr

A seminar that explores contemporary issues in international relations.

PSYCHOLOGY (PSYCH)**PSY 101 GENERAL PSYCHOLOGY 4 cr**

Basic introduction to psychology as a science. Emphasis on major topics and areas of research in psychology including: methodology; biology and behavior; perception; memory; learning; motivation; emotions; states of consciousness; personality; psychological disorders; and psychotherapies. (F/S)

PSY 200 DATA ANALYSIS FOR SOCIAL SCIENCE 1 cr

An introduction to computer usage necessary for social science courses, including computer basics (disks, drives, files), the Edgewood LAN, presentational software, a statistical package, and overview of data types. (F/S)

PSY 210 CHILD PSYCHOLOGY 4 cr

Psychological development of the child: genetic, prenatal, postnatal, infancy, pre-school, and early school age periods; parental and peer relationships; social, emotional, and intellectual development and learning. Special attention is given to the educational implications. A 20-hour semester practicum in working with children is required. Crosslisted with ED 210. (F/S)

PSY 220 ADOLESCENT PSYCHOLOGY 4 cr

A study of the changes and problems in the transition from childhood to adulthood, including social, emotional, intellectual, physical, and moral development and learning. Special attention is given to educational implications with an applied practicum. Crosslisted with ED 220. (F/S)

PSY 230 PSYCHOLOGY OF HUMAN LEARNING 4 cr

A study of the nature, processes, outcomes and conditions of learning including the cognitive and affective processes in conceptualization, problem-solving, reasoning, and creativity. Special attention is given to educational implications, with an applied practicum. Crosslisted with ED 230. (F/S)

PSY 285 TOPICS IN PSYCHOLOGY 4 cr

A different topic in psychology will be examined in each topic course.

PSY 285R INDEPENDENT RESEARCH 1-4 cr

A course that enables students to become involved with faculty doing empirical research on a wide variety of topics in psychology. Learning will involve direct instruction as well as applied experiences. The activities and requirements of the course will vary depending upon the type of research. Students will be expected to work 3 hours per week per credit hour. A maximum of two credits in Independent Research can be applied toward the major. (Prerequisite: PSY 101F4 and consent of instructor.)

PSY 287 PSYCHOLOGY OF GENDER 4 cr

Examines the biological basis of gender differences in men and women, including sex differences and gender roles; theoretical perspectives on gendered behavior, including developing gender identity; myths and stereotypes about masculinity and femininity; issues related to gender differences in men and women, including sexuality, the family, health, mental health, cognition. Crosslisted with WS 287.

PSY 300 PSYCHOLOGY OF PERSONALITY 4 cr

An introduction to major theories and empirical research in the field of personality psychology. Topics include the dynamics, structure, and assessment of personality, as well as personality development and change. Biological and socio-cultural influences on personality will be considered. (Prerequisite: PSY 101F4)

PSY 301 CASE MANAGEMENT 4 cr

Basic knowledge and skills for working directly with individuals and families (i.e., micropractice). Special attention will be given to the competencies of case management and interviewing, emphasizing communication skills and management of the helping relationship. The generalist perspective from social work will be used in a context of multiculturalism. Professional values and ethics will be employed as guiding principles to micropractice skills and decisions. In a practice course students should be prepared to take an active role in hands-on learning using demonstrations, dyads and small group-work. Crosslisted with HS 300. (F)

PSY 310 PSYCHOLOGY OF INTIMATE RELATIONSHIPS 4 cr

Emphasizing the experience of the individual in the context of intimate others, this course examines marriage and family life from theoretical, empirical and applied perspectives. Topics covered include definitions of and trends in marriage and the family, the systems perspective of family life, families in cultural context, dating and mate selection, sexual intimacy, gender roles and power, communication and conflict resolution, parenthood, family stress and coping, divorce, single parenting, and stepfamilies. Practical principles intended to maximize individual growth and strengthen marriages and family relationships will be considered. (Prerequisite: PHIL 101)

PSY 324 THE HELPING RELATIONSHIP 3 cr

An examination of the role of the professional in helping relationships. Focus is upon the development of the skills of personal support and consultation to parents and other individuals having responsibility for the care of children with exceptional educational and medical needs. Students examine the development and implementation of appropriate helping programs, the facilitation of understanding and acceptance of the child's special needs, and the implementation and evaluation of strategies for assisting individuals and families. (Prerequisite: PSY 101F4) Crosslisted with ED 324. (F/S)

PSY 340 ABNORMAL PSYCHOLOGY 4 cr

A study of a variety of behavioral abnormalities in children and adults. This study will take place within a historical overview of explanations applied to abnormal

behavior and modes of treatment which logically followed from such explanations. A practicum is required. (Prerequisite: PSY 101F4) (F/S)

PSY 345 LIFESPAN DEVELOPMENT 4 cr

An integrated study of the processes and major influences throughout the human experience from the beginnings of life through aging. Learning, cognitive, self-actualization theories as well as the psychoanalytic tradition will be examined. (Prerequisite: PSY 101F4 or consent of instructor) (F/S)

PSY 349 SOCIAL PSYCHOLOGY 4 cr

An overview of theories and research pertaining to the interaction and reciprocal influences between individuals and their societal context. Includes such topics as helping behavior, attribution, group processes, attitude change, racism, sexism, obedience/compliance, and aggression/violence (and others). Emphasis will be placed on both the major thinking in these areas and experimental investigation of these notions. (Prerequisite: PSY 101F4 or consent of instructor) Crosslisted with SOC 349. (S)

PSY 350 DRUG USE, ABUSE AND DEPENDENCE 4 cr

Overview of the ways that substance abuse impacts individuals, families and society. Various models of abuse and addiction will be discussed, with an emphasis on the Biopsychosocial Model. Demonstrates an appreciation of how biological, genetic, developmental, psychological, environmental, historical and cultural factors all interact to explain substance use, abuse and dependency. Considerable emphasis on the psychopharmacological aspects of substance abuse and gaining an understanding of the way that specific drugs affect individuals on physical, emotional and behavioral levels.

PSY 360 ASSESSMENT & TREATMENT OF SUBSTANCE ABUSE 4 cr

This course emphasizes that assessing individuals for potential substance abuse disorders, developing effective treatment plans, and providing the required treatment and aftercare should all be part of one seamless process. Various assessment instruments, interviewing methods, and diagnostic tools will be reviewed. Included will be a full discussion of Prochaska and Miller's Stages of Change Model and Motivational Interviewing. A review of treatment options will include 12-step and other self-help groups, outpatient individual and group therapies, hospital based interventions and long-term residential treatment. Cognitive-behavioral, family systems, interpersonal and psychopharmacological approaches to treatment will all be explored.

PSY 369 SOCIAL SCIENCE STATISTICS 4 cr

An introduction to the techniques of descriptive and inferential statistics appropriate to the research methods and forms of analysis used in the social sciences; and to the use of microcomputer statistical programs. Crosslisted with SS 369. (F/S)

PSY 375 RESEARCH METHODS IN PSYCHOLOGY 4 cr

An introduction to research in psychology with an emphasis on understanding and learning to conduct research in various areas in psychology and becoming a critical consumer of psychological research. Each student will be required to design, carry

out and analyze the results of an original research project. (Prerequisite: PSY 369 or MATH 121) (F/S)

PSY 380 INTRODUCTION TO PSYCHOTHERAPIES 4 cr

An introduction to the major therapy methods in use today. A brief examination of the nature of mental health and dysfunctions from the organic, interpersonal and intra-psychic perspectives and a study of the theories and treatment methods of contemporary psychotherapies. (Prerequisite: PSY 101F4) (F/S)

PSY 381 FORENSIC PSYCHOLOGY 4 cr

An introduction to the application of psychology to areas of the criminal justice system (i.e., courts, corrections). Topics may include jury selection, expert opinion/testimony, eyewitness reliability, insanity defense, punishment and deterrence, divorce and child custody mediation, correction facilities, design of offender treatment programs. The class will interest students planning careers in applied psychology or forensically-related fields (e.g., law, policing, social work). (Prerequisite: PSY 101 F4)

PSY 382 MULTICULTURAL COUNSELING 4 cr

An overview of basic theories and techniques of multicultural counseling. Students discuss basic definitions of race, culture and ethnicity; issues of racism, stereotyping, power dynamics and discrimination; theories of racial identity development and their implications for counseling; community and family structures of specific racial/ethnic groups in the United States; different theoretical perspectives of multicultural counseling and ethnic issues involved in working with multicultural groups. (Prerequisite: PSY 101 F4 or consent of instructor.)

PSY 383 TOPICS IN PSYCHOLOGY AND CULTURE 4 cr

A review of important theoretical and methodological issues in the area of crosscultural and multicultural psychology. Examine cultural issues in psychology which are either not covered in the curriculum or which deserve more in-depth treatment than is possible in a regular course. Practicum may be required. (Prerequisite: PSY 101F4).

PSY 384 YOUTH DEVELOPMENT & CULTURE 4 cr

A review of important theoretical and methodological issues in the area of crosscultural and multicultural psychology. The course permits the instructor and students to examine cultural issues in psychology which are either not covered in the curriculum or which deserve more in-depth treatment than is possible in a regular course. Crosslisted with ETHS 381. (Prerequisite: PSY 101F4)

PSY 385 TOPICS IN PSYCHOLOGY 4 cr

A different topic in psychology will be examined in each topic course. (Prerequisite: PSY 101F4)

PSY 385K DEVELOPMENTAL PSYCHOPATHOLOGY 4 cr

The origins, progression and consequences of developmental challenges in children, adolescents and families, including major forms of psychopathology, such

as depression and disruptive behavior syndromes, and family-based risk factors for psychopathology, such as parenting quality and marital conflict. Focus is on the identification of risk and protective factors for psychopathology. The course will also examine prevention efforts designed to reduce risks and enhance protective factors.

PSY 386 PSYCHOLOGICAL ASSESSMENT 4 cr

An examination of the basic principles of test construction and interpretation including issues related to reliability and validity. Issues related to test administration, scoring and reporting are explored, with emphasis given to the ethical uses of psychological tests. Attention is also given to emerging trends in the practical uses of tests. (Prerequisite: PSY 101 F4)

PSY 388 PERCEPTION, MEMORY AND COGNITION 4 cr

Examines the related areas in psychology of perception, memory, and cognition. Will deal with a variety of topics in each of the three areas, including color, depth, and form perception, memory storage and retrieval, memory disorders, attention, mental imagery, and decision-making. An emphasis is given to the research methods used in the study of cognitive psychology and the brain physiology responsible for complex human behavior. (Prerequisite: PSY 101 F4)

PSY 389 MEN & MASCULINITIES 4 cr

The psychological, biological, social/cultural, and historical influences on the contemporary male and masculine roles are explored. The implications for society, relationships, families, and boys and men themselves are examined. Topics to be covered include gender socialization, gender roles and stereotyping, boyhood, the privileges and perils of collegiate masculinities, portrayals of men and masculinities in the media, men's friendships, men in families, men and work, men and health, intimacy and power issues with women, male sexualities, and male violence. Students will be required to carry out activities on and off campus that promote healthy and new ways of being for boys and men. (Prerequisite: consent of instructor) Crosslisted with WS 389.

PSY 390 GROUP PSYCHOTHERAPY 4 cr

Designed to provide students with knowledge in the theory and practice of group therapy, the course will explore basics in group selection and formation, therapeutic issues for group work, dealing with problems in process and participant behavior, and application with different populations. (Prerequisites: PSY 101 F4, PSY 380) (S)

PSY 394 CLINICAL & COUNSELING PROFESSIONAL SEMINAR 4 cr

Follows the scientist practitioner approach by integrating academic research and practice. Students will complete a 5 hour per week intensive internship at an approved setting where they will gain basic clinical and counseling professional skills under supervision. The course will focus on areas of psychology that relate to the internship setting. Students will be required to create a professional workshop, presentation or community based project to coincide with their work at the internship setting. A practicum is required. (Prerequisite: Junior standing)

PSY 430 ANIMAL BEHAVIOR 4 cr

The study of animal behavior from an evolutionary perspective. Lectures, laboratories, and discussions focus on general principles of behavior, as well as the design of experiments to test hypotheses about behavior. Topics include animal communication, mating and parental care, foraging, habitat selection, and sociality. Provides a broad basis for understanding the behavior of animals, including ourselves. (Prerequisites: BIO 151 F5/152 F5 or consent of the instructor) Crosslisted with BIO 430. (S)

PSY 440 PSYCHOLOGY OF ADULTHOOD AND AGING 4 cr

Introduction to the study of early, middle, and late adulthood; theoretical orientations to aging. A study of the continuity and discontinuities in life such as the changes in biological systems, sensation-perception, psychomotor skills, intellectual functioning, and personality. (Prerequisite: PSY 101 F4)

PSY 445 BIOLOGICAL PSYCHOLOGY 4 cr

The study of the relationship between the functions of the central nervous system and behavior. Emphasis is put on physiological mechanisms determining sensation, movement, sleep, memory, language and abnormal behavior. (Prerequisite: PSY 101F4 or BIO 151F5) Crosslisted with BIO 445. (F/S)

PSY 479 INDEPENDENT STUDY - PSYCHOLOGY 0-3 cr

Topics and credits will be determined and approved by the Department of Psychology.

PSY 483 TOPICS IN PSYCHOLOGY AND CULTURE 4 cr

An in-depth review of important theoretical and methodological issues in the areas of cultural and multicultural psychology. The course permits the instructor and students to examine cultural issues in psychology which are either not covered in the curriculum or which deserve more in-depth treatment. Prerequisite: PSY 101F4.

PSY 485 TOPICS IN PSYCHOLOGY 4 cr

A different topic in psychology will be examined in each topic course.

PSY 487 INTRODUCTION TO FAMILY THERAPY 4 cr

Addresses the major concepts of the field including both theory and the application of Family Therapy. Practical applications and demonstrations given in class to foster the student's beginning skills as a therapist. (Prerequisites: PSY 101 F4 and PSY 380)

PSY 488 GRAD SCHOOL & CAREERS IN PSYCHOLOGY 1 cr

This course will help students select and work towards a career in psychology. Students will complete a series of exercises and assignments to help select a career path. Students will select several graduate programs, licensing requirements, and other aspects of a career in the chosen area.

PSY 494 PROFESSIONAL SEMINAR/INTERNSHIP CLINICAL/COUNSELING 4 cr

Follows the scientist practitioner approach by integrating academic research and practice. Students will complete a 5 hour per week intensive internship at an approved setting where they will gain basic clinical and counseling professional skills under supervision. The course will focus on areas of psychology that relate to the internship setting. Students will be required to create a professional workshop, presentation, or community based project to coincide with their work at the internship setting. A practicum is required. (Prerequisite: Junior standing) (F/S)

R-PSY 494 ETHICAL LEADERSHIP IN ORGANIZATIONS 4 cr

This course provides students with active engaged learning experiences involving organizational psychology as a science for improving human welfare. Students will be exposed to a framework for ethical decision making, exploring it through readings, discussions, and experiential exercises toward applying this course concepts to an organizational situation. This course fulfills the Edgewood College Human Issues requirements. (SS)

PSY 495 A-H GUIDED EXPERIENTIAL LEARNING (GEL) INTERNSHIP 1-6 cr

Active experiences involving psychology as a science or in psychology as a means to improving human welfare. Each psychology major is required to complete a minimum of one internship credit for graduation. A student may complete multiple internships but a maximum of six internship credits can be counted toward the psychology major. Students will contract with individual faculty members for internships; the nature and extent of the contracted experience will determine the number of credits. See areas A-H.

PSY 495A GEL INTERNSHIP: COUNSELING 1-6 cr

Students will work in a setting offering psychological services. (Prerequisites: PSY 324 or 380 and consent of instructor)

PSY 495B GEL INTERNSHIP: RESEARCH 1-6 cr

Students will work with individual faculty members on empirical research. (Prerequisite: Consent of instructor)

PSY 495C GEL INTERNSHIP: HUMAN SERVICES 1-6 cr

Students will work in an agency under the supervision of a licensed social worker. This internship is taken by students in the Human Services Concentration and is administered by the Social Science Department. (Prerequisite: consent of instructor)

PSY 495D GEL INTERNSHIP: INDUSTRIAL ORG 1-6 cr

Students will work in an organizational setting doing human resources and other work appropriate to I/O psychology. (Prerequisite: consent of instructor)

PSY 495E GEL INTERNSHIP: BROADFIELD PSYCH 1-6 cr

Students will contract with individual faculty members for internships. (Prerequisite: consent of instructor)

PSY 495H AODA INTERNSHIP 2 cr

Students work for two consecutive semesters in a setting for the assessment and treatment of alcohol and other drug abuse.

PSY 496G/H PROFESSIONAL SEMINAR/INTERNSHIP IN SUBSTANCE ABUSE COUNSELING 4/4 cr

Work in a setting for the assessment and treatment of alcohol and other substance abuse. The internship participants will discuss their internship experiences specifically related to issues of case management and referral, assessment and treatment planning, record keeping, cultural diversity, relapse prevention, aftercare, patient and community education, and the ethical considerations facing professionals working in the field. The senior seminars and GEL internships are the clinical capstone within the Substance Abuse Counseling concentration.

PSY 498 EVALUATING PSYCHOLOGY RESEARCH: SENIOR SEMINAR 4 cr

Senior psychology majors write and present to the Psychology Department a critical review of the primary research literature on a topic in psychology of their choice. They will exhibit skills in searching data sources (e.g., PsychInfo), writing conceptual frameworks for the reviews, analyzing and summarizing the research articles, critically evaluating the research, and writing the final review paper in APA style. (Prerequisites: PSY 369 or MATH 121; PSY 375; psychology major declaration and senior status. (F/S)

PSY 499 WORKSHOPS 0-4 cr

Consent of Instructor.

R

RELIGIOUS STUDIES (RS)

RS 210A F8 BIBLICAL LITERATURE: HEBREW BIBLE 4 cr

A survey of the Bible using modern literary methods, recent historical and archeological findings highlighting themes of justice, religious experience, and the development of Jewish and Christian faith traditions. (Prerequisite: ENG 110) (F/S)

RS 210B F8 BIBLICAL LITERATURE: GOSPELS 4 cr

A survey of the Bible using modern literary methods, recent historical and archeological findings highlighting themes of justice, religious experience, and the development of Jewish and Christian faith traditions. (Prerequisite: ENG 110) (F/S)

RS 210C F8 BIBLICAL LITERATURE: ACTS & LETTERS 4 cr

A survey of the Bible using modern literary methods, recent historical and archeological findings highlighting themes of justice, religious experience, and the development of Jewish and Christian faith traditions. (Prerequisite: ENG 110) (F/S)

RS 218 F8 IMAGES OF FAITH LITERATURE & FILM 4 cr

An exploration of the place of religious faith in human development, the symbolic

elements which landscape the religious imagination, and the ways these find expression in scripture, autobiography, poetry, fiction, drama, contemporary music and/or film. (S)

RS 220-223 JEWISH LIFE & THOUGHT 2/2/2/2 cr

Sponsored by the Jewish Chautauqua Society, the course considers the life of the Jewish people as related in the Bible and in Rabbinic Literature with special emphasis on the development of liturgical life and festivals following the order of Torah, Prophets, Writings and contemporary Judaism. (RS 220 Torah (A,B), RS 221 Prophets (A,B), RS 222 Writings (A,B), RS 223 Contemporary Judaism (B) (S)

RS 224 F8 INTRODUCTION TO CHRISTIAN THOUGHT 4 cr

An investigation of contemporary Christian thinking about human experience, God, creation, Jesus, spirit, community, worship, spirituality, peace, justice and other religions. (S)

RS 225 F8 INTRODUCTION TO MAJOR RELIGIOUS TRADITIONS 4 cr

A study of the basic beliefs, rituals, scriptures, and moral codes of five major living religious traditions of the world: Hinduism, Buddhism, Judaism, Christianity, and Islam. Lectures are supplemented with films, slides, field trips, and interviews with believers of these traditions. (F/S)

RS 227C REL PERSPECTIVES ON CONTEMP ISSUES 4 cr

Comparative study of the basic tenets of major religious traditions as these are applied to contemporary issues of violence, peace-making, poverty, justice, family life, and health care.

RS 230 F8 HISTORY OF CHRISTIANITY 4 cr

A survey of major historical events which affected the development of Christianity from the time of the Gospels until the present. Attention is given to diverse traditions and to the experience of women in Christian history. (F)

RS 240 F8 CHRISTIAN RESPONSIBILITY & MORAL DEVELOPMENT 4 cr

A basic study of Christian morality emphasizing the personal and social dimensions, including a discussion of freedom, conscience, stages of moral development, and basic ethical systems. (F)

RS 242 F8 MORAL RESPONSIBILITY & MEDICAL ETHICS 4 cr

A basic study of morality, with emphasis on Judeo-Christian morality, stressing both personal and social dimensions, including a discussion of freedom, conscience, basic ethical systems and stages of moral development, with special considerations of contemporary problems in the fields of bio- and medical ethics. (S)

RS 247 F8 THE CHRISTIAN RELIGIOUS EXPERIENCE 4 cr

Exploration of a variety of Christian experiences of relationship with God in Jesus Christ as expressed in scripture, traditions, lifestyles, and spiritualities. Investigates the roots and evolution of contemporary beliefs and practices with attention given to the insights and experiences of women and minorities. (F/S)

RS 250 CATHOLICISM 4 cr

An interdisciplinary, multi-cultural, experiential and theological introduction to Catholicism in the 21st century.

RS 265 RELIGIOUS TRADITIONS OF THE EAST 4 cr

A study of selected major religions of South and East Asia with respect to their history, literature, and influence today. Offered every fourth year. (S)

RS 270 INDEPENDENT READING AND RESEARCH 1-3 cr

Students choose a topic of interest in Religious Studies or select writings of a major theologian (e.g. Augustine, Aquinas, Luther, Tillich, Segundo, Ruether, Johnson, neo-Thomists, Feminists, Liberation Theology). Requires preparation of a paper or public presentation to report the results of the investigation. Topics and credits to be approved by Department of Religious Studies. (Prerequisite: any F8 course or an equivalent)

RS 305 HUMAN ISSUES SEMINAR IN RELIGION & PUBLIC LIFE 2 cr

First semester of a study of contemporary issues relating to religion and public life. Biblical notions of justice, papal encyclicals, pastoral letters of Bishops' Conferences, and statements of the World Council of Churches provide a basis for discussion and participation in an area of social justice. Crosslisted with HI 305. (F)

RS 327 RELIGIONS AND CONTEMPORARY ISSUES 4 cr

An interdisciplinary, multi-cultural and experiential exploration of the role religious perspectives play in shaping the human understanding of and response to issues and events of the day: globalization, poverty, war, environment/sustainability, gender, and other topics may be considered.

RS 328 STRONG RELIGION: FUNDAMENTALISM 4 cr

An exploration of social and religious forces behind fundamentalist tendencies in the Abrahamic religions (Judaism, Christianity, Islam). Examination of their respective histories and value systems, dialogue with representatives of these cultures, consideration of alternative perspectives from within and outside each tradition. Gender roles, women's' perspectives, and response/reporting by the media.

RS 331 CHRISTIAN WORSHIP 4 cr

An experiential and theological investigation of liturgical celebration as encounter with and response to the Beauty, Love and Mystery of God. Remembering, rehearsing and realizing the Reign of God in times & seasons, places and spaces, signs and symbols, proclamations and prayers, meals and music, passages and journeys, ministries and mission. Offered in alternate years (S)

RS 341 CATHOLIC THEOLOGY FOR 21ST CENTURY 2-4 cr

An investigation of principal themes in Catholicism using Church documents and the writings of contemporary Catholic theologians. (Prerequisites: RS 224F8-Introduction to Christian Thought or RS 250 Catholicism; Religious Studies major; consent of the instructor) Offered in alternate years. (S)

RS 343 WOMEN AND RELIGION 3 cr

Explores women's issues in a variety of religious traditions from a feminist perspective including Judaism, Christianity, Islam, Native American, Eastern traditions and goddess religion. Autobiography, feminist interpretation of scripture and expressions of women's spirituality are included. (Prerequisite: One WS or RS F8 course) Crosslisted with WS 343.

RS 345 RELIGION AND SOCIETY 2 cr

An introduction to the sociology of religion, including the concepts of 'sacred and secular,' sect and church, secularization, and the church as a social institution. Crosslisted with SOC 345.

RS 379 INDEPENDENT READING AND RESEARCH 1-4 cr

Topics and credits to be approved by the Department of Religious Studies. (Prerequisite: F8 course and RS Major or Minor.)

RS 380 TEACHING RELIGIOUS STUDIES 2 cr

A study of traditional as well as contemporary methods of teaching religious studies, including opportunities for evaluating curricula, methodologies, programs. Adaptations appropriate to the needs of students of different ages and different types of learning situations will be emphasized according to the goals of the participants. (Prerequisite: major, minor, or consent of the instructor)

RS 405 HUMAN ISSUES SEMINAR IN RELIGION & PUBLIC LIFE 2 cr

Second semester of a study of contemporary issues relating to religion and public life. Biblical notions of justice, papal encyclicals, pastoral letters of Bishops' Conferences, statements of the World Council of Churches provide a basis for continued discussion and participation in an area of social justice. Includes experiential and/or service learning and/or trip abroad with additional expenses. Crosslisted with HI 405. (S)

RS 414 SCRIPTURE: ADVANCED STUDY 4 cr

An advanced detailed study of specific books or themes in scripture. (Prerequisite: RS 210A & B or equivalent, permission of the instructor)

RS 422 REFORMATION & COUNTER-REFORMATION 4 cr

A survey of the rise of Protestantism and Protestant theologies, the reform of Roman Catholicism, the response of Roman Catholicism to Protestantism, and the effects of these movements on European society.

RS 429 TEACHING OF RELIGIOUS STUDIES 1-6 2 cr

A study of curricula and methods appropriate for the teaching of religious studies in the elementary school. Crosslisted with ED 429.

RS 431 SACRAMENTAL CELEBRATIONS 4 cr

Historical development and contemporary theology and practice of the chief liturgical rites of the Christian churches. Includes pastoral and practical implications for preparing and participating in sacramental liturgies. (Prerequisite: RS 331 or consent of instructor).

RS 451-455 SELECTED TOPICS 2-4 cr

A study of contemporary topics in religious thought including theology, scripture, spirituality, interpersonal ethics, sociology of religion.

RS 456 THE CHALLENGE OF ISLAM 4 cr

Exploration of the beliefs, practices, ethics, rituals, culture, and history of Islam. Special attention given to the contemporary situation including the rise of fundamentalist groups, the problem of terrorism and the response of the west. (Prerequisites: an F8 foundations course and Junior standing) Crosslisted with HI 404.

RS 459 TEACHING OF RELIGIOUS STUDIES: 7-12 2 cr

The study of curricula and methods appropriate for the teaching of religious studies in the secondary school.

RS 484 INTERNSHIP 8-10 cr

Supervised observation and participation in one or more of the following situations according to the goal of the student: 1) teaching in a school situation; 2) teaching in another type of program; 3) interning as a Director of Religious Education; 4) interning in a Pastoral Ministry program.

RS 490 PRACTICUM 0-3 cr

Practicum in Religious Education or Christian Ministry according to the goals of the student.

RS 498 SENIOR RELIGIOUS STUDIES SEMINAR 4 cr

Reading and discussion in preparation for senior paper and/or presentation. Capstone for RS majors integrating at least two of the three areas of study. Required of majors. (Prerequisites: 32 credits in RS and Senior status)

RS 499 WORKSHOP IN RELIGIOUS STUDIES 2 cr

Consent of Instructor.

S**STUDY ABROAD (SA)****SAFR 470 STUDY ABROAD: FRENCH arr.cr**

Contact the Center for Global Education or the Foreign Language Dept. for information.

SAID 227A LONDON: THEATRE AND ART HISTORY (A) 1 cr

One credit orientation to the two credit Winterim course in London, England. This Fall course will explore readings and research articles relating to theatre, art history and the social and artistic history of London. Students must complete both SAID 227A and SAID 227B to fulfill the F2 Foundations requirement.

SAID 227B LONDON: THEATRE AND ART HISTORY (B) 2 cr

In London, England, visiting sites, galleries, museums and theatres of relevance to the F2 Foundations goals of critical awareness and aesthetic judgment in art history and theatre. (Prereq: SAID 227A)

SASP 470 STUDY ABROAD: SPANISH arr.cr

Consult the Foreign Language Department or the Center for Global Education for information. (Prerequisite: 5 semesters of college Spanish or consent of department.)

SOCIOLOGY (SOC)

SOC 210 F4 INTRODUCTION TO SOCIOLOGY 4 cr

Sociology is the systematic and scientific study of human behavior in society, and is concerned with an array of human behaviors and social interactions, as it relates not only to personal growth and development, but how the environment forms attitudes, beliefs, values and personality in which humankind develops. Emphasis is on developing a sociological perspective as well as encouraging critical thinking. Offered annually. (F)

SOC 220 ALCOHOL AND DRUG ABUSE 2 cr

An interdisciplinary examination of social factors relating to substance abuse, its identification and resulting community responses. (Winterim)

SOC 232 INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM 4 cr

An introduction to the historical development and the functions on processes of the criminal justice system, highlighting law enforcement and the judicial system. Includes varying special interest topics, such as restorative justice, innocent project, community policing, the death penalty, victimization, and community-based corrections. (S)

SOC 236 JUVENILE DELINQUENCY 4 cr

An introduction to the issues, including an examination of definitions of childhood; the rules that define delinquency; historical and contemporary reactions to delinquent behavior; diverse and conflicting models of delinquency causation; and an overview of the changing systems of juvenile justice. Offered in alternate years. (S)

SOC 309 RACE & ETHNICITY 4 cr

An analysis of historical and contemporary experiences of race and ethnicity in the United States as influenced by changing migration trends and economic developments. Special consideration will be given to the social construction of racial categories; issues of whiteness; and multiracial identity. (Crosslisted with ETHS 309) (F)

SOC 310 SELECTED TOPICS IN SOCIOLOGY 4 cr

A course which will examine vital areas of contemporary concern in sociology. The topic or problem of the course changes each semester.

SOC 322 CLASS, SOCIAL CHANGE & REVOLUTION 4 cr

A comparative national and world system analysis of social stratification and the interrelation of structures of class, gender, race, status, and power. The course also includes an analysis of the sources, levels, and strategies of social change. Offered in alternate years. (F)

SOC 323 THE FAMILY AND SOCIETY 4 cr

The institution of family through historical and contemporary perspectives. Attention is given to family structure in society and its interconnectedness with economic conditions, race and ethnic differentiations, religious beliefs, status expectations, gender ideologies, and legal definitions. Emphasis on an exploration of multiple areas within a family context, including singlehood, courtship, sexuality, mate selection, childhood, cohabitation, marriage, and parenthood. Additionally, a review of familial relationships through marriage, non-marital relations, kinship groups, and household are examined. Crosslisted with WS 323.

SOC 324 EDUCATION AND SOCIETY 2-4 cr

Using a comparative and experiential approach, the course situates the school within the wider social context. Students share their explorations of the dynamics of family, socio-economic, gender, and race factors in shaping both the lives of the students and the processes of schooling and the schools. (S)

SOC 338 PRISONS AND CORRECTIONS IN SOCIETY 4 cr

Situates the prison and the correctional system within the processes of the American and comparative criminal justice structures, exploring the historical development of the prison and imprisonment within changing legal, political, and religious definitions of crime and punishment. Questions regarding political legitimacy, coercive power, and the processes of socialization and adaptation within the prison and the wider correctional system are explored, as well as the administrative relationships between the correctional system and other political and socio-economic structures. The course includes field trips to correctional institutions. Offered in alternate years. (F)

SOC 340 THEORIES OF DEVIANCE 4 cr

A theoretical study of criminal and deviant behavior in society, since the 18th century in Europe to present day. Various schools of thought, from the Classical School, Positivist School, and the Chicago School will be examined. Deviance will be viewed from sociological, biological, and psychological perspectives. (Prerequisite: SOC 232) (F)

SOC 342 CAPITAL PUNISHMENT 4 cr

A historical study of capital punishment in the United States from the 1600s to the present. A close examination on the five methods of execution. An overview of wrongful deaths and high profile capital cases. Revisit issues on: Execution of youth for heinous crimes; submission of DNA evidence in capital cases; and the U.S. Constitution's VIII Amendment as it relates to what constitutes "Cruel and Unusual Punishment." A critical analysis of arguments in favor of and in opposition to capital punishment.

SOC 344 COMPARATIVE CRIMINAL JUSTICE SYSTEMS 4 cr

A comparison of how countries organize and administer their criminal justice systems. Emphasis is placed on the historical emergence of global criminal justice systems and discussion is given to those systems within the context of overall governmental structure. A major focus is an examination of law enforcement policies and practices, judiciary and legal systems of government, correctional institutions and juvenile justice systems. (Prerequisite: SOC 232) (S of alternate years)

SOC 345 RELIGION AND SOCIETY 2 cr

The course explores the ways in which religious beliefs and movements both share and are shaped by political, economic, cultural and social factors. Crosslisted with RS 345. (S of alternate years)

SOC 349 SOCIAL PSYCHOLOGY 4 cr

An examination of the theories and research studies dealing with the relationship between social structures and personality. These include the study of the social aspects of cognition, socialization, social behavior and control, and selected areas of collective behavior. Crosslisted with PSY 349. (S)

SOC 355 INTRODUCTION TO CRIMINAL LAW 4 cr

Offers a basic understanding of the criminal process and its underlying purposes and legal principles, and the fundamentals of legal analysis. The course will include the study of several areas of current concern in criminal justice. (S of alternate years)

SOC 365 WOMEN AND SOCIETY 4 cr

An assessment of women's position in American society and a consideration of gender ideology and its impact on women's participation in major institutions. Crosslisted with WS 365. (S)

SOC 379 INDEPENDENT STUDY IN SOCIOLOGY 1-3 cr

Consent of Instructor.

SOC 380/480 SEMINAR IN SOCIOLOGY 2-4 cr

An examination of selected problems or issues. The seminar is frequently used in conjunction with courses in the sequence on major social institutions to provide an opportunity for the student to examine an area of particular interest within a seminar format. (Prerequisite: consent of instructor)

SOC 402 THEORIES OF SOCIETY 4 cr

An analysis of the models of society developed by classical theorists, including Durkheim, Marx, and Weber, as well as the major contemporary theories of society. (F)

SPANISH (SPAN)

SPAN 101 FIRST SEMESTER SPANISH 4 cr

For students beginning the language. The following four skills are taught:

understanding, speaking, reading, and writing. Use of the language lab is required. Courses SPAN 101-102 satisfy the B.S. graduation requirement. (F)

SPAN 102 SECOND SEMESTER SPANISH 4 cr

Continuation of skills development begun in SPAN 101. (Prerequisite: SPAN 101 in college or equivalent. (S)

SPAN 201 THIRD SEMESTER SPANISH 4 cr

Continued development of understanding, speaking, reading and writing skills, with emphasis on grammar review and conversation. (Prerequisite: SPAN 102 or equivalent) Completion of Spanish 201 and 202 satisfies the B. A. graduation requirement. (F)

SPAN 202 FOURTH SEMESTER SPANISH 4 cr

Continuation of SPAN 201. (S)

SPAN 279 INDEPENDENT STUDY - SPANISH 1-3 cr

Given with the consent of the instructor.

SPAN 312 THIRD YR CONVERSATION & COMPOSITION 4 cr

Language review, with oral and written exercises to develop conversation and writing skills. (F, alternate years)

SPAN 314 LANGUAGE IN MEDIA 4 cr

A study of language and culture communicated through the mass media. (F)

SPAN 318 LANGUAGE IN THE HISPANIC WORLD 4 cr

Detailed study of Spanish language through cultural texts. (Prerequisite: SPAN 202 or consent of the instructor) (F)

SPAN 379 INDEPENDENT STUDY - SPANISH 1-3 cr

Given with the consent of the instructor.

SPAN 380 SPECIAL TOPICS 2-4 cr

A course which will meet the specialized needs of intermediate students, e.g., literature, culture or language.

SPAN 412 ADVANCED SPANISH CONVERSATION & COMPOSITION 4 cr

Upper level oral and written exercises to develop vocabulary, grammatical structures, and fluency. (F)

SPAN 414 LANGUAGE IN MEDIA: ADVANCED LEVEL 4 cr

A study of language and culture communicated through the mass media. (F)

SPAN 418 LANGUAGE IN THE HISPANIC WORLD: ADVANCED LEVEL arr. cr

Advanced study of Spanish language through cultural texts. (Prerequisite: 300 level language course)

SPAN 424 TOPICS IN MODERN PENINSULAR LITERATURE 4 cr

In-depth study of selected thematic issues and trends.

SPAN 430 PHONETICS 4 cr

Linguistic analysis of Spanish sounds; practice in pronunciation and intonation. Required of teaching majors and teaching minors.

SPAN 424 TOPICS IN MODERN PENINSULAR LITERATURE 4 cr

In-depth study of selected thematic issues and trends.

SPAN 431 SPANISH CIVILIZATION 2-4 cr

Historical and cultural insights of Spain.

SPAN 432 LATIN AMERICAN CIVILIZATION 4 cr

Historical and cultural insights of Latin America. Crosslisted with PS 380.

SPAN 433 CONTEMPORARY CULTURE 2-4 cr

Highlights of present-day Hispanic culture, with focus on Spain or Latin America.

SPAN 436 FILM & SOCIETY 4 cr

A study of Hispanic film as a reflection of culture.

SPAN 437 SPANISH AMERICAN LITERATURE 4 cr

Reading and discussion of several representative works.

SPAN 438 CONTEMPORARY LITERATURE 4 cr

Recent trends in literature; reading of significant works from Spain and/or Latin America.

SPAN 459F TEACHING FOREIGN LANGUAGE: ELEM/MID/SEC SCHOOLS 4 cr

Theory and practice of methodologies. Required for all Teaching Majors and Minors. Co-taught with FREN 459F; also known as ED 459F.

SPAN 479 INDEPENDENT STUDY - SPANISH 1-3 cr

Given with consent of instructor.

SPAN 480 SPECIAL TOPICS 2 cr

A course which would meet specialized needs of advanced students - e.g. literature, culture or language.

SPAN 490 SPANISH INTERNSHIP 2 cr

Internship with a service organization in the Dane County area serving the Spanish-speaking community.

SOCIAL SCIENCE (SS)

SS 200 DATA ANALYSIS FOR SOCIAL SCIENCE 1 cr

An introduction to computer usage necessary for social science courses, including

computer basics (disks, drives, files), the Edgewood LAN, presentational software, a statistical package, and overview of data types. (F/S)

SS 230 VALUES, CHOICE & CONTEMPORARY ISSUES 2 cr

A seminar discussion course. An analysis of religious and humanistic values and an examination of their relevance and application in selected areas of major tension in our society. These may include gender; population control; racism; poverty and elites; technology and the environment; freedom and national security; fundamentalism; and international relations in the global economy.

SS 279 INDEPENDENT STUDY - SOCIAL SCIENCE 1-3 cr

Consent of Instructor.

SS 368 SOCIAL SCIENCE RESEARCH METHODS 4 cr

An introduction to the research methods proper to the social sciences, the formulation of research designs, and the use of these methods in the construction of a research project and the analysis of data. (F/S of alternate years)

SS 369 SOCIAL SCIENCE STATISTICS 4 cr

The techniques of descriptive and inferential statistics appropriate to the research methods and forms of analysis used in the social sciences; and to the use of micro-computer statistical programs. (Prerequisite: Completion of or concurrent enrollment in Foundations math requirement) Crosslisted with PSY 369. (S/F of alternate years)

SS 371-374 FIELD EXPERIENCE & RESEARCH 1-4 cr

The four course numbers are available to enable a student to engage in a range of field experiences or research projects, or to continue a field placement through several semesters. Contacts are available for internships, work experience and volunteer placements in various local and state agencies and organizations, or in internship and seminar programs in Washington D.C. or in other national or international programs. (F/S/SS)

SS 379-479 INDEPENDENT STUDY - SOCIAL SCIENCE 1-3 cr

Consent of Instructor.

SS 484 SENIOR SOCIAL SCIENCE SEMINAR 4 cr

Reading and discussion in conjunction with preparation for the presentation of a senior paper. One of the purposes of the seminar is to bring together students in the various majors in the Department to examine the implications and interrelations of their studies. The Senior Social Science paper may be used for the completion of a Human Issues project. An approved Senior Paper/Human Issues project should be developed with the academic advisor before the beginning of the semester that the student is enrolled in SS 484. (Prerequisites: SS 368 and 369 and senior standing.) Crosslisted with HI 404. (F/S)

T

THEATRE ARTS (THA)

THA 131 F1 INTRODUCTION TO LITERATURE: DRAMA 3 cr

Focuses on dramatic literature for film, television and theatre

THA 192A-D F3 THEATRE PRACTICUM 2 cr

A Foundations course providing practical experience in theatre production, management, or acting. (F/S)

THA 226 F2 FILM CRITICISM 3 cr

Study of cinema and its cultural implications. Introduction to basic film techniques and aesthetics. Strongly recommended for majors. (F/S)

THA 224 F2 INTRODUCTION TO THEATRE 3 cr

Study of the aesthetics and elements of theatre.

THA 227A-C CONTEMPORARY THEATRE EXPERIENCE 0-2 cr

Extended field trip experience to a theatre center or convention.

THA 239 F2 SURVEY: HISTORY OF THE MUSICAL THEATRE FORM 3 cr

An introductory survey of musical theatre history, which will provide the student with the means of developing an appreciation of the aesthetics of the musical theatre form as he/she studies works from around the world. (Offered in Spring of alternate years.)

THA 264 F3 ORAL INTERPRETATION 3 cr

The practice and principles of the oral interpretation of literature. (S)

THA 265 F3 ACTING I 3 cr

Philosophic orientation of the actor to his/her art, with emphasis on basic technical skills. (F)

THA 266 F3 INTRODUCTION TO CONTEMPORARY DANCE 2 cr

A beginning exploration of contemporary dance principles and techniques. Through improvisation and original choreography students develop kinesthetic awareness and aesthetic appreciation.

THA 269 F2 SCRIPT ANALYSIS: FROM PAGE TO STAGE 3 cr

Students develop an appreciation of the theatrical arts by analyzing dramatic scripts as the basis of theatrical production. Various interpretive perspectives discussed, including the historical and social contexts in which the scripts were written or set. (Offered Spring of alternate years)

THA 270 STAGE MANAGEMENT 3 cr

This course will address the role of the stage manager as assistant to the director, from pre-casting through rehearsals and performances. It will also cover management of backstage activities, rehearsal procedures, time management, people skills and running technical rehearsals and performances. Computer applications for production organization and communication will be included.

THA 290 STAGECRAFT I 4 cr

A study of the management, crewing, construction and running of theatrical productions. Sample topics: production and organization, scenic construction, lighting production, sound production, costume and technique. This is a practical course designed to give students a basic working knowledge of technical theatre.

THA 291 STAGECRAFT II 4 cr

The history and development of the technical elements of theatre and acquiring skills in their application, with emphasis on makeup, lighting, sound, props, and costuming. Includes lab, research project, and faculty-supervised scheduled crew hours.

THA 292A-J THEATRE PRACTICUM FOR MAJORS/MINORS 1 cr

Hands-on learning experience in theatrical production through participation in crew work.

THA 292A THEATRE PRACTICUM 1 cr

Stage Management. (F/S/SS)

THA 292A THEATRE PRACTICUM 1 cr

Stage Management. (F/S/SS)

THA 292B THEATRE PRACTICUM 1 cr

Sets. (F/S/SS)

THA 292C THEATRE PRACTICUM 1 cr

Props. (F/S/SS)

THA 292D THEATRE PRACTICUM 1 cr

Costumes. (F/S/SS)

THA 292E THEATRE PRACTICUM 1 cr

Makeup. (F/S/SS)

THA 292F THEATRE PRACTICUM 1 cr

Lights. (F/S/SS)

THA 292G THEATRE PRACTICUM 1 cr

Sound. (F/S/SS)

THA 292H THEATRE PRACTICUM 1 cr

Theatre Management (F/S)

THA 292I THEATRE PRACTICUM 1 cr

Dramaturgy. (F/S/SS)

THA 292J THEATRE PRACTICUM 1 cr

Other. (F/S/SS)

THA 326 FILM IN SOCIETY 3 cr

Offers an examination of society and its culture as reflected through the films of particular time periods.

THA 336 DEVELOPMENT OF DRAMATIC ARTS I 3 cr

Study of literature and history of the theatre from the Greeks to the 16th century. Offered fall in alternate years.)

THA 337 DEVELOPMENT OF DRAMATIC ARTS II 3 cr

Study of the literature and history of the theatre from the 16th through the 19th century. (Offered Spring of alternate years.)

THA 338 MODERN AND CONTEMPORARY DRAMA 3 cr

Study of the literature and history of the theatre from the 20th century to the present. (F of alternate years)

THA 339 DEVELOPMENT OF DRAMATIC ARTS IV 3 cr

Study of the literature and history of musical theatre.

THA 365 ACTING II 3 cr

Detailed work in acting with emphasis on script analysis for the actor, basic voice and dialect training and audition preparation, with a focus on contemporary national and international scene work. (Prerequisite: THA 265F3 or consent of the instructor) (S)

THA 366 MUSICAL THEATRE PERFORMANCE 3 cr

Performance study in the literature and style of the various musical theatre forms. (Prerequisite: THA 365 or consent of instructor)

THA 368 MOVEMENT FOR ACTORS 2 cr

The study and application of theories and techniques of body movement selected from various topics, including: fencing, basic choreography, ethnic dance used in musical theatre, and control and release.

THA 370 DIRECTING I 4 cr

Study of the theory and practice of directing productions, with special emphasis on the director as artist and administrator. (Prerequisites: THA 265, Junior standing, or consent of the instructor) (F of alternate years)

THA 376 THEATRE FOR YOUNG AUDIENCES: THEORY & PRACTICE 4 cr

Introduces the theory and practice of theater for young audiences. The course culminates in a ensemble production that tours area elementary and middle schools. (S)

THA 379 INDEPENDENT STUDY - THEATRE ARTS 1-4 cr

Independent Study of selected topics in Theatre Arts developed by the student with the approval and direction of the instructor. (Prerequisite: consent of instructor)

THA 385 SPECIAL TOPICS IN THEATRE 1-4 cr

Advanced study of topics of special current interest in the field of theatre: a) Performance (acting or directing) b) Technical theatre c) History and criticism d) Musical theatre Prerequisite: Consent of the instructor

THA 390 THEATRE DESIGN ELEMENTS 3 cr

Study of the media used in theatre design, including but not limited to light, sets, props, sound, and the introduction of CAD. (F)

THA 391 TECH AND DESIGN IN THE THEATRE 3 cr

The study and application of technical and design elements of theatre selected from various topics, including: lights, costumes, sets, sound and makeup.

THA 392 COSTUME DESIGN 3 cr

Study of the history and theory of costuming for the stage, with practical work in construction.

THA 393 LIGHTING DESIGN 3 cr

Study of the history and theory of the principles of lighting design for the stage with laboratory work to develop practical skills.

THA 394 SCENIC DESIGN 3 cr

Study and application of style and form in the scenic elements of the stage. Art History recommended.

THA 440 SENIOR CAPSTONE 3 cr

Seeks to prepare graduating students for locating career and graduate study opportunities.

THA 445 PLAY WRITING 1-4 cr

A study of the structure of the literary art of drama with practical experience in playwriting. Work with the performance lab is part of the course. Participation in the American College Theatre Festival is encouraged.

THA 459P TEACHING OF THEATRE ARTS 2 cr

Curriculum building, unit and lesson planning, teaching techniques, and historical background. Emphasis on theatre arts, student-faculty-administration relationship, budget control, facilities and analysis, theatre management, career planning, and space/time management. Experience with the Wisconsin High School Forensics Association encouraged. Cross-listed with Education 459P.

THA 465 ACTING III 4 cr

This course is designed to study approaches to acting classical texts, focusing on

Greek theatre, Shakespearean texts, Comedy of Manners, and Farce. The course builds on the script analysis and voice training of Acting II, and adds much more emphasis on movement and carriage of the actor. Scenes are used from the periods covered. (Prereqs: THA 265F3 or consent of instructor) (F of alternate years)

THA 466 ACTING IV 4 cr

Contemporary theories of acting such as epic acting, the theatre of physical metaphor, method acting and the Stanislavski system, as well as variations of these major schools of technique. The class is also designed for students to prepare for auditions, interviews and internships in the professional world. An acting portfolio, acting resume and a headshot will be required by the end of term. (Prerequisite: THA 265F3 or consent of the instructor) (S of alternate years)

THA 470 ONE-ACT PLAY PRODUCTION 4 cr

The theory and practice of directing drama productions with special emphasis on the director as interpreter and critic. Focus on styles. Includes work on musical numbers. (Prerequisite: THA 370 or consent of instructor) (S)

THA 490 ADVANCED DESIGN 1-4 cr

Tutorial in design for the theatre. (Prerequisite: consent of instructor)

THA 499 SENIOR PROJECT 1 cr

Individual project required of Theatre Arts Majors.

W

WOMEN'S AND GENDER STUDIES (WS)

WS 158 F2 WOMEN IN MUSIC 3 cr

Explores a wide spectrum of musical genres, ranging from opera to rock, while exploring the role of women as composers, performers, conductors, and teachers. Crosslisted with MUS 158 F2.

WS 201-203 WOMEN'S STUDIES INTRODUCTION

These courses introduce the field of women's studies through a women-centered study integrating two or more disciplines. They include a critique of the relationship of race, class and ethnicity.

WS 201 F6/F8 HISTORY & RELIGIOUS STUDIES 4 cr

WS 202 F7/F8 PHILOSOPHY & RELIGIOUS STUDIES 4 cr

WS 203 F1/F2 ARTS & LITERATURE 4 cr

WS 206 F7 PHILOSOPHY AND GENDER 3 cr

The relations between classic and contemporary Western philosophy and the social

construction of gender. Focus on philosophies of oppression and liberation. (Prerequisite: PHIL 101) Crosslisted with PHIL 106F7. (F)

WS 215 F1 WOMEN WRITERS 4 cr

An introduction to the work of women writers from a variety of literary genres and periods. The course will also teach fundamentals of literary interpretation. (Prerequisite: ENG 110) Crosslisted with ENG 215. (F)

WS 247 F8 THE CHRISTIAN RELIGIOUS EXPERIENCE 4 cr

Christian experiences of relationship with God in Jesus Christ as expressed in scripture, traditions, lifestyles and spiritualities. Investigates the roots and evolution of contemporary beliefs and practices with attention given to the insights and experiences of women and minorities. Crosslisted with RS 247F8. (F/S)

WS 252 THE HISTORY OF WOMEN ARTISTS 3 cr

Women artists in Europe and North America from the medieval period through the twentieth century, with emphasis on the relationship of women's art to the historical, cultural, and social contexts in which it is created. Crosslisted with ART 252.

WS 287 PSYCHOLOGY OF GENDER 4 cr

Examines the biological basis of gender differences in men and women, including sex differences and gender roles; theoretical perspectives on gendered behavior, including developing gender identity; myths and stereotypes about masculinity and femininity; issues related to gender differences in men and women, including sexuality, the family, health, mental health, cognition.

WS 323 FAMILY AND SOCIETY 4 cr

The institution of family through historical and contemporary perspectives. Attention is given to family structure in society and its interconnectedness with economic conditions, race and ethnic differentiations, religious beliefs, status expectations, gender ideologies, and legal definitions. Emphasis on an exploration of multiple areas within a family context, including singlehood, courtship, sexuality, mate selection, childhood, cohabitation, marriage, and parenthood. Additionally, a review of familial relationships through marriage, non-marital relations, kinship groups, and household are examined. Crosslisted with SOC 323.

WS 343 WOMEN AND RELIGION 3 cr

Explores women's issues in a variety of religious traditions from a feminist perspective including Judaism, Christianity, Islam, Native American, Eastern traditions and goddess religion. Autobiography, feminist interpretation of scripture and expressions of women's spirituality are included. (Prerequisite: One WS or RS F8 course) Crosslisted with RS 343.

WS 345 WOMEN'S HEALTH ISSUES 4 cr

An examination of the current status of women's health, including historical perspectives, developmental issues, societal influences, and challenges for the future. (Prerequisites: COMMS 101 and ENG 110, or consent of instructor)

WS 360 HISTORY OF WOMEN IN NORTH AMERICA 4 cr

Women in North America and the United States from 1500 to the present. Special emphasis will be placed on understanding how and why ideas about femininity and masculinity have changed over time. Crosslisted with HIST 360.

WS 362 19TH CENTURY AMERICAN HOMOPHOBIA 4 cr

A study of the development of homophobia in the US during the last 20 years of the 19th century in response to that era's discovery of the "homosexual." (Prerequisite: HIST 132 or consent of instructor) Crosslisted with HIST 362. (F)

WS 365 WOMEN & SOCIETY 4 cr

An assessment of women's position in American society; consideration of gender ideology and its impact on women's participation in major institutions. Crosslisted with SOC 365. (S)

WS 389 MEN & MASCULINITIES 4 cr

The psychological, biological, social/cultural, and historical influences on the contemporary male and masculine roles are explored. The implications for society, relationships, families, and boys and men themselves are examined. Topics to be covered include gender socialization, gender roles and stereotyping, boyhood, the privileges and perils of collegiate masculinities, portrayals of men and masculinities in the media, men's friendships, men in families, men and work, men and health, intimacy and power issues with women, male sexualities, and male violence. Students will be required to carry out activities on and off campus that promote healthy and new ways of being for boys and men. (prerequisite: consent of instructor) Crosslisted with PSY 389.

WS 401 SEMINAR IN WOMEN'S & GENDER STUDIES 2-4 cr

Exploration of selected themes, questions, or issues within the interdisciplinary field of Women's and Gender Studies.

WS 415 FOCUSED STUDY OF WOMEN WRITERS 4 cr

A close examination of a particular theme, period, genre, or group of writers, such as Victorian novelists, Southern writers, or Confessional poets. (Prerequisite: ENG 110 and an F1 Literature course, or consent of instructor) Crosslisted with ENG 415.

WS 479 INDEPENDENT STUDY - WOMEN & GENDER STUDIES 1-3 cr

Advanced work in the field of Women's and Gender Studies. Consent of the instructor required.

WS 480 SENIOR SEMINAR - WOMEN AND GENDER STUDIES 4 cr

An integrative seminar including advanced research and community-based learning, focused on selected themes, questions or issues in Women's and Gender Studies. (Pre-requisite: one Women's and Gender Studies course.) Crosslisted with HI 404.

WS 480A SENIOR SEMINAR A - WOMEN & GENDER STUDIES 2 cr

An integrative seminar including advanced research and community-based

learning, focused on selected themes, questions or issues in Women's and Gender Studies. (Prerequisite: one Women's and Gender Studies course.) Crosslisted with HI 305.

WS 480B SENIOR SEMINAR B - WOMEN & GENDER STUDIES 2 cr

An integrative seminar including advanced research and community-based learning, focused on selected themes, questions or issues in Women's and Gender Studies. (Prerequisite: WS 480A) Crosslisted with HI 405.