

EDGEWOOD COLLEGE

UNDERGRADUATE CATALOGUE

2005–2007

Vol. LVII, No. 1

Effective Fall 2005



EDGEWOOD COLLEGE

1000 EDGEWOOD COLLEGE DRIVE
MADISON, WISCONSIN 53711-1997

(608) 663-4861

1-800-444-4861

Fax (608) 663-3291

www.edgewood.edu

OFFICIAL NOTICES

This catalogue is effective for students entering the college beginning in the Fall 2005 semester and until a new catalogue is published.

The content of this document is provided for the information of the student. It is accurate at the time of printing, 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 become 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/parentsfamily/safety/security. A paper copy is available at 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 on graduation rates by contacting the college's Office of Institutional Research.

CONTENTS

ACCREDITATION AND MEMBERSHIPS	4	History Department	141
ACADEMIC CALENDAR	5	Human Issues Studies	146
ABOUT EDGEWOOD COLLEGE		Institutional Courses	149
College Overview	10	International Relations	150
Admissions Policies and Procedures	14	Mathematics and Computer Science Department	151
Graduate, Adult and Professional Studies	20	Music Department	166
Tuition and Fees	22	Natural Science Department	176
Financial Aid	25	Nursing Department	199
Student Services	33	Philosophy Department	206
Oscar Rennebohm Library	38	Psychology Department	208
William H. Young Center for Global Education	39	Religious Studies Department	216
ACADEMIC INFORMATION	41	Social Science Department	222
DEGREE REQUIREMENTS	56	Women's and Gender Studies	234
DEPARTMENTS AND FIELDS OF STUDY		TRUSTEES & FACULTY	
Art Department	64	Board of Trustees	238
Broad Fields Social Studies	72	Faculty	239
Business Department	75	CAMPUS INFORMATION	250
Communication Arts Department	83	COURSE PLACEMENTS	251
Education Department	92	BA/BS CHECKLIST	252
English Department	116	INDEX	253
Environmental Studies	124		
Foreign Language Department	127		

ACCREDITATION AND MEMBERSHIPS

Edgewood College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the Commission on Collegiate Nursing Education, and is approved by the Wisconsin State Board of Nursing. Among the associations in which the college holds membership are the following:

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

ACADEMIC CALENDAR

Fall Semester 2005

Classes Begin	Wednesday	August 31
Labor Day	Monday	September 5 (college closed)
Last Day to Add a Class	Wednesday	September 7
Fall Break	Monday-Tuesday	October 17-October 18
Last Day to Withdraw from Classes	Wednesday	November 9
Thanksgiving Vacation	Wednesday-Sunday	November 23 (noon) – November 27
Classes Resume	Monday	November 28
Last Class Day	Friday	December 16
Commencement	Sunday	December 18
Evaluation Week	Monday-Friday	December 19-December 23
Grades Out By	Monday	January 9, 2006
Session I		August 31 – October 17
Session II		October 18 – December 16

Alternate Week Classes Meet During the Following Weeks:

August 22, September 5*, September 19, October 3, October 17, October 31, November 14, November 28, December 12

**Alternative date for September 5 should be arranged during the first meeting.*

Winterim 2006

Monday, January 2 – Friday, January 13

Spring Semester 2006

Martin Luther King, Jr. Day	Monday	January 16 (college closed)
Classes Begin	Tuesday	January 17
Last Day to Add a Class	Tuesday	January 24
Spring Recess	Monday – Friday	March 13 – March 17
Classes Resume	Monday	March 20
Last Day to Withdraw from Classes	Tuesday	April 4
Good Friday	Friday	April 14 (college closed)
Easter	Sunday	April 16
Classes Resume	Tuesday	April 18
Last Class Day	Friday	May 5
Evaluation Week	Monday – Friday	May 8 – May 12
Commencement	Sunday	May 14
Grades Out By	Monday	May 22

ACADEMIC CALENDER

Session I	January 17-March 13
Session II	March 14-May 5

Alternate Week Classes Meet During the Following Weeks:

January 9, January 23, February 6, February 20, March 6, March 20, April 3, April 17*,
May 1

**Alternative date for April 17 should be arranged during the first meeting.*

Summer Session 2006

Monday, May 22 – Friday, August 4

Fall Semester 2006

Classes Begin.....	Wednesday.....	August 30
Labor Day	Monday	September 4 (college closed)
Last Day to Add a Class.....	Wednesday.....	September 6
Fall Break.....	Monday – Tuesday	October 16 – October 17
Last Day to Withdraw from Classes	Wednesday.....	November 8
Thanksgiving Vacation.....	Wednesday.....	November 22 (noon)
Classes Resume.....	Monday	November 27
Last Class Day.....	Friday.....	December 15
Commencement.....	Sunday.....	December 17
Evaluation Week.....	Monday– Friday	December 18–December 22
Grades Out By	Monday	January 8

Session I	August 30 - October 20
Session II	October 23 – December 15

Alternate Week Classes Meet During the Following Weeks

August 21, September 4*, September 18, October 2, October 30, November 13,
November 27, December 11

**Alternative date for September 4 should be arranged during the first meeting.*

Winterim 2007

Monday, January 8 – January 19

(No class on Monday, January 15, Martin Luther King Jr. Day)

ACADEMIC CALENDER

Spring Semester 2007

Classes Begin	Monday	January 22
Last Day to Add a Class	Monday	January 29
Last Day to Withdraw from Classes	Monday	March 26
Spring Recess	Monday – Monday	April 2 – April 9
Good Friday	Friday	April 6 (college closed)
Easter Sunday	Sunday	April 8
Classes Resume	Tuesday	April 10
Last Class Day	Friday	May 11
Evaluation Week	Monday – Friday	May 14 – May 18
Commencement	Sunday	May 20
Grades Out By	Tuesday	May 29

Session I January 22 – March 16

Session II March 19 – May 11

Alternate Week Classes Meet During the Following Weeks:

January 22, February 5, February 19, March 5, March 19, April 2, April 16, April 30,
May 14

Summer Session 2007

Tuesday, May 29 – Friday, August 10

Fall Semester 2007

Classes Begin	Wednesday	August 29
Labor Day	Monday	September 3 (college closed)
Last Day to Add a Class	Wednesday	September 5
Fall Break	Monday – Tuesday	October 15 – October 16
Last Day to Withdraw from Classes	Wednesday	November 7
Thanksgiving Vacation	Wednesday – Sunday	November 21 (noon) – November 25
Classes Resume	Monday	November 26
Last Class Day	Friday	December 14
Evaluation Week	Monday – Friday	December 17 – December 21
Commencement	Sunday	December 16
Grades Out By	Monday	January 7

Session I August 29 – October 19

Session II October 22 – December 14

ACADEMIC CALENDER

Alternate Week Classes Meet During the Following Weeks:

August 20, September 3*, September 17, October 1, October 15, October 29, November 12, November 26, December 10

**Alternative date for September 3 should be arranged at the first class meeting.*

Winterim 2008

Monday, January 7 – Friday, January 18

Spring Semester 2008

Martin Luther King Jr. Day	Monday	January 21 (college closed)
Classes Begin	Tuesday	January 22
Last Day to Add a Class	Tuesday	January 29
Spring Recess Begins	Monday–Monday	March 17–March 24
Good Friday	Friday	March 21 (college closed)
Easter	Sunday	March 23
Classes Resume	Tuesday	March 25
Last Day to Withdraw from Classes	Tuesday	April 8
Last Class Day	Friday	May 9
Evaluation Week	Monday – Friday	May 12 – May 16
Commencement	Sunday	May 18
Grades Out By	Tuesday	May 27

Session I January 22 – March 14

Session II March 24 – May 9

Alternate Week Classes Meet During the Following Weeks:

January 14, January 28, February 11, February 25, March 10, March 24*, April 7, April 21, May 5

**Alternative date for March 24 should be arranged at the first class meeting.*

Summer Session 2008

Tuesday, May 27 – Friday, August 8



ABOUT EDGEWOOD COLLEGE

COLLEGE OVERVIEW

MISSION 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.

ABOUT THE COLLEGE

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 overall college enrollment is about 2,400 students.

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.

The Edgewood faculty is composed of laypersons and Sinsinawa Dominican Sisters, who bring a wide variety of intellectual backgrounds to the teaching-learning exchange. The college offers highly personalized educational services with flexible opportunities for independent study and the close interaction of students and faculty.

Edgewood's Returning Adult Accelerated Degree (RAAD) and graduate programs attract students from varied walks of life, and the exchanges of persons of different ages provide a stimulating dimension to the campus. The college shares the Edgewood campus with the Edgewood Grade School and High School.

Edgewood offers its campus residents a variety of living accommodations. 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 which encompasses academic exchange, shared use of libraries, and participation in cultural, athletic, and recreational events.

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.

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.

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.

VISION STATEMENT

The college envisions:

- A community that lives out the values expressed in our Mission Statement, seeking and valuing contributions from each member.
- A learning community which is diverse culturally, religiously, ethnically, economically.
- Faculty-scholars for whom the art of teaching is the first priority; staff, administration and trustees who are caring, skilled, and concerned with strengthening our learning community.
- A student population which is large enough to sustain mission/vision, yet small enough to maintain a community atmosphere.
- Graduates who integrate and apply knowledge in building a just and humane society.
- Curricular and co-curricular programs aimed at developing the whole student and promoting intellectual, creative, emotional, and spiritual growth.
- Graduate programs which anticipate and serve the professional development needs of the community.
- Fiscal resources which keep the college affordable and financially strong.
- New partnerships with alumni, the community, institutions, and businesses.
- Continuing respect for and enhancement of the beauty and ecological integrity of the grounds, and ongoing development of a campus that supports quality education.
- Exploration and expression of the meanings of our Dominican and Catholic heritage that includes dialogue among our diverse community members.

DIVERSITY STATEMENT

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

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.

ACADEMIC YEAR

The academic year consists of two four-month semesters, a winter session in January of approximately two weeks, and a summer session, in which four- to ten-week courses are offered.

Each semester is divided into two sessions of seven to eight weeks each to make it possible for a number of two-credit courses to be offered in these shorter time periods.

The January term called "Winterim" and Summer Session are not required, but provide opportunities for students to participate in on- and off-campus courses and other experiences planned by faculty and students, and enable students to accelerate their progress toward a degree.

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.

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.

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. The Admissions Committee may grant admission to students whose past performance does not meet normal admissions standards if there is sufficient evidence of academic potential. Priority admission deadlines are established each semester. Check www.edgewood.edu or contact the Office of Admissions for dates. Note that admission to the college neither guarantees nor implies course availability. For questions about admission, contact the **Office of Admissions** at:

(608)663-2294

(800)444-4861

admissions@edgewood.edu

www.edgewood.edu

Transcripts should be sent in a sealed envelope from the issuing institution to:

Office of Admissions

1000 Edgewood College Dr.

Madison, WI 53711-1997

Within several weeks after a completed application, including all necessary credentials, has been received, the applicant will be notified in writing regarding admission to the college. As a result, it is to the student's benefit to submit materials as soon as possible.

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 to the Office of Admissions. This transcript should include a statement of rank in class, a listing of courses in progress (if any), 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.

ADMISSIONS

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. GED students are expected to achieve a minimum composite score of 2740. 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 normal admission standards may be invited to interview for a conditional admit program. A personal essay, letters of recommendation, and an on-campus interview may be requested by the Office of Admissions if there is any question regarding a candidate's admissibility 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 TO ADVANCED STANDING

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 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.

ADMISSIONS

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 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 dismissed from a previous college must wait one full year prior to applying to Edgewood. After that time the student must submit additional material (personal statement, letters of recommendation) for review by the Admissions Committee.

TRANSFER OF CREDITS

1. An official evaluation of credits is made 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.
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 DEPARTMENTS AND FIELDS OF STUDY.
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, 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 under ACADEMIC STANDING. During that time the student should meet with an admissions counselor and submit an essay, any 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 525 paper-based, 197 computer-based
 - b. Letter of recommendation from an ESL school recognized by Edgewood College
 - c. Successfully completing 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 1 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.

ADMISSIONS

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.) and re-entry students.

ADMISSION OF POST-BACCALAUREATES

Students who have earned a Bachelor's degree and who wish to be admitted to Edgewood College in the Teacher Education Program to work toward 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. All non-degree students are subject to the priority admission deadlines set by the Office of Admissions. Whether a student will be eligible to enroll will be determined by overall institutional enrollment. 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. There are three types of such students:

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.

Early admission 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 participate in the Continuing Education program or to audit courses offered for credit are required to complete a short application form available in the Graduate Adult and Professional Studies Office, 663-2270 (see “Auditing a Course” in ACADEMIC INFORMATION and GRADUATE, ADULT, AND PROFESSIONAL STUDIES). Whether a student will be eligible to enroll as an auditor will be determined by overall institutional enrollment. 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.

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. See GRADUATE, ADULT, AND PROFESSIONAL STUDIES.

INTERVIEWS AND 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.–4:30 p.m. and on the first Saturday of most months, 9:00 a.m.–1:00 p.m. Appointments with admissions counselors are available during those hours, and evening appointments are available by request. Contact the Office of Admissions at 608-663-2294, 800-444-4861, or admissions@edgewood.edu to arrange a visit.

GRADUATE, ADULT AND PROFESSIONAL STUDIES

Edgewood offers several programs designed to meet the needs of today's adult students. These programs have been designed for individuals whose responsibilities make attendance at traditional weekday classes difficult. The adult curriculum capitalizes on the motivation, professional experience, life experience and capacities that adult learners bring to the classroom. Courses are taught by the same high-caliber full-and part-time faculty that teach in the traditional program.

GRADUATE PROGRAMS

Master's Degree Programs

Programs for Master's degrees are offered in Business (M.B.A. with concentrations in Accounting, Finance, International Business, Management, or Marketing), Education (M.A. with concentrations in Special Education, Educational Administration, or General Professional Development), Marriage & Family Therapy (M.S.), Nursing (M.S. with concentrations in Nursing Administration, Nursing Education, Nursing as a Health Ministry), and Religious Studies (M.A.).

Doctoral Degree Program

The Education Department offers the Doctorate of Education Degree (Ed.D.) that includes a sequence of study in educational leadership leading to DPI certification as School District Superintendent. Additional sequences of study in the field of Education are under consideration, including a broad-view PK-16 System Leadership focus that studies leadership responsibilities and interaction at the primary, intermediate, middle, high school, technical college and four-year college levels.

RETURNING ADULT ACCELERATED DEGREE (RAAD)

Currently, a Bachelor's degree in Business Administration (BBA) is offered in the RAAD Program. This degree can be completed in as little as 36 months without any transfer coursework (faster if students have already completed some college-level work.) Classes are held weeknights, Monday through Thursday, and meet once a week for seven weeks. New classes begin six times per year allowing students to start and stop as their schedules permit. Technology is integrated through a web-based course management system, Blackboard, to electronically distribute readings/assignments, as well as to facilitate dialogue among classmates and instructors in an efficient timeframe. Additional RAAD programs are under development, including one in Computer Information Systems.

PROFESSIONAL STUDIES

Edgewood College is committed to working with professionals in the community by providing experiences that help individuals and organizations meet their ever-expanding learning needs.

Professional Development Courses

Edgewood College is actively interested in meeting the educational needs of working professionals and will develop specific learning experiences to meet a group's needs. Examples of groups with whom the college has worked include the John Muir Academy, the Wisconsin Institute for Economic Education, the Technology, Media, and Design Conference, and many school districts, bringing district requested experiences to teachers in their home schools. Credit, CEUs (Continuing Education Units), and Clock Hour Certificates are available. For information about professional development offerings in business-related areas, contact the Corporate Learning Center at 608-663-3497.

Continuing Education

Continuing Education offers a diverse selection of short-term courses in a variety of formats for personal development and enrichment. Topics cover many areas from art history to financial management to spirituality to nature, etc.

Education for Parish Services (EPS)

Education for Parish Service is a non-credit program that provides classes for adults in theology, scripture, and spirituality in an atmosphere of study, prayer, and group interaction. Courses are offered in two-year cycles; new students may enter in September, January, March, or June.

Information about Professional Studies Programs can be obtained through the GAPS Office at 663-2270 or at www.edgewood.edu.

Tuition and Fees

The information presented here is valid at the time of printing, but may be subject to change. Inquire at the Business Office for current information or see the current Timetable.

UNDERGRADUATE TUITION AND FEES

Application Fee	\$ 25
Matriculation Fee, payable upon entrance	10
Tuition for full-time students, per year	17,000
Tuition for full-time (12-17 credits) students, per semester*.....	8,500
Each additional credit over 17	534
Tuition for part-time students, per credit hour	534
Non-Credit Attendance Fee for part-time students (per course) ..	534
Auditing Fee for part-time students (per credit)	75
Nursing Clinical Surcharge, per clinical course	534
Graduate Alumni and Senior Citizens over 62 (per credit)	25
Science Lab Fee (per course)	40

Books are not included in college fees.

*A student who is full time for two semesters in an academic year is permitted to take a maximum of 34 credits during the two semesters and Winterim of that year.

GRADUATE TUITION AND FEES

Application fee	\$ 25
Tuition, per credit	555
Non-Credit Attendance Fee	555

ANNUAL ROOM AND BOARD FEES

Double room and board, 14 meals per week,
Marie Stephen Reges Hall

	\$5,820
--	---------

Single room and board, 14 meals per week,
Regina or Marshall Hall

	5,568
--	-------

Two-student apartment,
per student (apartment only)

	4,046
--	-------

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

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

TUITION AND FEES

No student will be allowed to register unless all bills from the previous semester have been paid. No grades, 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	2
Proficiency Test (fee must be paid 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
Credit Award Fee: 40% of the prevailing per credit tuition fee, less the fee paid for CPL Workshop	
Late Payment Fee	25

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	\$ 534
Private lessons taken for credit are also subject to a charge of \$534 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%

TUITION AND FEES

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

The Office of Financial Aid is committed to helping students and their families finance the cost of an Edgewood College education.

Financial aid consists of:

- Scholarships based on merit (academic, talent, special skill).
- Grants based on need, as determined by a student's aid application.
- Employment that allows students to 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 discussed in this section, students must:

1. Be accepted for admission to a “degree” or “certification” program.
2. Register for a minimum of six (6) credits if an undergraduate, 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 15.

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

Contact the Financial Aid office for assistance or a paper FAFSA form.

Information reported to FAFSA is applied to a formula established by the U.S. Congress. The formula determines the Expected Family Contribution (EFC), the amount that the family is expected to contribute toward the student's education.

FINANCIAL NEED

The Financial Aid Office first calculates the 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.

AWARDING PROCESS

The Financial Aid Office then 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 will be sent 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. A verification form will be sent and must be completed 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 updates to the processing agency which could result in a new Student Aid Report (SAR) and a revised award letter. Errors and inconsistencies in the documents 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 Inspector General of the U.S. Department of Education.

FEDERAL AND STATE GRANTS

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 if they demonstrate financial need. 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 first 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. Apply early for consideration.

Wisconsin Tuition Grant (WTG)

Grant assistance for eligible Wisconsin resident undergraduates based on enrollment status and financial need. Award amounts vary.

Wisconsin Talent Incentive Program (TIP)

A State of Wisconsin grant for low-income students and/or students who traditionally might not attend college. The student must be a freshman to receive the grant initially.

Wisconsin Minority Student Grant

A State of Wisconsin grant for students of African American, American Indian, Southeast Asian, or Hispanic (including Puerto Rican and Cuban) heritage. Available to sophomore, junior and senior minority students who demonstrate financial need. Edgewood receives an allocation annually from the Higher Education Aids Board. Funds are limited each academic year.

Department of Vocational Rehabilitation (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.

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.

Wisconsin Program for the Handicapped

Provides grants for undergraduate study to Wisconsin residents who have a hearing or visual impairment.

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 through the internet at www.gibill.va.gov.

FINANCIAL AID

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 will send the borrower’s loan funds directly to the Edgewood College Business Office. Net loan proceed amounts will be credited to the student’s account. Refunds will be made as outlined in the semester Timetable.

First-time federal Stafford borrowers must complete a Master Promissory Note and 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.

Maximum annual amounts that may be borrowed are:

Grade Level	Dependent Students	Independent Students
Freshman (0-28 credits)	\$2,625	\$6,625
Sophomore (29-59 credits)	\$3,500	\$7,500
Junior/Senior (60+ credits)	\$5,500	\$10,500
Graduate or Professional Students	\$18,500	

All students are limited in the total amount they can borrow from the Federal Stafford Loan Program during their undergraduate and graduate academic careers.

Aggregate loan limits are:

Federal Subsidized Stafford	
Undergraduates	\$23,000
Graduates	\$65,500
Federal Unsubsidized Stafford - Dependent	
Undergraduates	\$23,000
minus Subsidized Stafford aggregates previously borrowed	
Federal Unsubsidized Stafford – Independent	
Undergraduates	\$46,000
minus Subsidized Stafford aggregates previously borrowed	
Graduates	\$138,500
minus Subsidized Stafford aggregates previously borrowed	

FINANCIAL AID

Interest Rates

For new loans made after July 1, 1994, the maximum interest rate is 8.25%. The variable interest rate is determined each year on June 1.

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 on 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. The maximum interest rate is 9%. 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. Lenders require that parents meet "credit-worthiness" standards.

Alternative Student Loan Programs

Several private lenders offer alternative student loans. To obtain information regarding lenders, terms and amounts available, contact the Financial Aid Office.

Louis Ganttner Loans

Loans provided to nursing majors for up to \$1,000 per year at 5% interest. The loan is based on student need and is administered by Edgewood College.

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 jobs are available to students. Preference in awarding these positions is given to full-time students who demonstrate financial need. There are a limited number of positions available to domestic and international students who have not applied or are not eligible for financial aid.

Students are limited to earning the amount listed on their financial aid award and work authorization card and are paid monthly. Students are responsible for finding their job placements on campus.

EDGEWOOD COLLEGE SCHOLARSHIPS AND GRANTS

The following awards for first time freshmen or transfers do not require repayment. They are based on full-time continuous enrollment and may require a specific cumulative grade point average (GPA) to renew.

Presidential Honor Scholarship

This is Edgewood's top academic scholarship for first-time freshmen. Recipients are selected based on superior high school GPA and ACT (or SAT) score. Average GPA for recipients is 3.8 and an ACT of 26.

Dominican Scholarship

This award is for highly qualified first-time freshmen based on GPA and ACT (or SAT) score. Average GPA of recipients is 3.3 and an ACT of 22.

Mazzuchelli Catholic High School Award

For first-time freshmen from a Catholic-sponsored high school. Students who have been involved in community service projects are encouraged to apply.

Transfer Student Honor Scholarship

Students who transfer with a minimum of 15 transferable credits and have demonstrated high academic achievement at colleges previously attended (GPA of 3.0). Students must be enrolled for at least 12 credits.

Leadership Incentive Awards

Awards are given to first-time freshmen who have shown leadership ability in high school and plan to continue their involvement in co-curricular activities while enrolled at Edgewood. Students must complete an application and essay to receive consideration for this award. Renewable up to 3 years.

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

For talented, first-time freshmen and transfer students who are interested in music, art, theatre, or creative writing and who plan to continue participation. Contact the Admissions Office for application details or visit www.edgewood.edu/financial/freshman/finearts/.

Alumni Association Scholarship

Students who are dependents of alumni are encouraged to apply.

Edgewood Grant

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

Designated Scholarships

Various named (or endowed) scholarships are awarded in addition to other aid to help offset students' financial need. These awards may also be based on talent, religious background and extracurricular involvement.

OUTSIDE SOURCES

Students are encouraged to research the possibilities of outside scholarship funds in their local communities and through employers and employees whose dependents enroll at Edgewood. Public libraries offer books listing private scholarship possibilities. A number of web sites are also available. See the Financial Aid Office webpage for links to these sites.

LEAVE OF ABSENCE POLICY

A student may take a leave of absence from Edgewood College for not more than a total of 180 days in any 12-month period.

Students requesting a leave of absence 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 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 Edgewood Financial Aid Refund policy has been developed in accordance with the 1998 Reauthorization of the Higher Education Amendments. If a student withdraws from school on or before the 60% point of the semester, 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]*

If the student received a credit balance refund prior to withdrawing, the student may be required to repay a portion of that refund immediately as part of the return of funds policy. A copy of Edgewood's Return of Title IV Funds policy is available from the Financial Aid Office. If a student is required to return any federal grant funds, the student may retain one half of the funds received for books and transportation. If a

FINANCIAL AID

student unofficially withdraws or earns no credits, the semester midpoint will be used as the last day of attendance.

Note: This policy is separate and distinct from the Edgewood tuition refund policy.

ACADEMIC PROGRESS STANDARDS FOR STUDENTS RECEIVING FINANCIAL AID

Full-time students must complete a minimum of 12 credits each semester.

Three-quarter (3/4) time students enrolled in 9-11 credits must complete a minimum of 9 credits each semester.

Half-time (1/2) time students enrolled in 6-8 credits must complete a minimum of 6 credits each semester.

Successful completion is defined as receiving a grade of P, A, AB, B, BC, C, CD, or D. Grades of F, F*, W, NR or I are not considered successful completion.

Maximum Number of Semesters of Eligibility

Full-time students: 12 semesters

3/4-time students: 15 semesters

1/2-time students: 20 semesters

Minimum Grade Point Average

Undergraduate: 2.0 cumulative GPA

Students are required to complete all credits enrolled for each semester through the 100% drop and add period. Dropping credits changes a student's cost of attendance and will result in a violation. Students will receive a warning letter for the first violation. A second occurrence results in termination of financial aid eligibility. Appeals may be made for extenuating circumstances.

STUDY ABROAD

Edgewood students participating in a study abroad program are eligible to apply for student financial assistance, regardless of whether the program is required for the student's program of study. A written contractual agreement between schools is required.

STUDENT SERVICES

ATHLETICS

The Athletic Department sponsors intercollegiate sports for women and men. Women's sports include basketball, golf, cross country, soccer, softball, tennis, and volleyball. Men's sports include baseball, basketball, golf, cross country, soccer, and tennis. Edgewood is a member of the National College Athletic Association and Lake Michigan Conference. For more information about the athletic program, about getting involved in an intercollegiate sport, or for game schedules and locations contact the Athletic Director.

CAMPUS MINISTRY

Campus Ministry at Edgewood provides leadership for community building, public worship, spiritual inquiry and faith development among students, staff and faculty. Persons of all religious traditions are welcome to participate in activities sponsored by campus and peer ministers, including *Cor ad Cor* student organization, Bible Study, Habitat for Humanity, the Luke House meal program, Alternative Spring Break trips, and School of the Americas (SOA) vigil.

St. Joseph Chapel, located in Regina Hall, is available for public prayer and quiet reflection. The Eucharist is celebrated regularly when school is in session. The inspiration for Campus Ministry arises from the college's Dominican Catholic identity and the Gospel values of truth, justice, compassion, partnership and community in the tradition of St. Dominic, St. Catherine of Siena, and Fr. Samuel Mazzuchelli.

CENTER FOR DIVERSITY

The Center for Diversity serves as a clearinghouse for resources that cultivate a greater understanding of multicultural education for all Edgewood College community members. Multicultural education refers to a structured process designed to foster understanding, acceptance and constructive relations among people of many different cultures.

Multicultural education refers to building an awareness of one's own cultural heritage and understanding that no one culture is intrinsically superior to another; and secondly, to acquiring those skills in analysis and communication that help one function effectively in multicultural environments. (Definition taken from VISIONS Inc., 1990)

The Center for Diversity provides support services that help to ensure the success of students of color who have traditionally been underrepresented on college campuses.

Center activities include:

- Planning and attending multicultural programs
- Opportunities to meet other people from various cultures

STUDENT SERVICES

- Participation in workshops on how to succeed in college
- Use of the center space to study, to review resources that reflect multicultural education, or as a place just to hang out

DEAN OF STUDENTS OFFICE

The Dean of Students provides leadership and supervision for student development services and programs. The Dean of Students serves as a liaison for students to the administration on all matters concerning student life. The Dean of Students works with students to ensure that services and programs are responsive to student needs and to resolve students' non-academic concerns and grievances.

The Student Development staff educates and assists students in the realization of their academic, social, spiritual and personal potential. In partnership with faculty, staff, and students, its primary responsibility is the development of out-of-class learning experiences that promote involvement in life-long learning, the development of civic courage, a commitment to service, and critical reflection and action on power and privilege.

HEALTH CENTER

The Health Center is staffed by a certified nurse practitioner. The major goal of the Health Center is to encourage a program of health promotion and disease prevention. The Health Center provides basic health assessments, care for acute illness and injuries, immunizations, health counseling, educational programming, and referrals as necessary. Prescription medication may be prescribed if it is clinically indicated. Students are welcome to use the Health Center as an informational resource in completing classroom assignments. Same-day appointments are usually available.

A registered dietitian provides nutrition counseling services for students, faculty and staff. Services may include counseling for weight management, high cholesterol, high blood pressure, eating disorders, and other nutrition-related concerns. Nutrition-related workshops and classes are also available.

The Health Center requires every student to have a health history form on file at the beginning of the semester. Students are required to have documentation of two doses of a live measles vaccine given after the first birthday or evidence of measles immunity. A Hepatitis B vaccine is strongly recommended and a Tetanus Toxoid booster is also recommended within the past ten years. Due to the new state law regarding meningitis vaccine, all students receive information on the vaccination and are encouraged to discuss the information with their medical provider.

OFFICE OF STUDENT ACTIVITIES

The Office of Student Activities assists students and student organizations to coordinate campus-wide activities, events and celebrations in an effort to build a stronger campus

STUDENT SERVICES

community and to promote interaction among students, faculty and staff. These activities offer educational, social and recreational opportunities to promote personal development and build leadership skills, as well as enrich students' academic, personal, social and spiritual lives.

The Student Activities Office features a staff of experienced student leaders who assist students in finding involvement opportunities on campus. The office offers a complete listing of current student organizations and contacts, and hosts the Student Activities Fair each Fall. Leadership programs and workshops are also offered. Student Activities fosters the development of new student organizations. Students who would like to start new organizations may contact the Director of Student Activities to find out how to apply for official recognition.

Student Organizations

Student involvement and leadership are an important part of life at Edgewood. The activities and events planned by various clubs and organizations supplement academic life with valuable experience, fun and friendship. Out-of-classroom programs provide opportunities for vocational growth, leadership training, community service, and personal development.

Student Government Association (SGA)

Officers and representatives of the Student Government Association are elected by students to serve as the voice of the student population to bring forward student concerns, to provide funding for clubs and organizations, and to strengthen student leadership skills.

Campus Activities Board (CAB)

Campus Activities Board serves in building the Edgewood community by providing social and educational programs for students, faculty and staff.

PERFORMING ARTS

The Music Department offers a number of performing groups that are available to all Edgewood students, regardless of major. Instrumental offerings include: Wind Ensemble, Campus-Community Concert Band, Jazz Ensemble, Pep Band and Chamber Symphony. Choral offerings include a Concert Choir and Campus-Community Choir. For more information on getting involved in music or for current concert schedules, contact the Music Department.

The Communication Arts Department produces four major productions and a number of student-directed productions each year. Auditions are open to the campus community and students are welcome to join the production and backstage crews. For information about the Regina Theatre and a schedule of upcoming productions, contact the Communication Arts Department.

RESIDENCE LIFE

Campus housing is available for men and women in a variety of living situations at Regina Hall (female), Marshall Hall (coed), Marie Stephen Reges Hall (coed), Weber Apartments (coed), and Siena Hall (coed). Off-campus housing is located nearby at the Regent apartments. The residence hall staff includes a Director of Residence Life, an Assistant Director, an Assistant Director of Student Activities, and 16 student staff. The Residence Life staff provides counseling, student development programming opportunities and community building experiences for resident students. The staff also serves as a liaison with other offices and services and is responsible for the enforcement of all college policies pertaining to residence life.

Residents are encouraged to make the most of their residence hall experience. One of the ways to meet other residents is to take part in the many activities that are sponsored in the residence halls. Student Resident Assistants (RAs) organize activities throughout the semester and tailor programs to residents' interests. Students with special skills and talents are encouraged to work with their RA to plan special activities for residents. Another way to be involved in residence hall life is through Residence Life Advisory Board. RLAB is the student governing body for the residence halls and works with the administration to address resident concerns and maintain an overall positive environment in the residence halls.

SECURITY

The Security staff is responsible for the safety and security of residents, staff and visitors, campus buildings and grounds. Security officers patrol the campus, monitor parking, provide escort service when requested and act as liaisons with local police and fire agencies. Programs and workshops may be requested on such topics as personal safety and crisis response. Security officers are on duty 24 hours a day, 7 days a week. The Security Office is located in the Weber Hall lobby.

STUDENT RESOURCE CENTER

Mission

The mission of the Student Resource Center (SRC) is to provide students with resources that promote student development and success of the whole person.

Career Services

The Career Services office assists students in exploring and deciding upon majors and careers through individual career counseling, workshops, class presentations, for-credit career exploration courses and an Internet-based, self-directed guidance program called Type Focus, which helps students match their interests to majors and careers. Assistance is given in locating internships, part-time jobs, summer jobs and full-time positions at graduation for both undergraduate and graduate students. In conjunction with Alumni Services, Career Services supports the EARN program (Edgewood Alumni Resource Network) and provides resources for those students applying to graduate and professional schools.

Personal Counseling Services

Personal Counseling staff provides confidential counseling services that foster self-direction and responsibility and assists students in dealing with issues and problems that may interfere with their educational and personal development. A variety of services are provided, including individual personal counseling, support groups, consultation and wellness workshops. Referrals to community providers are available when appropriate or requested.

New Student Services and Academic Advising

New Student Services staff coordinates the freshman Advising/Registration Days during spring and summer, the First-Year Forum orientation to college course and the Outreach Advising program for freshmen.

Academic advisors in the SRC work primarily with students in their freshman year helping them explore and decide on a program of study. Students who have decided on a major are then assigned an academic advisor in their major department. SRC advisors also work one-on-one with students to develop an academic plan and with students in the process of changing their major. Advising resources can be found at the Virtual Advising Center: <http://edgenet.edgewood.edu/advising>.

Learning Support Services (LSS)

The Learning Support Services staff provides academic services that promote independent and cooperative learning in order for students to perform effectively and efficiently in the classroom.

LSS offers:

- Peer tutoring in most introductory undergraduate classes
- Drop-in writing assistance
- Drop-in math assistance
- Study skills and learning strategies assistance, such as test taking, time management and note-taking skills

Services for Students with Disabilities

In compliance with federal law, the college provides services for students with documented disabilities. Interested students should contact the Learning Support Services Office for a meeting with the Coordinator of Disabilities 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.

OSCAR RENNEBOHM LIBRARY

As the college's main research and information services provider, the Oscar Rennebohm Library is committed to managing information resources and to educating students, faculty and staff to use these resources effectively.

Resources

The Library's collection includes over 120,000 books, journals, newspapers, microforms, videos, sound recordings, computer software, and K-12 curriculum materials.

The Library webpage (<http://library.edgewood.edu>) serves as a gateway to library resources such as the online catalogue (EdgeCat), access to over 7,500 full-text journals, citation style guides, electronic book collections, and other online article databases. Resources are accessible on or off campus to students, faculty, and staff.

Through an arrangement with the UW-Madison Library System, Edgewood students, faculty, and staff have borrowing privileges at all UW-Madison libraries. Students may also apply for a Madison Public Library card with proof of residence.

Materials may also be borrowed from libraries throughout the state and country via interlibrary loan. Edgewood is part of a statewide delivery service.

Staff

Librarians work closely with students to help them develop skills to effectively access, evaluate, and synthesize information. Library staff also collects, organizes, and preserves relevant materials, and develops services to benefit the Edgewood College community. In addition, librarians are available for one-on-one consultation and to assist in locating materials.

Services and Facilities

Library facilities include over twenty-five computer workstations offering access to a variety of online information resources, including word processing, e-mail, printers, wireless capabilities throughout the library, copiers, video players and other equipment. Three large group study rooms are available for student use.

The college Archives, containing the college's historical publications, documents, and memorabilia, are housed in the Library.

The Technology Assistance Center serves as the Help Desk for computer network, one-card and telephone questions, and circulates audiovisual equipment.

Detailed information on the Library's hours, policies and other topics is published each year in the Student Handbook and is also available at the Library's website.

THE WILLIAM H. YOUNG CENTER FOR GLOBAL EDUCATION

The Center for Global Education was established in 2004 to direct and promote the various international initiatives of the college.

As part of its core mission and liberal arts foundation, Edgewood College aspires to produce students who have knowledge and experience of the global dynamics in the contemporary world, who show the ability to analyze and to value other cultures, and who are thus equipped to become effective global citizens. To achieve this, Edgewood engages its faculty, students, and staff in the ongoing process of integrating a global perspective into all facets of campus life, linking curricular and co-curricular initiatives and creating a more globally-oriented learning community.

The college's goal is a globalized Edgewood campus. This includes a curriculum with widespread international and global content, broad student participation in study abroad, a significant presence of international students on campus, co-curricular activities around global themes, and strong faculty and staff engagement in global programs.

The Center's efforts are devoted to educating globally competent graduates who have the cross-cultural skills to know and esteem others' perspectives, a deep understanding of global interdependence, and acceptance of difference. The Center concerns itself with six areas:

- Curriculum
- Study abroad
- Faculty development
- International students
- Co-curricular activities
- Initiatives to specific world regions

The Center's co-directors assist faculty to incorporate a global perspective into the curriculum, plan co-curricular activities that will reinforce what students learn in the classroom, and offer opportunities for students and faculty to participate directly in a global experience through study abroad and faculty/student exchange.

STUDY ABROAD

Edgewood College strongly encourages its students to study abroad. Experiencing another culture firsthand is a unique opportunity for students to learn about the world and their place in it. Students are given a wide choice of approved programs that will enhance their liberal arts education with a global perspective. Study abroad is the best way for students "to acquire the skills, attitudes, and perceptions that allow them to be globally and cross-culturally competent [which] is central to U.S. security and economic interests in the twenty-first century." (NAFSA White Paper on International Educational Policy, 2003.)

The Center staff is available to advise and assist students at all stages of the study abroad experience, from identifying and choosing a suitable program to negotiating the application process; from providing an orientation program for students about to depart the United States to helping returned students use their international experience to bring a global dimension to campus. Planning ahead for a successful study abroad experience is essential. Students should attend a study abroad information session, offered regularly through the school year, and then make an appointment with Center staff.

The Center staff administers all Edgewood College programs abroad and also coordinates Edgewood student participation in non-Edgewood study abroad programs, including:

- An exchange semester or year abroad at a university in one of 35 countries through the International Student Exchange Program (ISEP). See www.isep.org;
- An exchange program with Masaryk University in the Czech Republic;
- A semester in Rome, Italy led by an Edgewood College faculty member;
- A summer Spanish-language program in Guanajuato, Mexico;
- Short term study abroad experiences led by Edgewood faculty, generally 10 to 21 days, which may offer Human Issues credit;
- An approved program sponsored by another institution.

The college is also part of a collaborative project with other schools in the Wisconsin Association of Independent Colleges and Universities, whereby Edgewood students may participate in programs abroad run by these schools while remaining enrolled at Edgewood.

Policies

A student enrolled in a program of study abroad approved for transfer of credit by Edgewood College may be eligible for financial assistance under Title IV, HEA programs (§485(a)(1)(N)).

All students must work with the staff of the Center and the Registrar's Office in order to assure that all procedures for course selection and pre-approval, transfer of academic credit, applicability of financial aid, and program payment are followed. While many students wait until their junior year to study abroad, the second semester of the sophomore year can be considered if the student meets all program requirements.



ACADEMIC INFORMATION AND DEGREE REQUIREMENTS

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 academic advisors 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. 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, <http://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

ACADEMIC INFORMATION

- 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 Academic Support Action Program (ASAP) 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. Students who must be absent are encouraged to discuss their absence with their instructors, preferably before the absence occurs. Only when an emergency arises that will result in prolonged absence will the Academic Dean’s Office 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 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 that could jeopardize future success are required to take appropriate skills 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 is not given for these courses.

REGISTRATION POLICIES AND PROCEDURES

REGISTRATION

Registration consists of course selection 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 at <http://edgereg.edgewood.edu>. It includes specific information for registering. 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. 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 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 can be made through the first week of classes. Refer to the Timetable or EdgeReg for specific deadlines. Students who have not made fee

ACADEMIC INFORMATION

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 \$100.

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 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 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 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
HNR	Honors course

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 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.

ACADEMIC INFORMATION

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 \$2.00, which should 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 a Pass/Fail course	
P	Pass in a Pass/Fail course (equivalent of D or better)	
I	Incomplete (a temporary 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 in this section 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

ACADEMIC INFORMATION

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 GRADES ("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. 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

ACADEMIC INFORMATION

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.

Dismissal

A student will be dismissed if the cumulative GPA is less than 2.00 for two consecutive 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.

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 have them included in the Edgewood GPA. Courses taken must be applicable to the student's Edgewood College degree.

The Collaborative Program is open to full-time degree candidates who have completed at least one semester at Edgewood College, are in good academic standing, and have satisfied all financial obligations to the college. A student enrolled in the Collaborative Program 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. The Collaborative Program is offered during the Fall and Spring semesters only; Winterim and Summer Session are not included.

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

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

There are several ways of obtaining credit for prior college-level learning. 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 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 exam 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

- College-Level Examination Program (CLEP)
- 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 courses
- Departmental and other instructional unit examinations

For specific 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.

ACADEMIC INFORMATION

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

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 language courses 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 enrolled at Edgewood College may be admitted to 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 CA 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

Mission of the 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, and 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 and participate in certain extra-curricular activities.

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.

Participants in the program will:

- Complete at least five courses designated “Honors.”
- Take an advanced section of ENG 110 College Writing
- Participate in an approved extra-curricular event during each semester and write a reflective report.
- Complete an “Honors Scholarship Contract” in an upper-level major or minor course.
- Maintain 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.

ACADEMIC INFORMATION

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 a student has earned at least 48 credits toward the degree, he/she is eligible to take independent study courses. Such courses are based on individualized research and reading and are developed with the directing professor with specific learning goals. They are limited to one per semester and are not to exceed three credits per course.

Foundations requirements may not be fulfilled through independent study. Independent study courses may not be audited. To register, students must complete an Independent Study form with their directing professor.

DEGREE REQUIREMENTS

Edgewood College's curriculum aims to prepare students for lifelong learning and personal development, fulfilling careers and growth in responsibility for the wider community.

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 ability 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.

DEGREE REQUIREMENTS

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 residency requirement is 32 credits.

I. Foundations of Communication

- English Composition
ENG 110 College Writing 4 credits
- Mathematics
MATH 101 or other course* 3 credits
- Speech
CA 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 DEPARTMENTS AND FIELDS OF STUDY.

† 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

DEGREE REQUIREMENTS

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).

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 department offerings in the catalogue and in each Timetable using the “F” and area number 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 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

DEGREE REQUIREMENTS

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:

I. Foundations of Communication

Same as for a B.S. except for computer competency requirement

II. Foundations of Human Learning

Same as for a B.S.

III. Human Issues Study

Same as for a B.S.

MAJOR AND MINORS

Majors and minors may be selected from the following list or the student may design an individualized major. Generally, minors are not required, except for some programs, as listed in each department under DEPARTMENTS AND FIELDS OF STUDY.

Majors

Accounting

Art

Art and Design Teaching

Art Therapy

Biology

Biology Teaching

Biology Teaching with

Environmental Science

Broad Field Natural Science

with concentrations in:

Biology

Chemistry

Geoscience

Physics

Broad Field Science Teaching

with concentrations in:

Earth and Space Science

Physical Science: Chemistry
or Physics

Life and Environmental
Science

Broad Fields Social Studies

with concentrations in:

History

History Teaching

Economics

Political Science

Sociology/Anthropology

Business

with concentrations in:

Accounting

Finance

Management

Marketing

Business/Computer

Information Systems

Business Teaching

DEGREE REQUIREMENTS

Chemistry
Chemistry Teaching
Child Life
Communication Studies
Computer Information Systems
Computer Science Teaching
Criminal Justice
Cytotechnology
Early Childhood: Exceptional Educational Needs
Economics
with concentrations in:
Applied Economics
Business Economics
Elementary Education
English
with concentrations in:
Literature
Writing
English Teaching
French
French Teaching
Graphic Design
History
Individualized Major
International Relations
Mathematics
Mathematics Teaching
Music
Music: Business Emphasis
Music Education
Natural Science and Mathematics with a concentration in preengineering
Nursing
Performing Arts
Performing Arts Teaching
Political Science
with concentrations in:
American Politics
Comparative/Global Politics
Law and Politics
Political Communication

Psychology
with concentrations in:
Industrial/Organizational Psychology
Human Services
Clinical/Counseling Psychology
Religious Studies
with concentrations in:
Biblical Studies
Christian Ministries
Religious Education
Catholic/Christian Studies
Religious Studies Teaching
Sociology
with concentration in:
Human Services
Spanish
Spanish Teaching
Studies in Education

Minors

Art
Biology
Biology Teaching
Business
Chemistry
Chemistry Teaching
Communication Studies
Computer Information Systems
Computer Science
Computer Science Teaching
Early Childhood Education
Economics
Elem./Middle School Math
English
with concentrations in:
Literature
Writing
English/Communication Arts
English Language Learning
English Teaching
Environmental Studies
Ethnic Studies
French
French for Elementary Education

French Teaching
History
History Teaching
Individualized Minor
Industrial/Organizational Psychology
Mathematics
Mathematics Teaching
Mathematics and Computer Science for Elementary Education
Music
Natural Science Teaching
Performing Arts
Performing Arts Teaching
Philosophy
Political Science
Psychology
Religious Studies
Religious Studies Teaching
Science Education
Secondary Education
Social Studies Teaching
Sociology
Spanish
Spanish for Elementary Education
Spanish Teaching
Women's and Gender Studies

DEGREE REQUIREMENTS

INDIVIDUALIZED PROGRAMS

The Undergraduate Curriculum (UCC) Committee is authorized to approve individualized majors and minors and determines the number of credits that must be earned at Edgewood College.

Proposals for individualized majors and minors are to be submitted as early as possible and preferably no later than the end of the sophomore year. Proposals submitted for consideration after the first session of a semester will not be acted upon until the following semester. Since individualized proposals must be approved one year before the anticipated date of graduation, the last possible date for the submission of individualized major and minor proposals will be the first session of the second semester of the junior year. Exceptions may be made for upper division transfer students.

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. Students planning to develop an individualized major or minor should discuss their plans with their academic advisor, who is responsible for providing direction and guidance, and with the appropriate UCC representative.

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

DEGREE REQUIREMENTS

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 major and minor departments 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 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 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 departmental honors or 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



DEPARTMENTS AND FIELDS OF STUDY

ART

MAJORS

Art

Art and Design Teaching

Art Therapy

Graphic Design

MINOR

Art

MISSION STATEMENT

Art is powerful. It speaks to, from and through the emotions and intellect. Art reflects passionate engagement. These attributes make the creative process essential to the liberal arts education. Art experiences help students develop creativity, self expression, discipline, self-esteem, sensitivity, and critical understanding. Art experiences also promote perceptual, sensory, and aesthetic awareness. Art contributes to the development of human wholeness and global vision.

It is the mission of the Edgewood College Art Department to promote and maintain the highest possible degree of quality instruction in art. The Art department offers students a program of art instruction that includes the study of aesthetics, art criticism, art history, art production, art education, and art therapy.

ART DEPARTMENT GOALS

The goals of the Art Department are to help students:

1. Work toward the attainment of their highest potential in visual arts.
2. Understand 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. Gain competence in a variety of art techniques ranging from the traditional to the newly invented.
5. Explore art as a means of communicating with and serving the broader community; explore art-making as a collaborative process.
6. Develop an integrative approach to art in relation to other disciplines.
7. Prepare for a career and/or continued study in the visual arts, including art education, art history, art therapy, graphic design, and studio art.

ART MAJOR

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 350 Computer Graphics
 - ART 464 Art Seminar
2. Two of the following 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
3. Three credits from:
 - 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. Twelve credits in Two-Dimension Studios, chosen from:
 - ART 102F3 Watercolor
 - ART 205 Painting or ART 305 Advanced Painting
 - ART 208 Advanced Photography
 - ART 206 Relief Printing or ART 308 Etching
 - ART 312 Figure Drawing
 - ART 360 Digital Fine Art
 5. Nine credits in Three-Dimension Studios, chosen from:
 - ART 218 Ceramics I
 - ART 316 Sculpture
 - ART 318 Ceramics II
 6. A student majoring in art must complete a minimum of 12 credits in art courses at Edgewood.
 7. ART 350 Computer Graphics fulfills the General Education computer competency requirement.
- ART 466 Methods of Teaching Art and Design, Early Childhood-Early Adolescence
 - ART 468 Methods of Teaching Art and Design, Early Adolescence-Adolescence
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. Full implementation of PI 34 for teacher and administrator licensing in Wisconsin took full effect on September 1, 2004. All students completing teaching 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 for details.
 3. ART 350 Computer Graphics fulfills the General Education computer competency requirement.

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
 - ART 350 Computer Graphics

ART THERAPY MAJOR

This program is designed to prepare students for entry into a Master's degree program in Art Therapy. A Master's degree is required to become a Registered Art Therapist. Fifty-six credits, to include:

1. Required courses:
 - ART 102F3 Watercolor or ART 305 Advanced Painting
 - ART 200F3 Drawing I
 - ART 202 Two-Dimensional Design
 - ART 205 Painting
 - 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

- ART 344 The History and Foundation of Art Therapy
 - ART 350 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 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. A student majoring in art therapy must complete at least 12 credits in art and art therapy at Edgewood College.
 4. ART 350 Computer Graphics fulfills the General Education computer proficiency requirement.
2. Two of the following 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
 3. ART 350 Computer Graphics to fulfill the general education computer proficiency requirement.
 4. Transfer students must complete a minimum of 12 credits in art courses at Edgewood.
- Students are encouraged to participate in an internship.

GRAPHIC DESIGN MAJOR

Fifty-one credits, to include:

1. Required courses
 - ART 200F3 Drawing I
 - ART 120F3 Video
 - ART 202 Two-Dimensional Design
 - ART 205 Painting
 - ART 207 Photography
 - ART 210 Graphic Design
 - ART 214 Drawing II
 - ART 220 Typography
 - ART 310 Advanced Graphic Design
 - ART 312 Figure Drawing
 - ART 350 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 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
3. Six credits in Two-Dimension Studios, chosen from:
 - ART 102F3 Watercolor
 - ART 205 Painting or 305 Advanced Painting
 - ART 450 Advanced Computer Graphics
 - ART 206 Relief Printmaking or ART 308 Etching
 - ART 208 Advanced Photography

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 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
3. Six credits in Two-Dimension Studios, chosen from:
 - ART 102F3 Watercolor
 - ART 205 Painting or 305 Advanced Painting
 - ART 450 Advanced Computer Graphics
 - ART 206 Relief Printmaking or ART 308 Etching
 - ART 208 Advanced Photography

- ART 312 Figure Drawing
 - ART 360 Digital Fine Art
4. Six credits in Three-Dimension Studios, chosen from:
- ART 316 Sculpture or ART 218-318
5. An Art minor must complete a minimum of 9 credits in art courses at Edgewood College.

POLICIES

It is important for all majors and art minors to begin taking art courses as a freshmen. 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.

Auditors are accepted on consent of the instructor in studio art classes.

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.

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.

COURSES OFFERED

Courses that are generally taught in the Fall semester will be followed by (F); those generally taught in Spring will be followed by (S). Contact the department in instances where this information is not provided.

Foundations of Art History

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)

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/S)

146F2 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 History

250 Art of Africa, Americas, and 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.

252 History of Women Artists in Europe and North America 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.

254F2 Modern Art in Europe and 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. (F/S)

260 History of Art in North America 3 cr
From pre-contact Native cultures to art movements of the 20th Century, this course traces the rich visual histories developed by a continent of diverse people.

354 Contemporary Art 3 cr
Artists and trends in the last two decades, with emphasis on the cultural diversity within art of the United States.

362 Native American 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 20th century art from various regions of what is now the United States.

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.

Foundation Studios

102F3 Watercolor 3 cr
A studio course in watercolor painting as a means of creative expression. (S)

104F3 Fibers 3 cr
Introduction to textiles, related fiber techniques, and basic papermaking. (F)

105F3 Calligraphy 3 cr
The study and mastery of two historic alphabets: foundational and italic. Attention is given to layout, design, and creative approaches to calligraphy projects. (S)

106F3 Art Structure 2 cr
Studio introduction to the visual arts for non-art majors. Students explore a variety of media to develop a creative and aesthetic awareness of two- and three-dimensional art forms. (F/S)

108F3 Photography for Non-Art Majors 3 cr
Fundamentals of photography, beginning with the camera, continuing with basic technical skills in developing film, and printing of black and white photographs. Each student must have a 35mm, single lens reflex camera. (F/S)

114F3 Drawing for Non-Art Majors 3 cr
The study of drawing for non-art majors/minors focusing on contour, gesture, and value drawing. (F/S)

117F3 Ceramics 3 cr
The study of ceramics for non-art majors/minors involving basic hand building, throwing, and glazing techniques. (F/S)

120F3 Video 3 cr
The use of the video camera as a creative tool. Emphasis on digital video film-making based on assignments, self-direction and group critique, and digital editing strategies. (F/S)

Two-Dimension Studios

- 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 and minors only. (F/S)
- 202 Two-Dimensional Design** 3 cr
Elements of art and principles of design as applied to two-dimensional media. For art majors only. (F/S)
- 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. (F/S)
- 205 Painting** 3 cr
Introduction to basic water-soluble oil and acrylic painting materials and procedures, including the elements of art and the principles of design as they relate to painting. Students should expect to purchase approximately \$100-\$150 of painting supplies. (Prerequisite: ART 202 or consent of instructor) (F/S)
- 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. (Prerequisite: ART 200F3, 202, or consent of instructor) (F)
- 207 Photography I** 3 cr
The continued study of concepts in basic photography, including how to develop film, along with darkroom techniques for making silver gelatin prints. Strong emphasis is placed on content and the experimental use of the camera as a creative device. For art majors and minors only. Students will need a 35 mm, single lens reflex camera. (F/S)
- 208 Advanced Photography** 3 cr
Advanced photography with an emphasis on control and manipulation of images and processes, including pinhole, medium format and digital. The department will provide medium format cameras, but each student will be required to have a digital camera. (Prerequisite: Art 207 or consent of instructor) (S)
- 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 instructor) (S)
- 270 Advanced Video** 3 cr
A continuation of ART 120F3 Video with added emphasis on individual development, advanced projects, digital editing and experimental use of the digital video camera as a creative tool. (Prerequisite: ART 120F3 or consent of instructor) (S)
- 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 instructor) (S)
- 305 Advanced Painting** 3 cr
A continuation of ART 205 Painting with added emphasis on individual development and experimental use in the medium of oil or acrylic painting. (Prerequisite: ART 205 or consent of instructor) (S)
- 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)
- 308 Etching** 3 cr
Intaglio techniques; basic procedures used to create etching and drypoint on metal plates; the origins and development of intaglio prints. (Prerequisite: ART 200F3, 202, or consent of instructor) (S)
- 312 Figure Drawing** 3 cr
Develops mastery in drawing the human figure in a variety of media and techniques. (Prerequisite: ART 200F3 or consent of instructor) (S)
- 408 Advanced Etching** 3 cr
Advanced intaglio techniques: color printing; contemporary methods. (Prerequisite: ART 308 or consent of instructor) (S)

Three-Dimension Studios

216 Three-Dimensional Design 3 cr
The elements of art and principles of design as applied to three-dimensional media. (F/S)

218 Ceramics I 3 cr
The study of ceramics for art majors/minors. Technical investigation of clay, glaze, kiln, and firing concepts. (F)

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) (F/S)

318 Ceramics II 3 cr
Opportunity for self-directed concentration on pottery or ceramic sculpture. Students focus on specific construction and firing techniques. (Prerequisite: ART 218 or consent of instructor) (S)

Art Therapy

240 Introduction to Art Therapy 3 cr
An introduction to the profession of art therapy and preparation for entry in 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. (F/S)

342 Adapted Art Media and 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 instructor) (F)

344 The History and Foundation of Art Therapy 3 cr
The rich history and current trends of the profession, and study of the founders of the field. Major theories of art therapy and creative and therapeutic processes. (Prerequisite: ART 240, PSY 380, or consent of instructor) (S)

345 Applications 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 instructor) (F/S)

392 Community Art Practicum 3 cr
Participation in service learning projects utilizing art in community placements three hours per week. Class meets weekly for two hours for reflection on field experiences and discussions on service learning, leadership skill development and topics in community art. Fulfills Human Issues requirement. Consent of instructor. Crosslisted with HI 404. (S)

492 Art Therapy Internship 4 cr
Students 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)

Graphic Design

210 Graphic Design 3 cr
Basic graphic arts: design, layout, typography, illustration, printing processes and production methods. (Prerequisite: ART 200F3, 202, or consent of instructor) (S)

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)

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

- 350 Computer Graphics** 3 cr
Exploration of the potential of computers as a design tool and as a medium of artistic expression. Students use the computer and various software programs to prepare copy and graphics for print. (F/S)
- 360 Digital Fine Art** 3 cr
The processes of how digital technology is used for contemporary fine art imagery. Emphasis is on learning to use computers, digitizing tablets, scanners, digital cameras and inkjet printers for the creation of fine art limited edition prints. The relationship to traditional printmaking and archival practices are also explored. Review of major fine artists using digital media to create a context for current trends in the art world. (S)
- 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)
- 460 3-D Computer Modeling and Animation** 3 cr
Three-D modeling, scene design, and basic animation principles on the computer. Students explore state-of-the-art software for the production of still scenes, 3D titles and logos, and simple animations such as flyovers, object deformation and movement. (Prerequisite: ART 350)
- 470 Web Media and 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. (Prerequisite: ART 350)
- 378, 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)
- 379, 479 Independent Study** 1-3 cr
Advanced work undertaken individually by qualified students under the direction of an art instructor. (Prerequisite: consent of instructor)
- 466 Methods of Teaching Art and Design, Early Childhood-Early Adolescence** 3 cr
Methods and materials for teaching art and design to children in pre-Kindergarten through grade 8. Includes child development in art and theoretical underpinnings of art education. Also includes a practicum. (Prerequisite: admission to Teacher Education Program or consent of Art and Education Departments) Crosslisted with ED 453. (F)
- 468 Methods of Teaching Art and Design, Early Adolescence-Adolescence** 3 cr
Methods and materials for teaching art and design in grades 6-12. Theoretical foundations, current issues and trends in art education are explored. Includes a practicum. Must be taken in sequence with Art 466. (Prerequisite: admission to Teacher Education Program or consent of Art and Education Departments and Art 466) Crosslisted with ED 458. (S)
- 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 résumé and portfolio preparation, job search, grants, art competitions, and admission to graduate school. (S)
- 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)

Related Courses

- 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)

BROAD FIELDS SOCIAL STUDIES

An interdisciplinary major administered by the History and Social Science Departments

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 MAJOR).
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.

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:
 - HIST 115 F6 plus one elective from Area A in HISTORY
 - HIST 131F6 and HIST 132F6 plus one elective from Area B in HISTORY (12 cr)
 - HIST 111F6 plus one elective from Area C in HISTORY
 - HIST 295 Pro-Seminar
 - HIST 400/401 A, B, or C Selected Issues/Research Paper
 - 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

BROAD FIELDS SOCIAL STUDIES

120F6 World Civilization and one 3 or 4 credit course in any department that offers a “history of” course.

- Twelve social science credits to be chosen from sociology and economics. Confirm choices with an advisor from the Department of History.

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.

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.

3. To meet Wisconsin Department of Public Instruction licensing requirements, students should take coursework in conservation of natural resources and marketing and consumer cooperatives, GEOG 265 Environmental Conservation. 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.

At least half of the credits in history should be at the 200-level or above.

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.

Post-baccalaureate and undergraduate students must earn at least 12 credits in history at Edgewood College.

CONCENTRATIONS IN SOCIAL SCIENCE: ECONOMICS, POLITICAL SCIENCE, SOCIOLOGY AND ANTHROPOLOGY

(Administered by the Social Science Department)

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

- SS 200 Computers for the Social Sciences
- SS 368 Research Methods in Social Science
- SS 369 Introduction to Statistical Analysis for Social Science
- SS 484 Senior Social Science Seminar

ECONOMICS

An 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.

Required courses:

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

POLITICAL SCIENCE

An 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.

Required courses:

- The Social Science Interdisciplinary Sequence (see above) (13 credits)
- PS 210 Introduction to International Relations or PS 275 Introduction to Comparative Politics
- PS 301 Political Ideas

SOCIOLOGY AND ANTHROPOLOGY

An 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.

Required courses:

- The Social Science Interdisciplinary Sequence (see above) (13 credits)
- SOC 201 F4 Introduction to Sociology or ANTH 222 F4 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 Business Department offers a Masters in Business Administration (MBA) degree 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.

POLICIES

18 Credit Rule for Majors

For students earning a major, a minimum of 18 credits in Business courses numbered 300 or above must be earned at Edgewood College.

12 Credit Rule for Minors

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 Business Department Chairperson.

Prerequisites for Courses

All Business courses numbered above 300 have the following prerequisites:

- ENG 110 College Writing
- Prior completion of 40 credits Note: Accounting courses are exempt from the 40- credit prerequisite

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

Certified Public Accountant (CPA) Exam

The requirements to sit for the CPA exam include the completion of 150 credits of college coursework. At Edgewood, this requirement can be met in either of two ways:

1. Well-prepared and motivated students may satisfy the requirements to sit for the CPA exam by completing both an undergraduate Business major and a Masters in Business Administration (MBA) degree; or
2. Students complete the requirements to sit for the CPA exam by completing an undergraduate Accounting major and additional coursework.

Graduate School

Most graduate programs require a course in business calculus prior to beginning graduate study. It is recommended that students who may 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. One Concentration 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 Macroeconomics
- ECON 256F4 Principles of Microeconomics
- 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

Notes on Required Courses:

- MATH 121 and MATH 122 are prerequisites for a number of business courses.
- ECON 255F4 and 256F4 satisfy the General Education F4 requirement.
- PHIL 104F7 satisfies the General Education F7 requirement. PHIL 101 Logic is a prerequisite for PHIL 104F7.
- BUS 306 is a prerequisite for BUS 475.
- Freshman and sophomore years focus on completing prerequisites for BUS 301-305, the top half of the Required Courses list and the college's General Education requirements.
- The Declaration of Major form is to be completed by the student, with assistance from his/her advisor, and submitted to the Registrar during the junior year.

II. Concentration Areas

In addition to completing the Required Courses each Business major completes

the courses in one of the following Concentration Areas:

Accounting Concentration

The following courses are required:

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

And 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 Entrepreneurship (Fall)
- BUS 440 Improving Organizational Effectiveness (Spring)
- BUS 465 Social Responsibility of Business

BUSINESS

Marketing Concentration

The following courses are required:

- BUS 431 Marketing Policy and Management (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 ¹	ECON 255F4 or 256F4 MATH 111 (if required) ¹ CS 150 ENG 110 ³ CA 101	ECON 256F4 or 255F4 MATH 121 ¹ PHIL 101 ² ENG 110 ³	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 sequenced with prerequisite considerations in mind. The rotation may vary with concentration. 7. College General Education requirements not on table: <ul style="list-style-type: none"> • Foreign Language • F1, F2, F3, F5, F6, F8 • Human Issues Study
Sophomore	MATH 122 ¹ BUS 280 PHIL 104F7 ²	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	

Notes:

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 General Education mathematics requirement.

2. PHIL 101 Logic is a prerequisite for PHIL 104F7 Ethics.

3. ENG 110 is the college's General Education writing requirement and is to be completed prior to the end of the sophomore year.

ACCOUNTING MAJOR

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

- I. Required Courses as indicated under the Business major
- II. 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)
 - BUS 726 Advanced Accounting I (Fall)
 - BUS 727 Advanced Accounting II (Spring)

Notes on Accounting Major:

- See "Notes on Required Courses" under BUSINESS MAJOR.
- Accounting major courses are offered only once each year. Planning for the completion of these courses is especially important.
- Accounting major courses have prerequisites that need to be planned for when developing course schedules.
- BUS 726 and 727: A Permission to Register for a Graduate Course form must be completed to register for these courses. Course descriptions appear in the Graduate Catalogue.
- 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.
- The Declaration of Major form is to be completed by the student, with the assistance of an advisor, and submitted to the Registrar's Office during the junior year.

BUSINESS/COMPUTER INFORMATION SYSTEMS MAJOR

1. All required courses for the Business minor
2. All specific courses listed for the Computer Information Systems major (see MATHEMATICS AND COMPUTER SCIENCE.)

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 Education professional requirements and appropriate license requirements (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).

Full implementation of PI 34 for teacher and administrator licensing in Wisconsin took full effect on September 1, 2004. All students completing teaching 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.

BUSINESS MINOR

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

- MATH 121 Statistics
- MATH 122 Finite Mathematics
- ECON 255F4 Principles of Macroeconomics
- ECON 256F4 Principles of Microeconomics
- 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

Notes on 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 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.

COURSES OFFERED

Courses that are usually taught in the Fall semester will be followed by (F); those usually taught in the Spring will be followed by (S); those usually taught in the Summer will be followed by (SS).

120 Introduction to Business 4 cr
 Conducting business embraces many disciplines. 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)

279 Independent Study Arr.
 Topics and credits arranged.

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, analyzing, and recording transactions. (Prerequisite: MATH 111) (F/S)

281 Managerial Accounting 3 cr
 The fundamental principles of managerial accounting. Understanding and preparing the statement of cash flows, the manufacturing process from a cost of perspective, planning and control and variation. (Prerequisites: BUS 280; MATH 121 and MATH 122) (F/S)

All business courses numbered above 300 have the following prerequisites:

- ENG 110
- Prior completion of 40 credits.

Note: Accounting courses are exempt from the 40 credit prerequisite.

301 Marketing Principles 3 cr
 An introductory course to survey the principles of marketing. Concepts relating to product, price, promotion, and distribution as well as the sources of marketing information will be studied. (Prerequisite: ENG 110, completion of 40 credits) (F/S)

302 Management of Human Performance 3 cr
 This course is designed to give the student a thorough understanding of human behavior in work organizations as well as an effective means to manage that behavior in a way that contributes to both organizational effectiveness and human satisfaction. Topics include small group process, work motivation, perception and communication, leadership, learning and reinforcement, job stress, managing diversity, goal setting and reward systems, and conflict resolution. (Pre-requisite: ENG 110; CA 101, completion of 40 credits) (F/S)

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; CS 150; MATH 121, 122; ENG 110; ECON 255, completion of 40 credits) (F/S)

- 304 Business Law I** 3 cr
 Introduces students to the court system, the legal process, contract formation and performance, remedies, agency relationships, sales, product liability, and the Uniform Commercial Code. Provides 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 necessary to use current technology in completing a legal research project involving a current ethical issue, and (4) an understanding of basic contract law principles. (Prerequisite: ENG 110, completion of 40 credits) (F/S)
- 305 Operations Management** 3 cr
 The aim of this course is to show that all the operations in an industrial or service enterprise must work as a system to be efficient and competitive. Students learn how the operations management topics such as inventory management, project management, aggregate planning, scheduling, facility design and quality are interrelated. Quantitative methods are taught as the basis for decision making and process improvement. (Prerequisite: MATH 121, 122; CS 150; ENG 110, completion of 40 credits) (F/S)
- 306 Professional Communication** 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, good will, persuasive, and bad-news messages. They will complete business reports and proposals, plan and give oral presentations, write résumés and cover letters and engage in the interview process. Students will better understand the business communication environment and processes, communicate more effectively in teams, master listening and nonverbal communication and be able to communicate intercultural. (Prerequisite: 40 credits completed, CA 101, ENG 110, BUS 301 & 302) (F/S)
- 340 Management of Organizations** 3 cr
 Designed to give students an 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 and ENG 110) (F)
- 379 Independent Study** Arr.
 Topics and credits arranged.
- 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 include concepts of present value, cash, receivables, inventories, plant, property and equipment depreciation and intangible assets. (Prerequisites: BUS 281; CS 150; ENG 110; MATH 121, 122, or consent of instructor) (F)
- 381 Intermediate Accounting II** 3 cr
 A continuation of Intermediate Accounting I. Topics include liabilities and income taxes, stock rights and options, corporate equity accounts, pension costs, leases, and accounting changes. (Prerequisites: BUS 380; CS 150; ENG 110; MATH 121, 122 or consent of instructor) (S)
- 385 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; CS 150; ENG 110; MATH 121, 122, or consent of instructor) (F)
- 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; CS 150; ENG 110; ECON 255, 256) (S)
- 412 Investments** 3 cr
 Stocks, bonds, derivatives, portfolio theory and other aspects of investment theory are explored. Crosslisted with BUS 712. (Prerequisites: BUS 303; MATH 121, 122; CS 150; ENG 110; ECON 255, 256) (S)

BUSINESS

- 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; CS 150; ENG 110; ECON 255, 256) (F)
- 421 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, ENG 110) (S)
- 430 Human Resource Management** 3 cr
The most important resource used by organizations is the human resource. The course focuses on the manager's role in human resource planning, job analysis and design, recruitment and selection, performance management, employee development, and compensation management. These issues are examined within the larger context of the organization's strategic direction and legal environment. (Prerequisites: BUS 302, BUS 306 or concurrent registration.) (S)
- 431 Marketing Policy & Management** 3 cr
A continuation of Marketing Principles. The course deals with the specific duties of a marketing manager, specifically, the management of a sales force, distribution system, purchasing staff, promotional team, and other managerial functions. The case approach to managerial decision-making will be emphasized. (Prerequisites: BUS 301, ENG 110) (F)
- 432 Consumer Behavior** 3 cr
Analysis of internal and external factors influencing consumer behavior with emphasis upon segmented consumer markets. (Prerequisites: BUS 301, ENG 110) (S)
- 433 Advertising & Promotion Strategy** 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) (S)
- 434 Market Research and Analysis** 3 cr
Analysis of geographic, demographic, and psychographic dimensions of markets utilizing standard techniques for planning, executing and reporting market research. (Prerequisites: BUS 301, 433; MATH 121, 122; ENG 110) (F)
- 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 different types of careers in professional selling, ethical issues in sales, as well as effective hiring, training and managing of salespeople. (Prerequisites: BUS 301, ENG 110) (F)
- 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 is designed to give an understanding of the process for continuous improvement and 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; CA 101) (S)
- 445 Entrepreneurship** 3 cr
From writing a business plan to problem solving to making a multitude of purchasing and personnel decisions, this course will prepare the student for small business management. Students hoping to work in larger organizations can translate the lessons into "interpreneurship" which is an essential ingredient for organizational growth and employee retention. (Prerequisites: BUS 280, 281, 301-305, ENG 110) (F)

BUSINESS

- 465 Social Responsibility in Business** 3 cr
An introduction to moral and ethical thinking about business decisions and practices. (Prerequisites: BUS 302, PHIL 104 F7, ENG 110) (F/S)
- 475 Business Internship** 4 cr
Provides an opportunity for the business student to intern in a business organization and to develop an understanding of the practice of business. The student, in conjunction with the faculty supervisor and the organization's mentor, will develop a contract with stated learning objectives, means of performance evaluation, and expected time commitments. The student will complete a practicum during his/her senior year or during the summer between the junior and senior year. (Prerequisites: senior standing, BUS 306) (F/S/SS)
- 479 Independent Study** Arr.
Topics and credits arranged.
- 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. (Prerequisites: BUS 381 or concurrent registration, BUS 483, MATH 121,122, or consent of the instructor; ENG 110) (S)
- 483 Accounting Systems** 3 cr
Covers current information technology. Topics include accounting information system, flow charts, internal controls, varied spreadsheet and database techniques, information system selection, and developing business requirements. (Prerequisite: BUS 381, CS 150, ENG 110, MATH 121, 122, or consent of instructor) (F)
- 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; ENG 110; MATH 121, 122, or consent of instructor) (F)
- 495 Income Tax Accounting II** 3 cr
Tax laws and regulations for partnerships and corporations; tax administration and research. (Prerequisites: BUS 485, ENG 110) (S)
- 498 Business Strategy** 3 cr
A capstone course focusing on developing a strategic vision and mission, setting objectives, crafting a viable strategy, implementing and executing the strategy, and monitoring strategic performance. Involves synthesizing material from accounting, finance, law, management, marketing, operations and social responsibility. Course uses lectures, reading, business cases, and business strategy simulation to accomplish synthesis. (Prerequisites: Business major and second semester senior status) (F/S)

COMMUNICATION ARTS

COMMUNICATION STUDIES

Communication Studies Major
Communication Studies Minor

PERFORMING ARTS

Performing Arts Major
Performing Arts Teaching Major
Performing Arts Minor
Teaching of Performing Arts Minor

INTERDISCIPLINARY MINOR

Interdisciplinary English/Communication Arts (administered jointly with the English Department)

COMMUNICATION STUDIES MAJOR

A minimum of 45 credits in the following; 20 of these credits need to be at or above 300-level.

- Major core, minimum 24 credits:
 - CA 201 Communication and Civilization *Major Requirement*
 - CA 240 Intro to Interpersonal Communication *Major Requirement*
 - CA 241 Intro. to Organizational Communication
 - CA 311 Communication Criticism *Major Requirement*
 - CA 312 Argument and Controversy
 - CA 313 Communication Research Methods *Major Requirement*
 - CA 316 Mass Communication
 - CA 317 Intercultural Communication
 - CA 440 Senior Capstone

2. Areas of Emphasis, minimum 21 credits:

Organizational/Interpersonal Emphasis.

- Required: CA 450 Internship
- Recommended: CA 310, CA 314, CA 318, ENG 302, SOC/PSY 349, PHIL 103, BUS 301, BUS 302, BUS 340, BUS 432, PSY 330, PSY 335, ANTH 222F4, SOC 313.

Media and Message Emphasis.

- Required: CA 450 Internship
- Recommended: CA 226F2, CA228F2, CA 264F3, 265F3, CA 310, CA 314, CA 318, ENG 201, ENG 202, ENG 300, ENG 301, ENG 303, ENG 307, ENG 380, ART 120F3, ART 210, ART 310, ART 350, BUS 306.

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

Communication and Social Influence Emphasis.

- Required: CA 450 Internship
- Recommended: CA 264F3, CA 265F3, CA 310, CA 314, CA 318, PHIL 105F7, BUS 301, BUS 432, SOC/PSY 349, PS 350, 360, 480, ANTH 222F4, SOC 313, SOC 322, SOC 365, ENG 201, ENG 276F1, FREN 314, SPAN 314

Individually Planned Emphasis.

- Required: CA 450 Internship
- Note: Core classes taken over the minimum 24 credit hours can count towards an emphasis.

COMMUNICATION STUDIES MINOR

- Minimum of 24 credits in communication studies courses, 12 of these credits need to be at or above 300-level.
- Minor core: CA 201, CA 240.

INTERDISCIPLINARY OPTIONS

- 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
- BUS 301 Marketing
- BUS 302 Mgmt. of Human Performance
- BUS 306 Operations Management
- BUS 340 Mgmt. of Organizations
- BUS 432 Consumer Behavior
- ENG 201 Intro. to Journalism
- ENG 202 Journalism Practicum
- ENG 276 Mythology
- ENG 300 Advanced Composition
- ENG 301 Magazine Writing
- ENG 303 Intro. to the Study of Language
- ENG 307 Investigative Reporting
- ENG 380 Literary Criticism
- ENG 475 Special Topics in Professional Writing
- 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
- PS 350 Public Policy Process
- PS 360 Political Parties and Interest Groups
- PS 450 Public Administration
- PS 480 Mass Media and Politics
- PSY 330 Psychology of Management
- PSY 335 Human Relations in Business
- ANTH 222F4 Intro. to Cultural Anthropology

- SOC 313 Minorities and Ethnic Groups
- 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

PERFORMING ARTS MAJOR

1. A minimum of 31 core credits, including
 - CA 265F3 Acting I
 - CA 269F2 Script Analysis
 - CA 290F3 Stagecraft I
 - CA 336 Development of Dramatic Arts I
 - CA 337 Development of Dramatic Arts II
 - CA 338 Development of Modern and Contemporary Drama
 - CA 370 Directing I
 - CA 390 Introduction to Design Elements for the Theatre
 - CA 470 One-Act Play Production
 - CA 499 Senior Project
2. The major must include nine to ten credits beyond the core within one specialized area, to be selected from:
 - Technical/Design
 - Theatre Studies
 - Performance (Acting/Directing)
 - Musical Theatre

Performance (Acting/Directing) emphasis: 9 credits minimum.
 Required:

 - CA 365 Acting II

Two classes from the following:

 - CA 264F3 Oral Interpretation
 - CA 465 Acting III
 - CA 466 Acting IV
 - CA 385 Special Topics: in Performance

COMMUNICATION ARTS

Musical Theatre emphasis: 10 credits minimum.

Required:

- CA 239F2 Survey of History of Musical Theatre
- CA 366 Musical Theatre Performance
- MUS 141F3 Music Structures
- MUS 142 Aural Skills I

Theatre Studies emphasis: 9 credits minimum.

Three classes from the following:

- CA 239F2 Survey of History of Musical Theatre
- CA 264F3 Oral Interpretation
- CA 292 Stage Management
- CA 338 Development of Modern and Contemporary Drama
- CA 365 Acting II
- CA 366 Musical Theatre Performance
- CA 385 Special Topics
- CA 391 Tech and Design
- CA 392 Costume Design
- CA 393 Lighting Design
- CA 394 Scenic Design
- CA 445 Playwriting
- CA 465 Acting III
- CA 466 Acting IV
- ENG 330 Shakespeare

Technical/Design emphasis: 9 credits minimum.

Three classes from the following:

- CA 292 Stage Management
- CA 385 Special Topic (in Technical Design)
- CA 391 Tech and Design
- CA 392 Costume Design
- CA 393 Lighting Design
- CA 394 Scenic Design
- CA 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:
 - CA 266F3 Introduction to

Contemporary Dance

- CA 368 Movement for Actors
- CA 385 Special Topics (in Movement)

And a minimum of two credits in Voice or the equivalent to be selected from:

- MUS 130F3 Concert Choir
- MUS 221 Private Voice
- MUS 330 Community Chorus
- MUS 121F3 Introductory Voice Class
- MUS 122 Advanced Voice Class

4. Majors who select the Directing emphasis must serve as Assistant Director for a minimum of one production.
5. 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.
6. All majors are required to attend regularly scheduled Theatre Assembly meetings, all theatre productions and studios, and at least one audition per academic year.
7. All majors are required to keep a portfolio of their work, to be reviewed annually. Content of this portfolio is spelled out in the Theatre Student Handbook.
8. 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 CA 499 Senior Project.

PERFORMING ARTS TEACHING 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 Performing Arts Major.
2. The following requirements in Performing Arts teacher preparation:
 - CA 264F3 Oral Interpretation
 - CA 276 Creative Dramatics
 - CA 381 Teacher Encounter Seminar
 - CA 459P Teaching of Theatre Arts
3. For certification, students must also complete the Professional Education Core requirements and secondary education requirements. Students choosing the Performing Arts Teaching Major must consult with an advisor in the Education Department in order to be informed about admission and licensing requirements.

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.

PERFORMING ARTS MINOR

1. A minimum of 18 credits, including:
 - CA 265F3 Acting I
2. One of the following:
 - CA 290F3 Stagecraft I
 - CA 390 Introduction to Design Elements for the Theatre
3. Minors need to head three crews.

PERFORMING ARTS TEACHING 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:
 - CA 264F3 Oral Interpretation
 - CA 265F3 Acting I
 - CA 338 Development of Modern and Contemporary Drama
 - CA 370 Directing I
 - CA 381 Teacher Encounter Seminar
 - CA 276 Creative Dramatics
 - CA 459P Teaching of Theatre Arts
2. One of the following:
 - CA 290F3 Stagecraft I
 - CA 390 Introduction to Design Elements for the Theatre
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 Performing Arts Teaching Minor must consult with an advisor in the Education Department in order to be informed about admission and course requirements.

INTERDISCIPLINARY MINOR IN ENGLISH/COMMUNICATION 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.

Twenty-four credits beyond ENG 110, to include:

1. Required courses:
 - ENG 303 Introduction to the Study of Language
 - CA 264F3 Oral Interpretation
 - CA 276 Creative Dramatics
2. One course from the following:
 - ENG 201 Introduction to Journalism
 - ENG 205F3 Introduction to Creative Writing
3. One course from the following:
 - CA 310 Advanced Communication Theory
 - CA 312 Argument and Controversy
 - CA 314 Persuasion, Promotion and Advertising
4. One course from the following:
 - CA 226F2 Film Criticism
 - CA 338 Development of Modern and Contemporary Drama
5. Any ENG 300/400 level literature course.

Transfer students must earn a minimum of eight credits in English courses and a minimum of six credits in Communication Arts courses at Edgewood.

POLICIES

Courses required for the Communication Arts majors are regularly offered on a rotating basis, normally within a two-year cycle. Students are urged to consult the Communication Studies website for information regarding this sequence, so that requirements may be fulfilled within the normal pattern.

Communication Studies, Performing Arts and Performing Arts Teaching majors are required to maintain at least a 2.75 GPA in their courses.

COMMUNICATION 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 Performing Arts faculty of the Communication Arts Department. Recommendation for renewal for the third and fourth year will be limited to majors and minors. For information, contact the Admissions Office and the head of Performing Arts within the Communication Arts Department.

Mary Frances Green Scholarship Awarded to a Performing 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 Klien Scholarship Awarded to a major or minor in Performing Arts or Teaching in Performing 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.

COMMUNICATION ARTS

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.

COURSES OFFERED

Courses that are generally taught in the Fall semester will be followed by (F); those generally taught in Spring will be followed by (S). Contact the department in instances where this information is not provided. Courses required for the majors are offered on a rotating basis, normally within a two-year cycle.

PA* Courses required for ALL Performing Arts Majors,

CS* Courses required for ALL Communication Studies Majors

PA# Courses required for ALL Performing Arts Minors

CS# Courses required for ALL Communication Studies Minors

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 is to help students find their own voice in order to better use their public speaking skills for success. (F/S)

136F1 Introduction to Literature: Drama 3 cr
A Foundations course in literature focusing on dramatic literature for film, television, and theatre.

192F3 A, B, C, D Theatre Practicum 2, 2, 2, 2 cr
A Foundations course providing practical experience in theatre production, management, or acting. (F/S)

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 communication theory from early Greek times to the present, and offers vital insight to past and future accomplishments of Communication Studies.

218 A, B, C, D Intercollegiate and Academic Activities 1, 1, 1, 1 cr
Participation in one of the following intercollegiate events: conference participation, debate, original oratory, extemporaneous speaking, oral interpretation of poetry, prose, humorous or serious drama. One credit per semester; may be repeated up to a maximum of four credits.

224F2 Introduction to Theatre 3 cr
Study of aesthetics and history of the elements of theatre in the context of cultural diversity and significance. (S)

226F2 Film Criticism 3 cr
Study of cinema and its cultural implications. Introduction to basic film techniques and aesthetics. Strongly recommended for majors. (F/S)

227 A, B, C Contemporary Theatre Experience 0-2, 0-2, 0-2 cr
Extended field trip experience to a theatre center or convention.

228F2 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. (F)

239F2 Survey of the 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.)

COMMUNICATION ARTS

240 Introduction to Interpersonal

Communication CS* 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.

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 concerning organizational communication helps the student to apply communication knowledge to the professional environment and prepare for a successful career.

245 Speech for Teachers 2 cr
Practical study of oral communication problems and methods especially adapted to the teacher's situation. Emphasis on modes of classroom presentation, counseling, interviewing and self-evaluation.

264F3 Oral Interpretation 3 cr
The practice and principles of the oral interpretation of literature. (F)

265F3 Acting I PA* PA# 3 cr
Philosophic orientation of the actor to his/her art with emphasis on basic technical skills. (F)

266F3 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.

269F2 Script Analysis: From Page to Stage PA* 3 cr
Students develop an appreciation of the theatrical arts by analyzing dramatic scripts as a basis of theatrical production. Various interpretive perspectives, including the historical/social context in which the scripts were written or set will be examined. (Offered in Spring of alternate years.)

270 Stage Management 3 cr
The role of the production stage manager as assistant to the director. Addresses areas of

organization, rehearsal, performance procedures and people skills. Computer applications for production organization and communication are included. (Offered in Fall of alternate years.)

276 Creative Dramatics 3 cr
Study of the techniques used in creative dramatics to develop creative imagination through original work in drama. (F)

290F3 Stagecraft I PA* PA# 4 cr
The history and development of the technical elements of theatre and acquiring skills in their application, with emphasis on prompt books, stage managing, tools and set construction, and painting. Includes lab and faculty-supervised scheduled crew hours. (S)

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.

310 Advanced Communication Theory 3 cr
In-depth study of the genesis and development of key issues in contemporary communication theory and research.

311 Communication Criticism CS* 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.

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.)

313 Communication Research Methods CS# 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 teaches students how to use the

COMMUNICATION ARTS

fundamentals of SPSS statistical analysis software for creating their own communication research projects.

314 Persuasion, Promotion and Advertising 3 cr
Mass communication-based 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)

316 Mass 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.

317 Intercultural 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 practices, and helps students better manage attitudes and stereotypes that often impede their communication ability in intercultural interactions.

318 Challenges to 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.

320F2 Aesthetics and the Performing Arts 3 cr
The study of the basic aesthetic principles necessary for the functioning of the artist and the spectator with specific application to art, music, and theatre. Lecture, followed by demonstration and discussion by members of all three departments. Includes additional reading on aesthetic theory and criticism applicable to theatre arts.

326 Film in Society 3 cr
Offers an examination of society and its culture as reflected through the films of particular time periods.

336 Development of the Dramatic Arts I PA* 3 cr
Study of literature and history of the theatre from the Greeks to the 16th Century. (Offered Fall of alternate years.)

337 Development of the Dramatic Arts II PA* 3 cr
Study of the literature and history of the theatre from the 16th through the 19th Century. (Offered Spring of alternate years.)

338 Development of Modern and Contemporary Drama PA* 3 cr
Study of the literature and history of the theatre through the 20th Century. (Offered Fall of alternate years.)

339 Development of the Dramatic Arts IV 3 cr
Study of the literature and history of musical theatre.

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.

366 Musical Theatre Performance 3 cr
Performance study in the literature and style of various musical theatre forms. (Prerequisite: CA 365 or consent of instructor)

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.

370 Directing I PA* 4 cr
Study of the theory and practice of directing productions, with special emphasis on the director as artist and administrator. (Prerequisite: Jr or Sr standing and CA265F3 or consent of instructor.) (Offered Fall of alternate years.)

379 Independent Study 1-3 cr

COMMUNICATION ARTS

- 381 Teacher Encounter Seminar** 1 cr
Twelve encounters throughout the school year with master teachers, special project directors, school administrators, music directors, union representatives, and guidance representatives.
- 385 Special Topics in Theatre and Film:** 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
 - e) Movement
 - f) Film
- 390 Introduction to Design Elements for the Theatre PA*** 3 cr
Introduction to the media used in theatre design, including, but not limited to, the introduction CAD. (F)
- 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.
- 392 Costume Design** 3 cr
Study of the history and theory of costuming for the stage, with practical work in construction.
- 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.
- 394 Scenic Design** 3 cr
Study and application of style and form in the scenic elements of the stage. Art History recommended.
- 440 Senior Capstone** 3 cr
Senior Capstone in communication studies seeks to prepare graduating students for entering a professional environment. This class helps the student to organize his/her portfolio of accomplishments and develop résumés/ curriculum vitas, practice communication theory-based interviewing skills, and explore avenues for locating career and graduate study opportunities.
- 445 Playwriting** 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 and Playwright's Ink is encouraged.
- 450 Communication Internship** 3-4 cr
Required of Communication Studies majors. The Communication Studies 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.
- 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. Crosslisted with Education 459P.
- 465 Acting III** 4 cr
Designed to study approaches to acting classical texts, focusing on Greek theatre, Shakespearian texts, comedy of manners, and farce. This course builds on the script analysis and voice training in Acting II, and adds more emphasis on movement and carriage of the actor. Scenes are taken from the periods covered. (Offered Fall of alternate years.)
- 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 those 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 résumé and a headshot will be required by the end of term. (Offered Spring of alternate years.)
- 470 One-Act Play Production PA*** 4 cr
The theory and practice of directing productions, with special emphasis on the director as interpreter and critic. Focus on styles. (Prerequisite: CA 370 or consent of instructor) (Offered Spring of alternate years.)
- 479 Independent Study** 1-3 cr
- 490 Advanced Design** 1-4 cr
Tutorial in design for the theatre. (Prerequisite: consent of instructor)
- 499 Senior Project PA*** 1 cr
Individual project required of Performing Arts majors.

EDUCATION

MAJORS

Child Life - non-licensing
 Early Childhood: Exceptional Educational Needs - licensing
 Elementary Education - licensing
 Studies in Education - non-licensing
 Art and Design Teaching
 Business Teaching
 French Teaching/Spanish Teaching
 Music Education
 Performing Arts Teaching

MINORS

Early Childhood Education - licensing and non-licensing
 Secondary Education - licensing
 Teaching English Language Learners - licensing for TESOL

LICENSING SEQUENCES

All licensing programs have General Education requirements and Professional Core Prerequisites. All students in licensing programs leading to the initial educator license follow the same four transition steps in the teacher education admission process.

Information about requirements is available from Education Department advisors or from the Department of Education Office, 224 DeRicci Hall.

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: Exceptional Educational Needs-PK/3 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.

Middle Childhood-Early Adolescence: Regular Education To teach children and youth, ages 6-13, 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 Arts
 English
 Teaching English Language Learners (TESOL)
 French
 History
 Mathematics/Computer Science
 Natural Science Teaching
 Science Education
 Social Science
 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 twenty-one 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 (Ages 10-21) To teach at the early adolescence through adolescence level, ages 10 through 21, students must complete a teaching major and a minor in Secondary Education. Teaching majors include:

Biology
Broad Field Science
Broad Fields Social Studies - history concentration
Computer Science Education
English
History
Mathematics

Teaching minors are also available in Biology, Chemistry, English, Teaching English Language Learners (TESOL), French, Mathematics, Performing Arts, 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.

Early Childhood - Adolescence: Regular Education (Birth - Age 21) 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
Teaching of Performing Arts

MISSION

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

VISION

The Department of Education envisions that 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 Department 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 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.

ASSESSMENTS AND TRANSITIONS

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. Details of the requirements are published in the Candidate Handbook.

DEGREE PLANS

These degree plans point out the normal means to satisfy requirements. The Education Department may approve equivalents or substitutions for requirements listed. Students should consult an Education Department advisor.

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. Licensing follows graduation; one year of successful employment and national testing are then required.

1. Requirements for the major
 - ED 210 Infancy and Childhood
 - ED 211 Health Education
 - ED 220 Preadolescence, Adolescence and Young Adulthood
 - ED 250 Instructional Resources and Media
 - ED 301 Introduction to Child Life (Spring 2006/2008)

EDUCATION

- ED 310 Exceptional Children and Youth
 - ED 324 The Helping Relationship
 - ED 337 Topics in Early Childhood Education
 - ED 360 Medical Terminology for Child Life (Spring 2007/2009)
 - ED 370 Psychosocial Care of Hospitalized Children and Adolescents (Fall 2006/2008)
 - ED 372 Materials and Methodology for Child Life (Spring 2007/2009)
 - ED 375 Pediatric Conditions (Fall 2006/2004)
 - ED 376 Crisis Intervention in Child Life (Spring 2007/2009)
 - ED 382 Literature for Middle Childhood through Adolescence
 - ED 383 Literature for Adolescence through Young Adulthood
 - ED 475 Child Life Field Experience
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
- EARLY CHILDHOOD:
EXCEPTIONAL
EDUCATIONAL NEEDS
MAJOR**
- Early Childhood: Special
Education License (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 Intro. 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 230 Teaching and Learning
 - ED 250 Instructional Resources and Media
 - ED 270 History of American Education
 - ED 272 Issues in Education
 - ED 305 Human Relations I
 - ED 310 Exceptional Children and Youth
 - ED 405 Human Relations II
 - ED 410 Principles of Career and Vocational Education
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 Able
 - ED 420 Assessment of Infants and Young Children Who are Differently Able

EDUCATION

- 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: Regular Education License (Birth–Age 8)

Students pursuing professional goals and licensure in early childhood education complete either the Early Childhood: Exceptional Educational Needs, PK/3 Major, which prepares students for licensing in both regular education and special education, or the Elementary Education Major with an Early Childhood Education Minor, which prepares students for licensing in regular education only, as follows.

EARLY CHILDHOOD: EXCEPTIONAL EDUCATIONAL NEEDS WITH PK/3 MAJOR

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 Intro. 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 230 Teaching and Learning
 - ED 250 Instructional Resources and Media
 - ED 270 History of American Education
 - ED 272 Issues in Education
 - ED 305 Human Relations I
 - ED 310 Exceptional Children and Youth
 - ED 405 Human Relations II
 - ED 410 Principles of Career and Vocational Education

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

(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 Intro. to Problem Solving
- MATH 102 Arithmetic Structures
- MATH 103 Geometric Structures
- A course in art fundamentals, typically ART 106F3 Art Structures
- A course in basic concepts of music theory and application, typically MUS 141F3 Music Structures
- 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

EDUCATION

- 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: 1-6 or ED 485A Student Teaching Internship-Elementary
3. 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 Able
 - 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
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

Middle Childhood-Early Adolescence: Regular Education License (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 Intro. 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 230 Teaching and Learning
 - ED 250 Instructional Resources and Media
 - ED 270 History of American Education
 - ED 272 Issues in Education
 - ED 305 Human Relations I
 - ED 310 Exceptional Children and Youth

EDUCATION

- ED 405 Human Relations II
- ED 410 Principles of Career and Vocational Education

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 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

TEACHING ENGLISH LANGUAGE LEARNERS MINOR

This minor is designed to prepare students for licensing to teach English to speakers of other languages (TESOL) and is attached to a licensing program such as Early Childhood: Regular Education or Middle-Childhood Through Adolescence: Regular Education. For other combinations, consult an Education Department Advisor.

1. Twenty-four credits, as follows:

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

Additional courses and language proficiency requirements to add a bilingual license:

- Target Language Proficiency (ACTFL "advanced-low" level)
- ED 473 Methods of Bilingual Education
- ED 474 Bilingual Practicum

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

SECONDARY EDUCATION MINOR

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

1. A teaching major. See DEPARTMENTS AND FIELDS OF STUDY. Teaching majors include Biology, Broad Field Science, Broad Fields Social Studies—History, Computer Science Education, English, French, History, Mathematics, Performing Arts, and Spanish.
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 230 Teaching and Learning
- ED 250 Instructional Resources and Media
- ED 270 History of American Education
- ED 272 Issues in Education
- ED 305 Human Relations I
- ED 310 Exceptional Children and Youth
- ED 405 Human Relations II
- ED 410 Principles of Career and Vocational Education

4. Requirements for the Minor

- ED 220 Preadolescence, Adolescence and Young Adulthood
- ED 240 Introduction to Secondary Education
- ED 383 Literature for Adolescence through Young Adulthood
- ED 431 Secondary Teaching: Principles and Practices
- ED 459 Methods of Teaching (determined by teaching major)
- ED 476 Reading and Literacy Development in the Content Areas
- ED 487A Student Teaching: Secondary Or ED 485C Student Teaching Internship-Secondary

5. Licensing Transition Steps

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- PRAXIS II: Test appropriate to content area.
- Preliminary Entry
- Aspiring Professional
- Emergent Professional
- Licensure Endorsement
- Exit GPA

ART AND DESIGN TEACHING MAJOR

Early Childhood-Adolescence: Regular Education License (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 230 Teaching and Learning
 - ED 250 Instructional Resources and Media
 - ED 270 History of American Education
 - ED 272 Issues in Education
 - ED 305 Human Relations I
 - ED 310 Exceptional Children and Youth
 - ED 405 Human Relations II
 - ED 410 Principles of Career and Vocational Education
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
 - ED 458 Methods of Teaching Art and Design: Early Adolescence - Adolescence
 - 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

Early Childhood-Adolescence: Regular Education License

(Birth - Age 21)

1. Requirements for the Business Teaching Major. See BUSINESS 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 230 Teaching and Learning
- ED 250 Instructional Resources and Media
- ED 270 History of American Education
- ED 272 Issues in Education
- ED 305 Human Relations I
- ED 310 Exceptional Children and Youth
- ED 405 Human Relations II
- ED 410 Principles of Career and Vocational Education

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: Secondary or ED 485C Student Teaching Internship-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

Early Childhood-Adolescence: Regular Education License

(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.

EDUCATION

- 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 230 Teaching and Learning
 - ED 250 Instructional Resources and Media
 - ED 270 History of American Education
 - ED 272 Issues in Education
 - ED 305 Human Relations I
 - ED 310 Exceptional Children and Youth
 - ED 405 Human Relations II
 - ED 410 Principles of Career and Vocational Education
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: Secondary or ED 485C Student Teaching Internship-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

Early Childhood-Adolescence: Regular Education License (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 recommended

EDUCATION

3. Professional Core Prerequisites
 - ED 230 Teaching and Learning
 - ED 270 History of American Education
 - ED 272 Issues in Education
 - ED 305 Human Relations I
 - ED 310 Exceptional Children and Youth
 - ED 405 Human Relations II
 - ED 410 Principles of Career and Vocational Education
 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
 - ED 457 Methods of Teaching Music 6-12
 - 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
- ## PERFORMING ARTS TEACHING MAJOR
- ### Early Childhood-Adolescence: Regular Education License (Birth - Age 21)
1. Requirements for a Performing Arts Teaching Major (See COMMUNICATION 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 230 Teaching and Learning
 - ED 250 Instructional Resources and Media
 - ED 270 History of American Education
 - ED 272 Issues in Education
 - ED 305 Human Relations I
 - ED 310 Exceptional Children and Youth
 - ED 405 Human Relations II
 - ED 410 Principles of Career and Vocational Education
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 /CA 459 P/Q Methods
 - ED 476 Reading and Literacy Development in the Content Areas
 - ED 487A Student Teaching: Secondary or ED 485C Student Teaching Internship-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

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:

1. Eight credits in Psychological Foundations
 - ED 210 Infancy and Childhood or ED 220 Preadolescence, Adolescence and Young Adulthood
 - ED 310 Exceptional Children and Youth
2. Eight credits in Social Policy Foundations
 - ED 270 History of American Education
 - ED 272 Issues in Education
 - ED 305 Human Relations I

Additional credits from ED 271F7 Philosophy of Education or ED 405 Human Relations II or other approved courses
3. Six credits in Teaching/Learning Foundations
 - ED 230 Teaching and Learning
 - ED 250 Instructional Resources and Media
4. Electives to include:
 - 10 credits in Education
 - 10 additional credits in education, appropriate psychology, or social science courses, as approved by major advisor

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 Chair of the Education Department or the full report for the State of Wisconsin may be accessed at the following website:
<http://www.title2.org/title2dr/CompleteReport.asp>

COURSES OFFERED

Courses that are generally taught in the Fall semester will be followed by (F); those generally taught in Spring will be followed by (S); (SS) indicates Summer Session. Contact the department in instances where this information is not provided.

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)

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)

212 Physical Education 2 cr
 The content, materials, and methods of integrating physical education knowledge, skills, and attitudes into elementary school teaching. (F/S)

220 Pre-Adolescence, Adolescence, and Young Adulthood 4 cr
 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 for children at risk, children with handicapping conditions, and children from different cultures. A practicum is required. Crosslisted with PSY 220. (F/S)

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)

240 Introduction to Secondary Education 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. (F/S)

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. Sophomore status recommended or approval of department. (F/S)

260 Language and 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. (Prerequisite: Preliminary Entry to Teacher Education.)

EDUCATION

- 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.)
- 262 Foundations of Bilingual/Bicultural 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.)
- 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)
- 271F7 Philosophy of Education** 3cr
Analysis and criticism of major systematic philosophies in relation to educational theory, policy and practice. (Prerequisite: PHIL 101) (F/S)
- 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 U.S. and Wisconsin; includes study of legal, political, economic, governance, organizational, policy and administrative aspects of schools, educational programs, and professionalism in education. (F/S)
- 273 History of Education** 2 cr
Historical and international factors that have influenced the development of various systems of education.
- 275 Topics in Pedagogy for the Music Specialist** 1-2 cr
A study of methods, materials, and the development of competencies and skills used in the music classroom. Consult Education or Music Department chairs for current topics. Crosslisted with MUS 275.
a) Folk Instrument Pedagogy
b) Brass Pedagogy
c) Woodwind Pedagogy
d) String Pedagogy
e) Percussion Pedagogy
f) Vocal Pedagogy
- 279 Independent Study** 1-3 cr
Topics and credits are determined and approved by the Department of Education.
- 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/i working in the field. Offered in even-numbered years (Spring 2006, 2008).
- 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 and teaching in a pluralistic multicultural society. Practicum is required. (F/S)
- 310 Exceptional Children and Youth** 4 cr
A survey of the classification, psychological and social characteristics and education of exceptional children and youth, including

EDUCATION

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 practicum is required. (Prerequisite: ED 210 or 220 or 230) (F/S)

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)

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. Covers fundamental terms, historical and legislative landmarks, and theories of learning. 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; Aspiring Professional Transition) (F/S/SS)

340 Communication Development and Differences 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 difference 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. (Prerequisite: ED 310, ED 337; Aspiring Professional Transition) (F)

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 (Spring 2007, 2009).

370 Psychosocial Care of Hospitalized Children and 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 (Fall 2006, 2008).

372 Materials and Methodology for Child Life 3 cr
Materials and methodology for child life activity programs including pre-operation teaching and medical play. (Prerequisite: admission to Child Life; Praxis I) Offered in odd-numbered years (Spring 2007, 2009).

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 (Fall 2006, 2008).

376 Crisis Intervention in Child Life 3 cr
Special needs, interventions and coping strategies for dealing with crisis situations of emergency room trauma, dying children and youth, and grieving families. (Prerequisites: ED 370, 375) Offered in odd-numbered years (Spring 2007, 2009).

379 Independent Study 1-3 cr
Topics and credits are determined and approved by the Department of Education.

381 Pre-Reading and Literature for the Young Child 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,

EDUCATION

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. (Prerequisite: ED 337; Aspiring Professional Transition) (F)

382 Literature for Middle Childhood through Early 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. (Prerequisite: coursework in English composition and literature)

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 classrooms are modeled, major emphasis is on the literature. (Prerequisite: coursework in English composition and literature)

399 Practicum Experience Arr

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, 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. Focuses on analysis, synthesis, and evaluation skills essential for living and teaching in a pluralistic multicultural society.

(Prerequisites: ED 305 and 50 hours of human relations experience; Aspiring Professional Transition and Praxis I) (F/S)

410 Principles of Career and 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 that 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 are explored. Includes in-class and community-based contextual experiences. (Prerequisites: ED 210, 220 or 230; Aspiring Professional Transition) (F/S)

418 Experiencing Laughter and 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 is highlighted and methods include experiences designed to incorporate play into work and living environments. Interactive and fostering creativity. Practicum is required. (Prerequisite: ED 337 and Aspiring Professional Transition) (SS)

419 Introduction to Infants and Young Children Who Are Differently Able 4 cr

The psychological, biological, and social characteristics of infants and young children who are differently able. Historical foundations and legislative programs 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)

420 Assessment of Infants and Young Children Who Are Differently Able 4 cr

The historical framework of assessment as it relates to preschool screening and assessment of children from birth through age eight,

EDUCATION

emphasizing early childhood evaluation as an entity with a philosophy and policy that translates into practice. Procedures in assessment; 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) (S)

421 Organization and Administration of Early Childhood Programs 2 cr

The historical framework of early childhood program development and administration as it relates to special education. Emphasis is on using published research of successful programs and practices in school systems. Also, involvement of parents and coordination of community resources; staff development and accountability procedures; legislation, licensing rules, and procedures. Site visits will be incorporated into the class schedule. Practicum is required. (Prerequisites: ED 337, 419, 420)

422 Methods of Teaching 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 is on 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 or approval of department.)

423 Methods of Social Studies 3 cr

The interrelationships of social studies in elementary and middle level classrooms, focusing on curriculum and methodology that promote sociological literacy with historical perspective, global interdependence and intergenerational responsibility. Practicum is required. (Prerequisite: Emergent Professional Transition or approval of department.) (F/S)

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 in relationship to curriculum planning and methodology. Curriculum planning, methods, and actual 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. Practicum is required. (Prerequisites: ED 337, Emergent Professional Transition or approval of department.) (F/S)

425 Methods of Teaching Reading and Language Arts 4 cr

Uses 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 are explored, implemented, and evaluated. Emphasis is placed on reading, written and oral expression as social skills and 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 or approval of department) (F/S)

427A Methods: Science and Environmental Education I 2 cr

Provides the beginning science teacher with tools to effectively design, organize and implement science instruction in the elementary and middle school. Includes learning theory, curriculum materials, pedagogy, and methodology specific to the teaching of science and environmental education. A practicum is required. (Prerequisites: concurrent enrollment in NATS 104F5 or consent of instructor; Aspiring Professional Transition and MATH 101, or approval of department.) (F)

427B Methods: Science and Environmental Education II 1 cr

Provides the beginning science teacher with tools to effectively design, organize and implement science instruction in the elementary and middle school. Includes learning theory,

EDUCATION

curriculum materials, pedagogy, and methodology specific to the teaching of science and environmental education. A practicum is required. (Prerequisites: concurrent enrollment in NATS 104F5/105F5 or consent of instructor; Aspiring Professional Transition and MATH 102, or approval of department) (S)

428 Methods of Teaching Mathematics 3 cr
Curriculum and instruction in mathematics for the 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. A practicum is required. (Prerequisites: Emergent Professional Transition and MATH 101, 102, 103, or approval of department) (F/S)

429 Methods of Teaching Religion in the Elementary School 2 cr
Curricula and methods appropriate for teaching religious studies in the elementary school. A practicum is required. (Prerequisite: admission to Teacher Education and student teaching or consent of department). Crosslisted with RS 429.

431 Principles and Practices of Teaching: Early Adolescence Through Adolescence 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. (Prerequisites: ED 220 or ED 240; Aspiring Professional Transition or approval of department.) (F/S)

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. Topics include content area reading and writing strategies for language learners, 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 department.)

434 Methods of Discovery, Quantity, and Creativity in Nursery School and Kindergarten 4 cr
Uses 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 is also addressed. A practicum is required. (Prerequisites: ED 337, 424; Emergent Professional Transition or approval of department.) (F)

438 Curriculum and Programming for Infants and Young Children Who Are Differently Abled 5 cr
Curriculum and methodology 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 multi-disciplinary 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 department.) (S)

445 Corrective Reading 2 cr
Methods of diagnosing, evaluating, and instructing children with reading disabilities, including individual test factors contributing to reading difficulty and strategies for assessing and correcting reading difficulty. Also, understanding the role of the classroom teacher and specialist in working with children who find reading difficult. (Prerequisite: ED 425)

450 ESL Methods 3 cr
Pedagogy of ESL in the development of oral, literacy, and academic skills, including how

EDUCATION

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 the communicative approach, collaborative language learning, CALLA (Cognitive Academic Language Learning Approach) and an integrative approach to teaching all language skills. Emphasis is placed on including culture in language teaching. (Prerequisite: Emergent Professional Transition)

ED 451 ESL/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. (Prerequisite: Emergent Professional Transition or approval of department.)

ED 452 Business Education Practicum 3 cr

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 and approval of instructor.)

453 Methods of Teaching Art and Design:

Early Childhood - Early Adolescence 3cr

Study and application of the assessment strategies, methods and materials for teaching and learning art and design in early childhood through early adolescence (birth-age 13). Crosslisted with ART 466. (Prerequisite: Emergent Professional Transition or consent of Art and Education Departments.)

454 Business Methods I 3 cr

An overview of business education: mission, program breadth, experiential foundations, and a 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.)

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.)

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. (Prerequisite: Emergent Professional Transition or approval of department.) (alternating F)

457 Methods of Teaching Music 6-12 2 cr

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 or approval of department.) (alternating S)

458 Methods of Teaching Art and Design: Early Adolescence-Adolescence 3 cr

Assessment strategies, methods, and materials for teaching and learning art and design in early adolescence through adolescence. Crosslisted with ART 458. (Prerequisite: Emergent Professional Transition or approval of Art and Education Departments.)

459 Specific Content Teaching Methods:

Early Adolescence Through Adolescence

E. English	2 cr
F. Foreign Language	4 cr
H. History	4 cr
M. Mathematics	3 cr
P. Theatre Arts	2 cr
Q. Oral Interpretation	2 cr
S. Science	3 cr
T. Religious Studies	2 cr
U. Computer Science	2 cr

EDUCATION

- | | | |
|--|--|--|
| <p>460 Seminar Arr
 Topics and credits to be determined and approved by the Department of Education.</p> <p>472 ESL Practicum 3 cr
 Supervised field teaching in an ESL teaching/ learning environment.</p> <p>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 department.)</p> <p>474 Bilingual Student Teaching 3 cr
 Supervised field teaching in a bilingual teaching and learning environment. (Prerequisite: Emergent Professional Transition or approval of department)</p> <p>475 Child Life Field Experience Arr
 Supervised observation and participation in Child Life programming for hospitalized children and adolescents in pediatric hospitals, community hospitals or other health care facilities. (Prerequisite: admission to Child Life Internship)</p> <p>476 Reading and Literacy Development in the 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.</p> <p>479 Independent Study 1-3 cr
 Topics and credits to be determined and approved by the Department of Education.</p> <p>480 Student Teaching: Nursery 4-6 cr</p> <p>481 Student Teaching: Kindergarten 4-6 cr</p> <p>482 Student Teaching: Grades 1-3 4-6 cr</p> | <p>483 Student Teaching: Grades 1-9 8-12 cr</p> <p>485 Internship 10-12 cr
 A. Elementary, Grades 1-6
 B. Elementary/Middle, Grades 1-9
 C. Middle/Secondary, Grades 6-12
 D. Secondary, Grades 9-12</p> <p>486 Student Teaching: EC: EEN 8-12 cr</p> <p>487 Student Teaching: Secondary 10-12 cr
 A. Middle/Secondary, Grades 6-12
 B. Secondary, Grades 9-12</p> <p>488 Student Teaching: Art and Design 9-12 cr
 A. Elementary (3-4 cr)
 B. Middle/Junior High (3-4 cr)
 C. Secondary (3-4 cr)</p> <p>489 General Music 4-12 cr
 A. Music (4 -12cr)
 B. Choral Music (4-12 cr)
 C. Instrumental Music (4-12 cr)</p> | <p>483 Student Teaching: Grades 1-9 8-12 cr</p> <p>485 Internship 10-12 cr
 A. Elementary, Grades 1-6
 B. Elementary/Middle, Grades 1-9
 C. Middle/Secondary, Grades 6-12
 D. Secondary, Grades 9-12</p> <p>486 Student Teaching: EC: EEN 8-12 cr</p> <p>487 Student Teaching: Secondary 10-12 cr
 A. Middle/Secondary, Grades 6-12
 B. Secondary, Grades 9-12</p> <p>488 Student Teaching: Art and Design 9-12 cr
 A. Elementary (3-4 cr)
 B. Middle/Junior High (3-4 cr)
 C. Secondary (3-4 cr)</p> <p>489 General Music 4-12 cr
 A. Music (4 -12cr)
 B. Choral Music (4-12 cr)
 C. Instrumental Music (4-12 cr)</p> <p>480–489 include a seminar as part of the student teaching program; approved enrollment in student teaching is required. (Prerequisite: admission to student teaching)</p> <p>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.</p> <p>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 Department of Education) (F/S)</p> <p>495 Research in Education Arr
 Topics and credits to be determined and approved by the Department of Education.</p> <p>499 Workshops in Education Arr
 Topics and credits to be determined and approved by the Department of Education.</p> |
|--|--|--|

ENGLISH

MAJORS

English with concentrations in
Literature
Writing
English Teaching

MINORS

English with concentrations in
Literature
Writing
English Teaching
Interdisciplinary English/Communication
Arts

ENGLISH MAJOR

Literature Concentration

Forty credits beyond ENG 110, to include:

1. Required courses:
 - ENG 330 Shakespeare
 - ENG 380 Literary Criticism
2. One course from the following:
 - ENG 367 American Literature to 1865
 - ENG 368 American Literature, 1865-1914
3. One course from the following:
 - ENG 359 Early English Lit to 1603
 - ENG 360 The Age of Wit and Wisdom
 - ENG 430 Chaucer
4. One course from the following:
 - ENG 361 Restoration and Eighteenth-Century Literature
 - ENG 362 Romantics and Victorians
5. One course from the following:
 - ENG 364 Modern Brit/Amer Fiction to WWII
 - ENG 365 Modern and Contemp Brit/Amer Poetry
 - ENG 366 Modern and Contemp Brit/Amer Drama

- ENG 369 Brit/Amer Fiction after WWII
- ENG 370 Postcolonial Literatures

6. One course from the following:

- ENG 326 Asian American Literature
- ENG 327 Black Women Writers
- ENG 415 Focused Study of Women Writers
- ENG 442 Focused Study of Minority Writers
- ENG 470 Focused Study of World Literature

Twelve additional English credits at the 300/400 level. An upper-division writing course is strongly advised. English 477 or 489 may substitute for a similar course in a particular category with the consent of the department.

Writing Concentration

Forty credits beyond ENG 110, to include:

1. Required courses:
 - ENG 201 Introduction to Journalism
 - ENG 205F3 Introduction to Creative Writing
2. Four courses from the following:
 - ENG 300 Advanced Composition
 - ENG 301 Magazine Writing
 - ENG 302 Professional Communication
 - ENG 305 Fiction Writing
 - ENG 306 Poetry Writing
 - ENG 307 Advanced Reporting
 - ENG 309 The New Journalism
 - ENG 312 Topics in Journalism
 - ENG 314 Creative Nonfiction
 - ENG 476 Advanced Writing Workshop
3. One course from the following:
 - ENG 330 Shakespeare
 - ENG 359 Early English Lit. to 1603
 - ENG 360 The Age of Wit and Wisdom
 - ENG 361 Restoration and Eighteenth-Century Literature

ENGLISH

- ENG 362 Romanticism and Victorians
- ENG 430 Chaucer

4. One course from the following:

- ENG 326 Asian American Literature
- ENG 327 Black Women Writers
- ENG 370 Postcolonial Literatures
- ENG 415 Focused Study of Women Writers
- ENG 442 Focused Study of Minority Writers
- ENG 470 Focused Study of World Literature

Eight additional credits in literature at the 300/400 level. English 477 or 489 may substitute for a similar course in a particular category with the consent of the department.

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:

1. Required courses:

- ENG 210F1 Introduction to Literature
- ENG 303 Introduction to the Study of Language
- ENG 330 Shakespeare
- ENG 380 Literary Criticism
- ENG 401 The Teaching of Composition

2. One course from the following:

- ENG 201 Introduction to Journalism
- ENG 205F3 Introduction to Creative Writing

3. One course from the following:

- ENG 367 American Literature to 1865
- ENG 368 American Literature, 1865-1914

4. One course from the following:

- ENG 250F1 Immigrant Literature
- ENG 242F1 Literature of American

Minorities

- ENG 2701F1 Introduction to World Literature
- ENG 327 Black Women Writers
- ENG 326 Asian American Literature
- ENG 370 Postcolonial Literatures

5. One course from the following:

- ENG 360 The Age of Wit and Wisdom
- ENG 361 Restoration and Eighteenth-Century Literature
- ENG 362 Romanticism and Victorians
- ENG 364 Modern Brit/Amer Fiction to WWII
- ENG 365 Modern and Contemp Brit/Amer Poetry
- ENG 366 Modern and Contemp Brit/Amer Drama
- ENG 369 Modern and Contemp Brit/Amer Fiction

6. Eight additional credits in English at the 300/400 level.

7. Students in this major must also complete the professional education requirements and licensing requirements for teaching (see EDUCATION).

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.

ENGLISH MINOR WITH A CONCENTRATION IN LITERATURE

Twenty credits beyond ENG110, to include:

1. ENG 330 Shakespeare
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 ENG110, to include:

1. Four courses from the following:
 - ENG 201 Introduction to Journalism
 - ENG 205F3 Introduction to Creative Writing
 - ENG 300 Advanced Composition
 - ENG 301 Magazine Writing
 - ENG 302 Professional Communication
 - ENG 305 Fiction Writing
 - ENG 306 Poetry Writing
 - ENG 307 Advanced Reporting
 - ENG 309 The New Journalism
 - ENG 312 Topics in Journalism
 - ENG 314 Creative Nonfiction
 - 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 303 Introduction to the Study of Language
 - ENG 330 Shakespeare
 - ENG 380 Literary Criticism
 - ENG 401 The Teaching of Composition
 - ED 459E Secondary Ed - English Teaching
2. One course from among the following:
 - ENG 362 Romanticism and Victorians
 - ENG 364 Modern Brit/Amer Fiction to WWII
 - ENG 367 American Literature to 1865
 - ENG 368 American Literature, 1865-1914
 - ENG 369 Brit/Amer Fiction after WWII

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

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.

INTERDISCIPLINARY ENGLISH/ COMMUNICATION 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.

Twenty-four credits beyond ENG 110, to include:

1. Required courses:
 - ENG 303 Introduction to the Study of Language
 - CA 264F3 Oral Interpretation
 - CA 276 Creative Dramatics
2. One course from the following:
 - ENG 201 Introduction to Journalism
 - ENG 205F3 Introduction to Creative Writing
3. One course from the following:
 - CA 310 Advanced Communication Theory
 - CA 312 Argument and Controversy
 - CA 314 Persuasion, Promotion and Advertising
4. One course from the following:
 - CA 226F2 Film Criticism
 - CA 338 Development Modern and Contemporary Drama
5. Any ENG 300/400 literature course.

Transfer students must earn a minimum of eight credits in English courses and a minimum of six credits in Communication Arts courses at Edgewood.

POLICIES

1. English-Literature and English-Writing majors 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 exempted from this requirement.
3. Transfer students pursuing minors in English-Literature, English-Writing, or English Teaching must fulfill at least twelve credits in English from courses at

Edgewood. Post-baccalaureate students are exempted 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 exempted from this requirement.
5. Students choosing the English Teaching major or minor must consult with an advisor in the Department of Education in order to be informed about current requirements. Application for admission to the Teacher Education Program and for admission to Student Teaching must be made to the Education Department.
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, all English majors will submit to the Department chair a portfolio of three papers of their own choosing from their English courses at Edgewood; at least two of the papers must be essays. The third paper could be creative writing or journalism.

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.

COURSES OFFERED

Courses that are generally taught in the Fall semester will be followed by (F); those generally taught in Spring will be followed by (S). Contact the department in instances where this information is not provided.

99A Basic Writing for Non-Native Speakers 4 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)

99B Basic Writing Skills 4 cr
Focuses on developing skills needed for college-level writing. Students required to take ENG 99 must complete it before enrolling in ENG 110. Credit does not count toward graduation requirements. (Enrollment by placement) (F)

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. (F/S)

201 Introduction to Journalism 4 cr
An 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)

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)

205F3 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. The format of the class is a workshop, with an emphasis on critique and discussion. (Prerequisite: ENG 110) (F/S)

210F1 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)

215F1 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. Crosslisted with WS 215. (Prerequisite: ENG 110)

230F8 Introduction to the Literature of the Bible 4 cr
A survey of the Bible using modern literary methods, recent historical and archaeological findings highlighting themes of justice, religious experience, and the development of Jewish and Christian faith traditions. Crosslisted with RS 210F8.

234F1 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, O'Connor, and Carver. (Prerequisite: ENG 110)

235F1 Introduction to Poetry 4 cr
An exploration of how poets 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)

236F1 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)

242F1 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)

250F1 Topics in Literature 4 cr
A variety of special topics courses satisfying the F1 literature requirement. Offerings may include modern fantasy, horror fiction, fairy tales, science fiction, immigrant literature, autobiography and memoir. (Prerequisite: ENG 110)

ENGLISH

- 259F1 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 the non-English traditions. (Prerequisite: ENG 110)
- 270F1 Introduction to World Literature** 4 cr
Representative works from Western and/ or non-Western traditions, all in English translation. (Prerequisite: ENG 110)
- 276F1 Mythology** 4 cr
A study of myths and their influence on literature and the arts. Works may include *The Odyssey*, *The Aeneid*, and *The Metamorphoses*. Attention will be given to the way the presentation of myths changes over time. (Prerequisite: ENG 110)
- COURSES 300 AND ABOVE HAVE THE PREREQUISITE OF ENGLISH 110. ALL LITERATURE COURSES ABOVE 300 HAVE THE PREREQUISITE OF ONE OF THE FOLLOWING: 210F1, 234F1, 235F1 OR 236F1.
- 300 Advanced Composition** 4 cr
A workshop course in writing a variety of essay forms and styles. This course provides students with an opportunity to develop their own voice and to refine their style and organizational skills. (F)
- 301 Magazine Writing** 4 cr
A workshop course in writing and editing feature articles for magazines and newspapers. Students will contribute articles to the college newspaper. (Prerequisite ENG 201 or consent of instructor) (S)
- 302 Professional Communication** 4 cr
Advanced written and oral communication within professional contexts.
- 303 Introduction to the Study of Language** 4 cr
Challenges commonly held assumptions about language through an exploration of how humans use and perceive their 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. (S)
- 305 Fiction Writing** 4 cr
In addition to writing short stories of their own, students will read fiction by leading authors. The format of the class is a workshop, with an emphasis on critique and discussion. (Prerequisite: ENG 205F3 or consent of instructor)
- 306 Poetry Writing** 4 cr
In addition to writing poems of their own, students will read poetry by leading authors. The format of the class is a workshop, with an emphasis on critique and discussion. (Prerequisite: ENG 205F3 or consent of instructor)
- 307 Advanced Reporting** 4 cr
Focuses on extended, in-depth coverage of issues, including those that expose a problem or scandal in the community. Students will write articles using the methods of intensive research employed by professional journalists. The course will also provide a review of journalistic ethics and law. (Prerequisite: ENG 201 or consent of instructor)
- 309 The New Journalism** 4 cr
A study of the transforming movement begun in the late sixties that gave birth to the nonfiction novel, with such subgenres as gonzo journalism and true crime, and a reporting style that borrowed artistic techniques from traditional fiction. Readings include work by such writers as Capote, Mailer, Wolfe, Orlean, McPhee, Faludi, Thompson, Didion, and Malcolm.
- 312 Topics in Journalism** 4 cr
Topics in journalism, varying by semester. Offerings will include countercultural journalism, a study of how subcultures and marginalized interests discourse in the media with a constantly emerging and changing mainstream in American culture. The course will study race, gender and class issues as they are manifested in the media, subcultures defined by intellectual or religious issues, including ecology and abortion, as well as groups marginalized by age. Other topics may include advocacy journalism and hardcover journalism. (Prerequisite: ENG 201 or consent of instructor)
- 314 Creative Nonfiction** 4 cr
A course in literary journalism that encourages students to express an artistic creativity not often associated with nonfiction. The emphasis is on

immersion reporting, accuracy, symbolic representation, and complex structures, as well as narrative techniques that free the voice of the writer. (Prerequisite: ENG 201 or consent of instructor.)

326 Asian American Literature 4 cr

Selected literary works from various Asian American ethnic groups emphasizing the historical and cultural contexts of Asian American works while also analyzing thematic and formal elements intertextually to form a coherent understanding of the Asian American literary tradition.

327 Black Women Writers 4 cr

A study of African American, African, and Caribbean women poets, dramatists, and fiction writers. Crosslisted with WS 327.

330 Shakespeare 4 cr

Study of some major tragedies, comedies, and histories introducing students not only to the texts of the plays, but also to the theatre, audience and cultural contexts of the period. Various critical strategies will be used to explore contemporary meanings of Shakespeare's plays.

359 English Literature through 1603 4 cr

Selected writers from the Anglo-Saxon period through the Elizabethans. The course will include the Beowulf poet, Chaucer, More, Sidney, Spenser, and Marlowe, with emphasis on the literary forms and styles of each era and on the cultural changes which transformed England and its language.

360 The Age of Wit and Wisdom 4 cr

Selected writers of 17th-century Britain, from Jonson, Donne and the Metaphysical poets, through Milton, Marvell and the writers of the Restoration, with emphasis on the literary and dramatic forms of the era and on the turbulent political and social forces which helped shape them.

361 Restoration and Eighteenth-Century Literature 4 cr

Selected British writers and texts from 1660-1800, focusing on the genres, styles, and purposes that characterize the era. Topics might include Satire and Sensibility, Dryden to Sterne; the rise of the novel; and Trans-Atlantic Literature.

362 Romantics and Victorians 4 cr

Study of the prose and poetry of 19th-century Britain, including Keats, the Shelleys, Dickens, the Brontës, and others, within the cultural context of the age of revolution and the age of Queen Victoria.

364 Modern British and American Fiction before World War II 4 cr

A survey of novelists who represent such movements as impressionism, naturalism and modernism, up to World War II. Writers such as Conrad, Joyce, Woolf, Faulkner, Hemingway, Cather, and Wharton might typically be included.

365 Modern and Contemporary British and American Poetry 4 cr

An overview of selected poets exploring the rich variety of styles and movements present during the last century on both sides of the Atlantic.

366 Modern and Contemporary British and American Drama 4 cr

A survey of playwrights including some of the following: Shaw, Beckett, O'Casey, Pinter, Churchill, Miller, Williams, O'Neill, Mamet, Shepard, Shange, A. Wilson.

367 American Literature to 1865 4 cr

A study of works by the early writers who helped America recognize what it stood for and by the early giants of the American Renaissance.

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.

369 British and American Fiction after World War II 4 cr

Selected works in contemporary fiction representing the range of movements, themes, and styles that have shaped the era. Any combination of writers from Greene to Morrison might be included.

370 Postcolonial Literatures 4 cr

A survey of literature in various genres by writers in English from the former colonies of Great Britain, to include such writers as Achebe, Coetzee, Ghosh, Naipaul, Narayan, Kincaid, or Atwood.

ENGLISH

- 380 Literary Criticism** 4 cr
An introduction to the study and application of various contemporary and conventional critical approaches to literature, emphasizing the practice of critical reading of several key literary texts.
- 390 Film as Literature** 4 cr
A topics course that examines the connection between film and fiction and applies the analytic techniques of literary criticism to various film genres, including film noir, screwball comedy, science fiction, horror, romance, westerns, film treatments of literary works, among others, as well as to studies centered in issues and topics: feminism, minorities, war, crime, etc.
- 401 The 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.
- 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
- 430 Chaucer** 4 cr
A study of the greatest Middle English poet and storyteller. Works studied may include *The Canterbury Tales* and *Troilus and Criseyde*, as well as selected lyrics, dream visions, etc.
- 442 Focused Study of American Minority Writers** 4 cr
A close examination of minority writing, such as Native American myth and fiction, Jewish-American novels, or slave narratives. (F)
- 470 Focused Study of World Literature** 4 cr
A study of translated works from the Western and/or non-Western traditions, selected for their cultural or literary significance.
- 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, the long poem, the novella, or other forms. (Prerequisite: ENG 205F3 and either ENG 305 or 306, or consent of instructor)
- 477 Advanced Study of Literature** 4 cr
Special study of a literary period, figure, genre, or group or some other special literary focus. (Prerequisite: a literature course at the 300/400 level or consent of the instructor)
- 478-479 Independent Study** 2-4 cr
Independent reading/research in a genre, or an author, or a period if a comparable course is not offered in the same semester. This program may be one or two semesters in length. (Prerequisite: a literature course at the 300/400 level or consent of the instructor)
- 489 Interdisciplinary Study** 2-4 cr
An investigation combining two or more disciplines such as Gender and Communication, Psycholinguistics, or a course combining literature with philosophy, sociology, history, or one of the other arts.
- 490 Internship** 2-4 cr
A planned and faculty-supervised program of work that uses skills learned in earlier English coursework.

ENVIRONMENTAL STUDIES

Administered by the Environmental Studies Steering Committee formed by representatives from Departments across the college.

Environmental Studies (ES) is an interdisciplinary program serving two purposes. First, it offers the opportunity to explore this rapidly growing field of study in a rigorous, cohesive and interdisciplinary manner. A second goal of the Environmental Studies minor is to act as a supplement or complement to other majors. This minor allows students to apply their interest in the environment to art, economics, education, politics, nursing, business, or history, to name just a few.

For students who wish to design an individualized major in Environmental Studies, see INDIVIDUALIZED PROGRAMS and an ES advisor.

ENVIRONMENTAL STUDIES MINOR

There are three components of the interdisciplinary minor in Environmental Studies: coursework, service activities, and a capstone experience. All three components are intended to extend and apply the interdisciplinary perspective provided by the program.

Coursework

A minimum of 20 credits is required, including:

1. Required core courses (10 credits):

- ES 107F7 Philosophies of Earth (3 cr, offered every Spring)

- ES 250 Environmental Biology (3 cr, offered every Spring)
 - ES 352 Environmental Politics (4 cr, offered in alternate years)
2. An additional 10 credits from the following courses, with at least 3 of those credits in natural science:
- ANTH 222F4 Cultural Anthropology (4 cr, 2 credits apply to minor)
 - ART 124 F2 Global Perspectives in the Visual Arts (3 cr, 1 credit applies to minor)
 - ART 289 Studio Workshop (1-3 cr, 1 credit applies to minor)
 - ART 392 Community Art Practicum (3 cr, 1 credit applies to minor)
 - BIO 151F5 General Biology I (4 cr, 2 of which apply to minor)
 - BIO 430 Animal Behavior (4 cr, 2 of which apply to minor)
 - BUS 465/HI 405 Social Responsibility in Business (3 cr, 1 credit of Spring offering only applies to minor.)
 - ECON 310 Selected Topics in Economics: Environmental Economics (2 cr, offered every 2-3 years)
 - ES 205 Field Biology (2 cr, offered Fall and Summer)
 - ES 206 Environmental Geology (3 cr, offered every other year)
 - ES 275 Dendrology (2 cr, offered Fall)
 - ES 333 Ecological History of Civilization (3 cr, offered Fall)
 - ES 450 Ecology (4 cr, offered Fall)
 - GEOG 265 Environmental Conservation (2 cr)
 - GEOS 102F5 or 103F5 Earth Science I or II (4 cr, 2 credits apply to minor)
 - NATS 104F5 or 105F5 or 106F5 or 107F5 Intro to Natural Science I or II (4 cr, 2 credits apply to minor)
 - PS 351 Selected Issues in Public Policy (2-4 cr, 2 credits apply to minor)

Additional elective credits from future course offerings will include appropriate

ENVIRONMENTAL STUDIES

internships, independent studies, Human Issues seminars, and special topics as approved by the Environmental Studies Steering Committee.

Service Activities

Each student in the Environmental Studies minor is required to participate in four activities approved by the Steering Committee.

Examples of such activities are:

- planning a campus event such as a guest speaker or an environmental art exhibit
- serving on an Earth Week planning committee
- volunteering for local stewardship activities
- participating in an international study trip that has both service and environmental components

Capstone Experience

The Environmental Studies program's core courses are designed to encourage interdisciplinary perspectives and approaches to problem-solving. However, it is critical that students be given an opportunity toward the end of their program to integrate and apply the concepts they have encountered in their various courses and service activities. The capstone experience, usually to be fulfilled in the final year, provides an appropriate forum for this concluding activity to be carried out through:

- Human Issues seminars with an environmental focus
- Independent Human Issues projects with an environmental focus
- Special senior seminars offered by cooperating departments
- Involvement in special seminars or other participatory forums

- Independent study

Fulfillment of the capstone experience requires approval from the Environmental Studies Steering Committee.

COURSES OFFERED

Courses that are generally taught in the Fall semester will be followed by (F); those generally taught in the Spring will be followed by (S); those generally taught in the Summer will be followed by (SS). Contact the specific departments in instances where this information is not provided.

ES 107F7 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. Crosslisted with PHIL 107F7. (Prerequisite: PHIL 101) (S)

ES 205 Field Biology 2 cr
Identification, life history, and ecology of local flora and fauna. Class usually meets outdoors with regular field trips off campus. Crosslisted with BIO 205. (F/SS)

ES 206 Environmental Geology 3 cr
Application of the geosciences to problems resulting from society's interaction with the physical environment. Emphasis is 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)

ES 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)

ES 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 the plant characteristics permitting easy identification, in addition to discussion of the basic natural history, ecology, distribution, and human uses of each species. Class usually meets outdoors for one three-hour laboratory session per week. Crosslisted with BIO 275. (F)

ES 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 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 HIST 333 (Prerequisites: BIO 151F5/152F5 or equivalent or consent of the instructor) (F)

ES 352 Environmental Politics 4 cr

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. Crosslisted with PS 352. Offered in alternate years. (S)

ES 450 Ecology 4 cr

Study of ecological principles with emphasis on methodology, theory, and study of local ecosystems. Lecture, discussion, and laboratory. Crosslisted with BIO 450. (Prerequisites: BIO 151F5/152F5). (F)

FOREIGN LANGUAGE

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 careers in 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

FOREIGN LANGUAGE

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/EDUC 459F Methods of Teaching Foreign Language in Elementary/Middle/Secondary Schools

7. Study abroad, variable credit (see dept. advisor)

8. Computer competency requirement

9. Completion of the Education professional requirements and licensing requirements for teacher education (See EDUCATION). 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

FOREIGN LANGUAGE

- 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

- 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/EDUC 459F Methods of Teaching Foreign Language in Elementary/Middle/Secondary Schools (4 cr)
 6. Study abroad, variable credit (see dept. advisor)
 7. Completion of the professional education requirements and licensing requirements for teacher education (See EDUCATION). 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 EDUCATION.

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 Spanish 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.

FOREIGN LANGUAGE

FRENCH COURSES OFFERED

Courses that are generally taught in the Fall semester will be followed by (F); those generally taught in Spring will be followed by (S). Contact the department in instances where this information is not provided. 300- and 400-level courses are offered on a rotation. Usually, language courses are offered in the Fall, and literature or culture in the Spring.

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)

102 Second Semester French 4 cr
Continuation of skills development begun in FREN 101. (Prerequisite: FREN 101 or equivalent) (S)

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)

202 Fourth Semester French 4 cr
Continuation of FREN 201. (S)

279 Independent Study 1-3 cr
Given with the consent of the instructor.

Prerequisite for ALL 300 & 400 level courses: completion of FREN 201-202 or equivalent.

312-313 Third Year Conversation and Composition 4 cr
Language review, with practice in speaking, listening and writing. Offered as needed; usually taught in Fall.

314 Language in the Media 4 cr
A study of language and culture communicated through the mass media.

316 Language & the Francophone World 4 cr
Communicative and writing skills building through culture-based texts and films.

379 Independent Study 1-3 cr
Given with the consent of the instructor.

380 Special Topics 2-4 cr
A course which will meet the specialized needs of intermediate students, e.g., literature, culture or language.

412-413* Advanced Conversation and Composition 4 cr
Upper level oral and written exercise to develop vocabulary, grammatical structures, and fluency.

414 Language in the Media: Advanced Level 4 cr
A study of language and culture communicated through the mass media.

416 Language & the Francophone World: Advanced Level 4 cr
Advanced practice of communicative and writing skills through culture-based texts and films.

428 Introduction to French Literature - Middle Ages to Revolution 4 cr
Reading and discussion of selected representative works. If not offered, University of Wisconsin course French 321 may be substituted.

429F1 Introduction to French Literature 19th and 20th Centuries 4 cr
Reading and discussion of selected representative works. If not offered, University of Wisconsin course French 322 may be substituted.

430* French Phonetics and Diction 3-4 cr
Theory of French sounds, phonetic transcription, practice in pronunciation and intonation.

431* French Civilization 2-4 cr
Study of the political, social, intellectual and cultural development of France and its people.

432 Contemporary Francophone Culture 2-4 cr
A study of selected French-speaking countries.

433 Film and Society 4 cr
A study of French and Francophone film as a reflection of culture.

437 Literary Movements of Modern France 4 cr
In-depth study of selected thematic issues and trends.

438 Francophone Literature 4 cr
Reading and discussion of representative works from the French-speaking world.

FOREIGN LANGUAGE

459F Teaching Foreign Language in Elementary/Middle/ Secondary Schools 4 cr
Theory and practice of methodologies. Required for all foreign language teaching majors and minors. Co-taught with SPAN 459F; crosslisted with ED 459F.

479 Independent Study 1-3 cr
Given with the consent of the instructor.

SAFR 470 Study Abroad 12-16 cr
Students on the semester program may take courses in language, literature, theatre, history, political science and economics. All courses are taught in French. (Prerequisite: 5 semesters of college French or consent of department)
Contact the Center for Global Education and Foreign Language Department for additional information.

480 Special Topics 2-4 cr
A course which would meet specialized needs of advanced students, e.g., literature, language or culture.

* If enrollment or rotation sequence does not permit taking these courses at Edgewood, they may be taken at the University of Wisconsin-Madison through the Collaborative Program.

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

FOREIGN LANGUAGE

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/EDUC 459F Methods of Teaching Foreign Language in Elementary/Middle/Secondary Schools

7. Study abroad, variable credit

- SASP 470 Study abroad (see dept. advisor)

8. Computer competency requirement.

9. Completion of the Education professional requirements and the licensing requirements for teacher education (See EDUCATION). A

Spanish Teaching Major must be admitted to teacher education before being admitted to Spanish 459F.

*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

FOREIGN LANGUAGE

- 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.
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.

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

*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 31 credits beyond SPAN 101 and 102, to include:

FOREIGN LANGUAGE

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/EDUC 459F Methods of Teaching Foreign Language in Elementary/Middle/Secondary Schools
6. Study abroad, variable credit
 - SASP 470 Study abroad (see dept. advisor)
7. Completion of the Education professional requirements and the licensing requirements for teacher education (See EDUCATION). A Spanish Teaching Minor must be admitted to teacher education before

being admitted to Spanish 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 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: 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,

FOREIGN LANGUAGE

including PRAXIS I/PRAXIS II testing and performance-based portfolio assessment. See EDUCATION.

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. 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 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 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.

FOREIGN LANGUAGE

SPANISH COURSES OFFERED

Courses that are usually taught in the Fall semester will be followed by (F); those usually taught in Spring will be followed by (S). Contact the department in instances where this information is not provided. 300-and 400-level courses are offered on a rotation. Usually, language courses are offered in the Fall, and literature or culture in the Spring.

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/S)

102 Second Semester Spanish 4 cr

Continuation of skills development begun in SPAN 101. (Prerequisite: SPAN 101 in college or equivalent.) (F/S)

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/S)

202 Fourth Semester Spanish 4 cr

Continuation of SPAN 201. (F/S)

279 Independent Study 1-3 cr

Given with the consent of the instructor.

PREREQUISITE FOR ALL 300 & 400 LEVEL COURSES: COMPLETION OF SPANISH 201-202 OR EQUIVALENT.

312* Third Year Conversation and Composition 4 cr

Language review with oral and written exercises to develop conversation and writing skills. Usually taught Fall semester, every third year.

314 Language in the Media 4 cr

A study of language and culture communicated through the mass media. Usually taught Fall semester, every third year.

318 Language in the Hispanic World 4 cr

Detailed study of the Spanish language through cultural texts. Usually taught Fall semester, every third year.

379 Independent Study 1-3 cr
Given with the consent of the instructor.

380 Special Topics 2-4 cr
A course which will meet the specialized needs of intermediate students, e.g., literature, culture or language.

412* Advanced Spanish Conversation and Composition 4 cr
Upper level oral and written exercises to develop vocabulary, grammatical structures, and fluency. Usually taught Fall semester, every third year.

414 Language in the Media: Advanced Level 4 cr
A study of language and culture communicated through the mass media. Usually taught Fall semester, every third year.

418 Advanced Language in the Hispanic World 4 cr
Advanced study of the Spanish language through cultural texts. Usually taught Fall semester, every third year.

424 Topics in Modern Peninsular Literature 4 cr
In-depth study of selected thematic issues and trends.

430* Phonetics 3-4 cr
Linguistic analysis of Spanish sounds; practice in pronunciation and intonation. Required of teaching majors and teaching minors.

431* Spanish Civilization 2-4 cr
Historical and cultural insights of Spain.

432* Latin American Civilization 2-4 cr
Historical and cultural insights of Latin America.

433 Contemporary Culture 2-4 cr
Highlights of present-day Hispanic culture, with focus on Spain or Latin America.

436 Film and Society 4 cr
A study of Hispanic film as a reflection of culture.

437* Latin American Literature 4 cr
Reading and discussion of representative works.

438 Contemporary Literature 4 cr
Recent trends in literature; reading of significant works from Spain and/or Latin America.

FOREIGN LANGUAGE

459F Teaching Foreign Language in Elementary/Middle/ Secondary Schools 4 cr
Theory and practice of methodologies. Required for all teaching majors and minors. Co-taught with FREN 459F; crosslisted with ED 459F.

SASP 470 Study Abroad: Mexico 1-6 cr
The Department participates in a program in Guanajuato, Mexico. Students in this summer program may take courses in language, literature, or culture. All courses are taught in Spanish. Various other options are available for study abroad (summer, semester or year long programs). Please consult with the Foreign Language Department, the Center for Global Education and the Registrar to explore the possibilities. (Prerequisite: 5 semesters of college Spanish or consent of department)

479 Independent Study 1-3 cr
Given with consent of instructor.

480 Special Topics 2-4 cr
A course which would meet specialized needs of advanced students, e.g. literature, culture or language.

* If enrollment or rotation sequence does not permit taking these courses at Edgewood, students may take them at the University of Wisconsin-Madison under the Collaborative Program.

HISTORY

MAJORS

Broad Fields Social Studies, History Concentration

Broad Fields Social Studies, History Concentration with Teaching Minor
History

MINORS

History

History Teaching, Secondary Education or Middle Secondary

History Teaching, Elementary Education or Elementary/Middle

OTHER

Regional concentrations for the International Relations major

These 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.

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.

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/BFSS 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.

BROAD FIELDS SOCIAL STUDIES, HISTORY CONCENTRATION WITH TEACHING MINOR and BROAD FIELDS SOCIAL STUDIES, HISTORY CONCENTRATION

See BROAD FIELDS SOCIAL STUDIES

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:

Area A: European History

- HIST 108F6 Medieval Europe, 410-1500
- HIST 110F6 Beginnings of Modern Europe, 1500 to the Eve of the French Revolution
- HIST 115F6 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

HISTORY

- 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 111F6 East Asian Civilization
- HIST 112F6 Chinese Philosophy
- HIST 117F6 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 Foundation level.
7. Both undergraduate and post-baccalaureate students must earn 12 credits in history at Edgewood College.
8. A minimum cumulative grade point average of 2.75 is required in history courses taken toward a major, minor, or concentration in history.

See WOMEN'S AND GENDER STUDIES for WS201 F6 option.

HISTORY MINOR

A minimum of 24 credits to include HIST 295, and a 400/401 sequence. The other courses will be chosen by the student in consultation with a History Department faculty 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 EDUCATION). 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 a course in conservation of natural resources and marketing and consumer cooperatives, GEOG 265 Environmental Conservation. Students are advised to check carefully the certification requirements of the state in which they plan to teach.
5. Minors must earn 12 credits in history at Edgewood College.
6. Minors must earn 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 EDUCATION).
4. To meet Wisconsin Department of Public Instruction licensing requirements, students should take a course in conservation of natural resources and marketing and consumer cooperatives, GEOG 265 Environmental Conservation. Students are advised to check carefully the certification requirements of the state in which they plan to teach.
5. Minors must earn 12 credits in history at Edgewood College.
6. Minors must earn 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.

HISTORY

COURSES OFFERED

Courses that are generally taught in the Fall semester will be followed by (F); those generally taught in Spring will be followed by (S). Contact the department in instances where this information is not provided.

108F6 Medieval Europe, 410-1500 4 cr
A history of the West from the end of the Roman Empire to the eve of the Reformation.

110F6 Beginnings of Modern Europe, 1500 to the Eve of the French Revolution 4 cr

111F6 East Asian Civilization 4 cr
Selected developments, themes and issues in the history of East Asia. (S)

112F6 Chinese Philosophy 4 cr
An examination of the fundamental characteristics and diversity of viewpoints that constitute Chinese philosophy and their application to various aspects of Chinese life and culture. Specific thinkers, problems, and schools of thought will be surveyed. (Prerequisite: PHIL 101) Crosslisted with PHIL 112F7.

115F6 Europe from the French Revolution to the Present 4 cr

117F6 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)

120F6 World Civilization 4cr
World cultures, societies, and politics, with emphasis on the global nature of historical changes. (Varies)

131F6 American History I 4 cr
The United States 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)

132F6 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)

204F6 Social Movements in U.S. 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 is on analyzing the causes and consequences of “rights” movements in American history. (Varies)

207F6 Recent U.S. History (Since 1945) 4 cr
Present-day political, social, and economic issues confronting the United States, tracing their histories from 1945 to the present. (Varies)

211 History of Modern Germany From Unification to Nazification 4 cr
Germany from the Wars of Unification until the seizure of power by Adolf Hitler in January, 1933. (Varies)

221F6 Modern Japan 4 cr
The transformation of Japan from a feudal to a post-industrial society and global economic power. (Varies)

238 History of the Working-Class in the United States 4 cr
Emphasis on understanding how working people shaped developments in U.S. history. (Varies)

240 The Middle East 4 cr
The Middle East from the Ottoman Empire to the present. (Varies)

271F6 Selected Issues 2-4 cr
The historical context and issues in history. World, region, country, and issue(s) vary. (F/S)

284F6 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 are examined in the study of ideology, leadership, policies and programs, and popular response or social behavior. (Varies)

295 Proseminar: Historians, Historiography and Historical Method 4 cr
An introductory study of historical method and selected historical traditions. Includes an introduction to the use of historical databases. Majors and minors are encouraged to take this course no later than their junior year. (F)

310A China: Tradition and Transformation 2cr
An introduction to Chinese history and culture

HISTORY

and preparatory session for the field study of contemporary China. Crosslisted with HI 305.

310B China: Tradition and Transformation 2cr

Field study of contemporary China and society, examining interactions of Confucian values and forces of modernity. Includes travel abroad. Crosslisted with HI 405.

312 China and the West 4 cr

China's relations with Europe and America, focusing on the period since 1500. (Varies)

325 Germany and 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. (Varies)

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 ES 333. (Prerequisites: BIO 151F5/152F5 or equivalent or consent of the instructor). (F)

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. (Varies)

342 American Foreign Policy 4 cr

An investigation of the United States and its relations with other nations since 1898. Crosslisted with PS 342.

359 African-American History 4 cr

African-American history from the beginning of the African Diaspora to the 1990s. Use of a combination of historical documents and secondary sources to develop an understanding of African-American history. (Varies)

360 The History of Women in North America 4 cr

Women in North America and the United States from 1500 to the present. Special emphasis on understanding how and why ideas about femininity and masculinity have changed over time. (Varies)

363 Native American History 4 cr

Various Native American societies in North America from before European contact to the 1980s. Some emphasis on people who have resided in the Wisconsin and Great Lakes regions. (Varies)

375 World War II 4 cr

General survey course of WWII from the 1930s until 1945. (Varies)

400 Selected Issues 4 cr

A study of the historiography of significant individuals, movements or groups in European, American, or East Asian History. Topics vary. 400 and 401 are taken as a two-semester sequence. (Prerequisite: junior or senior standing, 12 credits in history, including HIST 295.) (F)

400A Selected Issues in European History

400B Selected Issues in American History

400C Selected Issues in East Asian History

401 Research Paper 4 cr

Discuss and write a major research paper. (Prerequisite: HIST 400 A, B, or C). 400 and 401 are taken as a two-semester sequence. (S)

401A Europe

401B United States

401C East Asia

459 Teaching History and Social Studies in the 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 minor. (Varies)

479 Independent Study 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 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.

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 project.

- **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, travel around the world, or another type of involvement that demonstrates students' personal commitments are examples of experiences that will give students insights into their projects.
- **Intellectual and Ethical Growth:** Through the integration of the disciplines, exploration of values, and engaged experience—all focused on the topic chosen 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 a human issues topic. 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 Method

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 topic 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.

Seminar or Crosslisted Course Method

Students may choose to enroll in a Human Issues seminar or an academic department course crosslisted with Human Issues.

Seminar and course numbers are listed below; the current *Timetable* provides the names of seminars and crosslisted courses available in a given semester. All of these seminars will 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.

COURSES OFFERED

Courses that are generally taught in the Fall semester will be followed by (F); those generally taught in Spring will be followed by (S), (SS)

Seminars are open to juniors and seniors only.

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. F/S

404 Selected Topics in Human Issues Studies 3-4 cr
A one-semester seminar on a selected topic, which fulfills the Human Issues Studies requirement. This course may be crosslisted with another department. Topics are listed in the current *Timetable*. F/S

405 Human Issues Seminar II 2 cr
Continuation of HI 305. Second course of the two-semester interdisciplinary, experiential sequence. (Prerequisite: HI 305) F/S

479 Independent Study 1-3 cr
A one- or two-semester independent study for a total of three 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. F/S/SS

INSTITUTIONAL COURSES

90 Learning Strategies 2 cr

Assists students to learn and apply study skills essential to academic success in college, including time management, note-taking, test preparation, and self-advocacy. Does not count toward degree requirements. (Prerequisite: placement) (F)

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)

200 Leadership Workshop 2 cr

Introduces students to concepts and skills related to leadership, preparing them for leadership roles on campus and for the future. (S)

**202 Leadership Workshop:
Peer Education** 2 cr

Preparation for participating in the college's Peer Educator Program focusing on substance abuse, violence prevention, and wellness. (S)

**205 Majors, Careers and
Self-Exploration** 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)

401 Honors Scholarship 0-1 cr

For students engaged in Honors contract work. Course is pass/fail. (Consent of Honors Director required) (F/S)

**405 Job Search Strategies for
Juniors and Seniors** 1 cr

Learn, develop and practice skills essential for finding employment that matches the student's interests and values. Develop professional goals. (Prerequisite: junior or senior standing) (S)

INTERNATIONAL RELATIONS

Administered jointly by the Departments of Social Science and Foreign Language

INTERNATIONAL RELATIONS MAJOR

1. Interdisciplinary core:

Political Science

- PS 210 Intro to International Relations
- PS 275 Intro to Comparative Politics
- PS 342 American Foreign Policy

Economics

- ECON 290 The Global Economy
- ECON 330 Comparative Economic Systems

Social Science

- ANTH 222F4 Introduction to Cultural Anthropology
- SS 484 Senior Social Science Seminar

Comparative course

- One comparative course in art, music, literature, theatre, history, or religious studies.

2. Language Proficiency: Two years of college-level study of one foreign language or equivalent.

3. An International Relations concentration in 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/Anthropology; Business; Economics; French; History; Comparative/Global Politics; or Spanish. Courses selected for a minor must meet the requirements of the department 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.

4. The computer competency requirement is fulfilled with SS 200 Computers for the Social Sciences (or its equivalent).

POLICIES

An International Relations major must take a minimum of eight credits of the interdisciplinary core coursework in residence at Edgewood or at UW-Madison through the Collaborative Program.

The year that prior courses were taken will be considered in determining the acceptability of transfer courses for satisfying the major requirements.

MATHEMATICS AND COMPUTER SCIENCE

MAJORS

Business/Computer Information Systems
 Computer Information Systems
 Computer Science Teaching
 Mathematics
 Mathematics Teaching

MINORS

Computer Information Systems
 Computer Science
 Computer Science Teaching
 Mathematics
 Mathematics Teaching
 Elementary/Middle School Mathematics
 Teaching

MATHEMATICS

The mathematics major is designed to meet the needs of students planning to enter a wide variety of vocations. The major has sufficient flexibility to prepare a student for graduate study in mathematics and/or a career in teaching, statistics, computer science, actuarial science, business, economics or 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 and understanding of concepts and techniques in mathematics that are applicable to other areas of scientific endeavor.

MATHEMATICS MAJOR

A minimum of 41 credits in mathematics, including:

- 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
- One of the following:
 - CS 180 Introduction to Computer Programming
 - CS 201 Programming in C++
 - Demonstrate proficiency by assembling a portfolio of artifacts that satisfy the department technology proficiency policy.
- 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:
 - 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
- A minimum GPA of 2.5 in the above mathematics courses.

5. Satisfactory completion of the Major Field Achievement Test in Mathematics shortly before graduation.

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). It requires minimum of 49 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. One of the following:
 - CS 180 Introduction to Computer Programming
 - CS 201 Programming in C++
 - Demonstrate proficiency by assembling a portfolio of artifacts that satisfy the department Technology Proficiency policy.
3. A minimum GPA of 2.5 in the above mathematics courses.
4. Completion of the professional Education core prerequisites and licensure requirements for Early

Adolescence through Adolescence (see EDUCATION). Admission to teacher education is recommended as early as possible.

5. Satisfactory completion of the Major Field Achievement Test in Mathematics shortly before graduation.

MATHEMATICS MINOR

A minimum of 29 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
 - MATH 485 Mathematics Seminar
2. At least two of the following with at least 6 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 to the major. It requires a minimum of 24 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
 - MATH 485 Mathematics Seminar
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 EDUCATION.) 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. It requires a minimum of 21 credits in mathematics, 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 mathematics courses.
5. Completion of the Education professional requirements and licensure requirements for teacher education (see EDUCATION). Admission to teacher education is recommended as early as possible.

MATHEMATICS POLICIES

A student must have a cumulative grade point average of 2.5 or above in major/minor mathematics courses in order to major or minor in mathematics or mathematics teaching.

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 as soon after MATH 231 as possible since it is a prerequisite and highly recommended 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.

The General Education computer competency requirement for mathematics

and mathematics teaching majors is fulfilled by taking CS 180 or CS 201 or demonstrating proficiency by assembling a portfolio of artifacts that satisfies the department Technology Proficiency policy.

For the Math Teaching major and Math Teaching minors: 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.

ASSESSMENT

The department has identified five 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.
- 5. Technology** Students should be able to use appropriate technology as a tool in understanding mathematics, solving problems, and presenting solutions.

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.

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.

SUGGESTED MATHEMATICS COURSE SEQUENCE FOR MATH AND MATH TEACHING MAJORS

There are two suggested sequences of mathematics courses at or above the calculus level for majors, 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 in the spring of the second year, it is possible to complete the math requirements by the end of the fourth year. (See next page)

MATH AND COMPUTER SCIENCE

Suggested Mathematics Course Sequences

Commencing in the Fall of an even year.		
Year	Fall Semester	Spring Semester
Freshman	Math 231	MATH 232 MATH 301
Sophomore	MATH 233 MATH 441	MATH 121 ¹ MATH 341 MATH 442
Junior	MATH 461 MATH 451 ² MATH 485	MATH 331 MATH 431 MATH 459 ²
Senior	MATH 432 or MATH 462	
Commencing in the Fall of an odd year.		
Freshman	Math 231	MATH 232 MATH 301
Sophomore	MATH 233 MATH 461 MATH 485	MATH 121 ¹ MATH 331 MATH 431
Junior	MATH 441 MATH 432 or MATH 462	MATH 341 MATH 442
Senior	MATH 451 ²	MATH 459 ²

¹ Statistics is offered every semester, including summers

² Required only of Math Teaching majors

MATH COURSES OFFERED

Courses that are usually taught in the Fall semester are followed by (F); those usually taught in Spring are followed by (S); those usually taught in the summer are followed by (SS). Courses offered on a two-year rotation have an “o” for odd year or an “e” for even year preceding the F or S. Contact the department in instances where this information is not provided.

98 Mathematical Connections 3 cr

A course in quantitative reasoning that examines the arithmetic of real numbers, geometry, measurement, and algebra using application and problem solving techniques. An emphasis is placed on exploring these mathematical concepts within the context of global issues. No prerequisite. (F/S)

99 Math Workshop 2 cr
Continuation of Mathematical Connections. Must be taken the semester after MATH 98. (Prerequisite: Consent of instructor) (F/S)

101 Introduction to Problem Solving 3 cr
An introduction to problem solving and mathematical thinking; the focus of this course 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 broadly applicable ways of approaching new problems. This course satisfies the college Foundations requirement in math. (Prerequisite: placement or passing grade in MATH 98) (F/S/SS)

MATH AND COMPUTER SCIENCE

- 102 Arithmetic Structures** 3 cr
Focuses on the arithmetic and algebraic 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. Does not satisfy the college Foundations requirement in math. (Prerequisite: MATH 101 with a grade of "C" or above) (F/S/SS)
- 103 Geometric Structures** 3 cr
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. Does not satisfy the college Foundations requirement in math. (Prerequisite: MATH 102 with a grade of "C" or above) (F/S)
- 111 College Algebra** 3 cr
Course topics include basic algebraic skills, equations and systems of equations, inequalities, functions and their properties, and applications. The emphasis of the course is on using linear, quadratic, and exponential functions to model real-world phenomena and on drawing conclusions about the world from those models. Satisfies the college Foundations requirement in math. (Prerequisite: placement or passing grade in MATH 98) (F/S/SS)
- 112 College Algebra and Trigonometry** 4 cr
Course topics include basic algebraic skills, equations and systems of equations, inequalities, functions and their properties, and applications. The emphasis of the course is on using linear, quadratic, exponential, and trigonometric functions to model real-world phenomena and on drawing conclusions about the world from those models. Satisfies the college Foundations requirement in math. (Prerequisite: MATH 111 or placement) (F/S)
- 121 Statistics** 3 cr
Course topics include 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. Does not satisfy the college Foundations requirement in math. (Prerequisite: MATH 101 or 111, or placement) (F/S/SS)
- 122 Finite Mathematics** 3 cr
An introduction to finite mathematics; course topics including linear systems, linear programming, mathematics of finance, probability, and other related topics designed primarily for Business majors. Satisfies the college Foundations requirement in math. (Prerequisite: MATH 111 or placement) (F/S/SS)
- 131 Mathematical Modeling** 3 cr
A mathematical modeling approach to understanding the relationships between data, tables, graphs and functions. Topics include linear, quadratic, exponential, logarithmic functions; curve fitting; linear and exponential regression. Applications to various disciplines are investigated through the construction and analysis of mathematical models. Satisfies the college Foundations requirement in math. (Prerequisite: placement or passing grade in MATH 98)
- 171 Topics of Mathematics** 1-3 cr
This course is offered in response to student needs and interests. Topics vary. Does not satisfy the college Foundations requirement in math unless stated in its course description.
- 231 Calculus I** 4 cr
An introduction to differential and integral calculus, including derivatives, antiderivatives, the definite integral, applications, and the fundamental theorem of calculus. Emphasizes the mastery of key concepts and their applications. Satisfies the college Foundations requirement in math. (Prerequisite: MATH 112, high school calculus or placement) (F/S)
- 232 Calculus II** 4 cr
A continuation of differential and integral calculus. Topics include integration techniques,

MATH AND COMPUTER SCIENCE

improper integrals, applications, differential equations, Taylor polynomials, and infinite series. 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)

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. Satisfies the college Foundations requirement in math. (Prerequisite: MATH 232 with a grade of “C” or above) (F)

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) (S)

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)

341 Linear Algebra 3 cr
An introduction to linear algebra including matrices, linear transformations, eigenvalues and eigenvectors; linear programming. (MATH 301 highly recommended) (eS)

371 Selected Topics in Applied Mathematics 1-3 cr
This course is offered in response to student needs and interests. Topics vary. (MATH 301 highly recommended)

379 Independent Study 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)

431 Real Analysis 4 cr
Introduces analysis as a tool necessary 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. (Prerequisite: MATH 233; MATH 301 highly recommended) (oS)

432 Complex Analysis 4 cr
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. (Prerequisite: MATH 233; MATH 301 highly recommended) Alternates with MATH 462. (oF)

441 Abstract Algebra I 4 cr
This introductory course in abstract algebra focuses on number theory, with an introduction to the concepts of groups, rings, and fields. Number theoretic concepts include divisibility, the Fundamental Theorem of Arithmetic, congruences, number-theoretic functions, Euler’s Theorem, linear Diophantine equations, Quadratic Reciprocity, and applications to cryptography. (MATH 301 highly recommended) (oF)

442 Abstract Algebra II 4 cr
Continues the study of abstract algebra focusing 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)

451 Explorations of Middle/Secondary School Mathematics 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 issues of technology as they relate to number and operations, the

MATH AND COMPUTER SCIENCE

development of 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)

459 Teaching of Mathematics in

Middle/Secondary Schools 3 cr
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 is on the NCTM Principles and Standards for School Mathematics and the Wisconsin Model Academic Standards for Mathematics. (Prerequisite: MATH 451, junior standing, and admission to Teacher Education Program or consent of Departments of Education and Mathematics & Computer Science) Crosslisted with ED 459M (S)

461 Geometry 4 cr
An introduction to geometry, including postulation development of Euclidean and non-Euclidean geometry; introduction of other geometries: projective, finite, vector, and transformational; historical development of geometry. (MATH 301 highly recommended) (eF)

462 Topology 4 cr
Continues the study of properties of spaces invariant under homeomorphisms. Topics include continuity, homeomorphisms, connectedness, compactness, manifolds, the classification of closed compact surfaces, the Euler characteristic, the fundamental group, and knot theory. (MATH 301 highly recommended) Alternates with MATH 432. (oF)

471 Selected Topics in Pure Mathematics 1-3 cr
This course is offered in response to student needs and interests. Topics vary. (MATH 301 highly recommended)

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)

483 Mathematics Education Seminar 2 cr
Selected topics in mathematics education 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)

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) (eF)

490, 491 Internship I, II Arr
Work experience related to the major. (Prerequisite: junior or senior status in the major; consent of department)

COMPUTER SCIENCE

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

Specifically, the major is focused on a program that builds an understanding of core information technologies and related areas of study, prepares students for the practical application of various information sciences and related technologies and engages 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.

COMPUTER INFORMATION SYSTEMS MAJOR

A total of 64 credits as follows:

1. Computer Science

- CS 150 Introduction to Information Systems
- CS 180 Introduction to Programming
- CS 201 Programming in C++
- CS 202 Data Structures and Algorithms
- CS 220 Data Communications: Theory and Applications
- 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 430 Information Security and Network Management
- CS 450 Operating Systems

- CS 480 Web and Enterprise Systems Development
- CS 492 Information Systems Project

2. Business

- 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 major is satisfied by the requirements for the major.

BUSINESS/COMPUTER INFORMATION SYSTEMS MAJOR

1. All courses listed for the Business minor (See BUSINESS).
2. All courses listed for the Computer Information Systems major.

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. Computer Science
 - CS 150 Introduction to Information Systems
 - CS 180 Introduction to Programming
 - CS 201 Programming in C++
 - CS 202 Data Structures and Algorithms
 - CS 220 Data Communications: Theory and Applications
 - CS 333 Programming in Visual Basic
 - CS 450 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 major is satisfied by the requirements for the major.

COMPUTER INFORMATION SYSTEMS MINOR

This minor is designed for students majoring in Business.

Required courses:

- CS 150 Introduction to Information Systems

- CS 180 Introduction to Programming
- CS 220 Data Communications: Theory and Applications
- CS 301 Information Systems: Analysis and Design
- CS 302 Information Systems: Design and Implementation

COMPUTER SCIENCE MINOR

Required courses:

- CS 150 Introduction to Information Systems
- CS 180 Introduction to Programming
- CS 201 Programming in C++
- CS 220 Data Communications: Theory and Applications
- CS 333 Programming in Visual Basic

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. Computer Science
 - CS 150 Introduction to Information Systems
 - CS 180 Introduction to Programming
 - CS 201 Programming in C++
 - CS 220 Data Communications: Theory and Applications
 - CS 333 Programming in Visual Basic
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.

COMPUTER SCIENCE POLICIES

A student must have an a cumulative grade point average of 2.5 or higher in the three courses CS 180, CS 201 and CS 202, 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.

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.

A minimum of three computer science courses in the majors at or above the 300 level must be taken in the Department of Mathematics and Computer Science at Edgewood College. A minimum of two computer science courses in the minors at or above the 200 level must be taken in the department.

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.

Courses in computer science may not be audited.

Any course requirement other than the minimum residency requirement and all

400 level courses may be satisfied through examination or Credit for Prior Learning.

No computer science course may be taken Pass/Fail.

For the teaching major and minor: 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 their respective programs, including PRAXIS I/PRAXIS II testing and performance-based portfolio assessment. See EDUCATION.

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 system professionals in the roles of system and network analysts, database administrators, programmers, or 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 ability to efficiently use computers with end-user software to solve real life problems
- 2. Application Development**
 - Students should demonstrate 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

MATH AND COMPUTER SCIENCE

development methods involving Computer Aided System Execution (CASE)

- Understand the integration of individual application systems into the overall organizational information system

3. Project Management

- Students should demonstrate ability to participate as a member of a project team in 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 apply the 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, law and economics (to be done in cooperation with the Business Department)

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

Year	Fall Semester	Spring Semester
Freshman ¹	CS 150 ²	CS 180
Sophomore	CS 201 BUS 280	CS 202 CS 220 BUS 281
Junior	CS 301 CS 333 BUS 302 ³ or	CS 302 CS 334 BUS 302 ³
Senior	CS 450 CS 480 BUS 304 ⁴ or	CS 430 CS 492 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 could be taken either first or second semester.
4. BUS 304 Business Law could be taken either first or second semester.

COMPUTER SCIENCE COURSES OFFERED

Courses that are usually taught in the Fall semester will be followed by (F); those usually taught in Spring will be followed by (S); those usually taught in the summer will be followed by (SS). Contact the department in instances where this information is not provided.

100 Computers and 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 2003, as well as an introduction to web page design. Information literacy skills include using appropriate information validation techniques and the use of the Web for academic research. Prerequisite: basic keyboarding skills) (F/S/SS)

150 Introduction to Information Systems 4 cr
Provides 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 2003, students will explore the integration features, the use of database reference sources and web publishing functions. Using macros and VBA students will experience in depth aspects of personal computer systems design, integration requirements and the benefits. (F/S)

180 Introduction to Programming 4 cr
Intended for the Computer Information Systems major or minor, the course covers 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. Introduction to object oriented programming through the use of a pseudo-language called Karel++. (Prerequisite: CS 150 or passing the CS 150 proficiency exam.) (S)

201 Programming in C++ 4 cr
Introduction to problem solving, structured and object oriented programming using C++. Objects and classes. Real life applications. (Prerequisite: CS 180 or equivalent programming experience) (F)

202 Data Structures and Algorithms 4 cr
Study of data structures and algorithms and their implementation in C++. (Prerequisite: CS 201) (S)

220 Data Communications: Theory & Applications 4 cr
Provides grounding in the concepts of data communications used by computer systems, with special emphasis on the dynamic nature of the computer industry. Concentrates on the theory of communications and current data communication technologies. The use of the Internet and electronic communications in the application of theory within “real-life” scenarios. (Prerequisite: CS 201 or equivalent knowledge) (S)

301 Information Systems: Analysis and Design 4 cr
Various approaches to information systems design and analysis processes, including Object Oriented, UML. Students will be required to complete several small projects created specifically to apply their knowledge at a practical level, while 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 Information Systems: Design & Implementation and all materials covered in CS 301 will be required for CS 302. (Prerequisite: CS 150 or passing the CS 150 proficiency exam, and CS 220) (F)

302 Information Systems: Design and Implementation 4 cr
Continued study of the 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, requiring active contributions by students during and outside of official class hours. (Prerequisite: CS 301) (S)

MATH AND COMPUTER SCIENCE

- 333 Programming in Visual Basic** 4 cr
Study of additional programming languages beyond C++. Visual Basic is a widely used tool for the development of new systems; in many organizations it is the only development tool. Students will study event-driven, object-oriented programming within an integrated development environment. Visual Basic is needed for upper-level courses in the major. (Prerequisite: CS 201 or equivalent programming experience.) (F)
- 334 Programming in JAVA** 4 cr
Study of additional programming languages beyond C++. JAVA is one of the primary languages used to develop applications for internets, intranets, and the World Wide Web. Students will develop applications specifically targeted to the on-line environment. (Prerequisite: CS 201 or equivalent programming experience.) (S)
- 379, 479 Independent Study** 1-4 cr
Topics and credits to be arranged.
- 430 Information Security and Network Management** 4 cr
The securing and management of networks pose some of the most complex challenges to the Information Systems/Technology professional. Designed to follow CS 220, this course explores the various methods used to secure a network, including commonly used encryption algorithms, as well as how effective network management techniques ensure that all types of information travel on the network in an efficient manner. (Prerequisite: CS 220 or consent of instructor.) (S)
- 450 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 system fits into overall computer architecture. Use of the Linux operating system in a laboratory setting. (Prerequisite: CS 302 or consent of the instructor.) (F)
- 469, 470 Internship in Computer Science** Arr
Applications related to the major area. (Prerequisite: Junior standing in the major or minor; consent of the department.)
- 480 Web and Enterprise Systems Development** 4 cr
Various approaches to the development of systems within an enterprise environment. Paying close attention to the use of web-enabled development tools, students explore all aspects of the development of integrated information systems, while adhering to the rigor of the system development life cycle structures. Students will utilize several tools as they proceed through the completion of several small projects and one major, team-based project. (Prerequisite: CS 301, 302) (F)
- 490 Topics in Computer Science** Arr
Topics and credits to be arranged.
- 492 Information Systems Project** 4 cr
As an integrating course combining all the elements of successful system development, this is the capstone for the CIS major. Provides students an opportunity to implement a complete enterprise-oriented system development project. Working in teams, students will use formal project management structures and processes. The class will develop a system in accordance with client specifications and present final results to departments and peers of the college. Includes an exit assessment process in the form of an examination. (Prerequisite: CS 480) (S)

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 credits):
 - MUS 141BF3, 142 Music Structures /Ear Training and Solfege I
 - MUS 143, 144 Theory II/ Ear Training and Solfege II
 - MUS 191 Computer Applications
 - MUS 241, 242 Theory III/ Ear Training and Solfege III
 - MUS 243, 244 Theory IV/ Ear Training and Solfege IV
 - MUS 152F2 or 153F2 or 154F2 or 155F2 (Music Appreciation) (Music Ed Majors must take 155 F2)
 - MUS 344 Conducting
 - MUS 355, 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. Private Lessons, secondary area: Students must complete two credits of private study in a secondary area of their choice. It is recommended that non-pianists study piano.
4. Performing Organization: Students must be registered for a major performing ensemble each semester they are enrolled at Edgewood. Wind/percussionists must register for Music 110F3 Band; string players and vocalists should contact the department chair prior to registration.
5. Senior Recital (1 or 2 credits):
 - All majors are required to perform a senior recital (half- or full-recital). See Music Department Handbook for details.

MUSIC

Additional Music Major Requirements:

- Piano Proficiency (see Music Department for criteria) Students must be enrolled in MUS 103 every semester until the Piano Proficiency is satisfied.
- 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 at the end of the sophomore and senior years. 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.
- 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:

Cumulative GPA: 2.75

Music History/Theory GPA: 2.5

All Music GPA: 3.0

Requirements for Transfer Students:

- 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.
- 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.

- To remain in good standing, transfer students must attain/maintain a GPA of 3.0 in all music courses taken at Edgewood.
- Transfer students will submit a portfolio for review at the end of the sophomore and senior years.
- Music Education majors must take PRAXIS I by the end of the first semester at Edgewood College. The student must provide written verification to the Music Department Chair after the test has been successfully completed as a prerequisite for 200-level Music Education courses.

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-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

MUSIC

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. The PRAXIS I must be taken before the end of the freshman year. The student must provide written verification to the Music Department Chair after the test has been successfully completed as a pre-requisite for 200-level Music Education courses.
3. In Education, 37 credits to include the following:
ED 210, 220, 230, 240, 270, 272, 305, 310, 382, 383, 405, 410, 431, 459R

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.

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 275 a and f 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 275 b, c, d, e Brass, Woodwind, String, Percussion Pedagogy
 - MUS 122F3 Techniques of Singing/Speaking Voice,
 - 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-credit core music course requirement detailed above, students selecting a Music Business Emphasis 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 Mgmt. of Human Performance
- BUS 304 Law 1
- 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 Mgmt. 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 Law 1
 - BUS 340 Management of Organizations
 - BUS 430 Human Resource Management
 - ENG 302 or BUS 306 Professional Communication
 - PSY 300 Psychology of Personality
 - PSY 335 Human Relations in Organization
 - 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 credits):

 - MUS 141BF3, 142 Music Structures /Ear Training and Solfege I
 - MUS 143, 144 Theory II/ Ear Training and Solfege II
 - MUS 152F2 or 153F2 or 154F2 or 155F2 (Music Appreciation)
 - MUS 344 Conducting
 - MUS 355 or 356 Music History
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. Wind/percussionists must register for Music 110F3 Band; string players and vocalists should contact the department chair prior to registration.
4. Additional Requirements for the Minor Performance Class / Juried Reviews:
 - All students who study privately will perform each semester in a Performance Class (see 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 in the required MUS 191 Computer Applications in Music, which satisfies the General Education 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 110F3 Band (student must register for two consecutive semesters, Fall/Spring)
- MUS 122F3 Techniques of Singing/Speaking Voice
- MUS 130F3 Women's Chorus (student must register for two consecutive semesters, Fall/Spring)
- MUS 141AF3 Music Structures
- MUS 141BF3 Music Structures (Accelerated)

Applied Music Private Study

Additional fees are assessed for private lessons. Contact the 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 made up. Lessons canceled by the teacher will be made up.

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 Performance Class (see MUS 000) 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 141BF3 (if a music major/minor), be approved by the appropriate applied instructor, and receive the 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 a theory qualifying test to determine if remedial work is necessary.

Music Performance Grants and Scholarships

Fine Arts Grant in Music For talented first-time freshmen and transfer students who are interested, but not necessarily majoring, in music. To audition, a student must perform two works in contrasting

MUSIC

styles. Awards 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 major 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 the Choral, Band or String Program 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. The maximum amount of the award is \$2,500. Interested students should contact the Financial Aid Office and the Chair of the Music Department.

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 deserving 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 deserving 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 deserving 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.

COURSES OFFERED

Courses that are generally taught in the Fall semester will be followed by (F); those generally taught in Spring will be followed by (S). Contact the department in instances where this information is not provided.

000 Performance Class Pass/Fail 0 cr

A requirement for music majors and minors that consists of attendance and performance at a designated number of performance classes each semester, attendance at a designated number of concerts each semester, and a musicianship proficiency component. Music majors must pass six semesters; minors must pass four semesters. All students registered in the Theory/Aural Skills sequence MUS 141F3B through 244, MUS 344/345, and MUS 355/356 must register for MUS 000 each semester. (F/S)

101F3 Introduction to Piano 2 cr

For students who have had no prior piano 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)

MUSIC

- 102 Piano Class** 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. Prerequisite: MUS 101F3 or consent of instructor. (F/S)
- 103 Keyboard Skills for Majors** 0 cr
For music majors, focusing on the content materials necessary to pass the Piano Proficiency. Music minors and non-majors must receive department chair and instructor approval before registering. (F/S)
- 104 Piano Proficiency** 1 cr
All music majors will register for this course the semester they complete the Piano Proficiency requirement.
- 110F3 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 Foundations F3 requirement. (F/S)
- 122F3 Techniques of the Singing/
Speaking Voice** 2 cr
Designed to give 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. (F)
- 130F3 Women's Chorus** 1 cr
A treble choir devoted to developing the voice and improving musical literacy through the learning and performing of appropriate vocal repertoire. The choir performs several concerts on campus during the year and occasionally at Masses held on campus. Students must register for two consecutive semesters, Fall and Spring, in order to satisfy the F3 requirement. (F/S)
- 141AF3 Music Structures** 3 cr
Basic music theory with practical applications to performing, describing and creating music. Satisfies the Elementary Education music requirement. (F/S)
- 141BF3 Music Structures (Accelerated)** 3 cr
Basic music theory as described above, but accelerated. Intended for students who already read music. Required of music majors and minors. Satisfies the Elementary Education music requirement. Majors and minors must also register for MUS 142 and MUS 000. (F)
- 142 Ear Training and Solfege I** 1 cr
Focuses on skill development in rhythmic reading, ear training and sightsinging. (F)
- 143 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. (Prerequisite: MUS 141B) (S)
- 144 Ear Training and Solfege II** 1 cr
Expands the development of music skills in rhythmic reading, ear training, sightsinging, melodic/harmonic dictation, and error detection. (Prerequisite: MUS 142) (S)
- 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)
- 152F2 Jazz History** 3 cr
The history of jazz in America, investigating various styles and periods in its development. Key innovators and their contributions to the art form are identified. The impact of race, class, gender and ethnicity in the development of jazz is discussed. (F)
- 153F2 Music in Western Civilization** 3 cr
A survey of music in the Western world from the Medieval period through the 20th Century with lectures, guided listening and live concerts. Offered in alternate years. (F)
- 154F2 American Music** 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. Offered in alternate years. (S)

MUSIC

- 155F2 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. Offered in alternate years. (S)
- 191 Computer Applications in Music** 2 cr
Music computer applications focusing on word processing, Finale software, computer accessed sources, and web page development. (Prerequisite: MUS 241 or consent of instructor) Offered in alternate years. (S)
- 201 Private Piano** 1 cr
Audition required. Student must possess sufficient piano skill to sustain a weekly half-hour lesson and the practice required for preparation. (Prerequisites: Significant prior piano studies, successful audition, and consent of department.) (F/S)
- 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)
- 211 Private Instrumental Lessons** 1 cr
Audition required. Student must possess sufficient skill to sustain a weekly half-hour lesson and the practice required for preparation. (Prerequisites: Significant prior study/experience on instrument, successful audition, and consent of instructor.) (F/S)
- 221 Private Voice** 1 cr
Audition required. Student must possess sufficient skill to sustain a weekly half-hour lesson and the practice required for preparation. (Prerequisites: significant choral and vocal experience, successful audition, and consent of instructor.) (F/S)
- 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. (F/S)
- 240 Madrigal Singers** 1 cr
Audition required. The study of literature appropriate to the smaller choral ensemble.
- 241 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 141B and 143)(F)
- 242 Ear Training and Solfege III** 1 cr
Intermediate skill development in rhythmic reading, ear training, sight-singing, melodic/harmonic dictation, and error detection. (Prerequisites: MUS 142 and 144) (F)
- 243 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. Students must be registered concurrently for MUS 000, MUS 244. (Prerequisites: MUS 141B, 143 and 241) (S)
- 244 Ear Training and Solfege IV** 1 cr
Advanced skill development in rhythmic reading, ear training, sightsinging, melodic/harmonic dictation, and error detection. (Prerequisites: MUS 142, 144 and 242) (S)
- 275 Topics in Pedagogy for the Music Specialist (a-f)** 1-2 cr
A study of methods, materials, and the development of competencies and skills used in the music classroom. Consult with Department Chair for current topics.
a) Folk Instrument Pedagogy
b) Brass Pedagogy
c) Woodwind Pedagogy
d) String Pedagogy
e) Percussion Pedagogy
f) Vocal Pedagogy
- 279 Independent Study** 1-3 cr

MUSIC

- 301 Private Piano** 1 cr
Student must possess sufficient skill to sustain a weekly one- hour lesson and the practice required for preparation. (Prerequisites: MUS 201 and the recommendation of the jury faculty panel) (F/S)
- 310 Jazz Ensemble** 1 cr
Audition required. Study and performance of jazz ensemble literature, with campus and community performances. (F/S)
- 311 Private Instrumental Lessons** 1 cr
Student must possess sufficient skill to sustain a weekly one- hour lesson and the practice required for preparation. (Prerequisites: MUS 211 and the recommendation of the jury faculty panel) (F/S)
- 321 Private Voice** 1 cr
Student must possess sufficient skill to sustain a weekly one- hour lesson and the practice required for preparation. (Prerequisites: MUS 221 and the recommendation of the jury faculty panel) (F/S)
- 330 Campus Community Choir** 1 cr
Study and performance of major works, as well as smaller choral gems. One or more performances each semester. Consent of instructor.
- 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. Offered in alternate years. (S)
- 344 Conducting** 2 cr
The study of the basic conducting gestures necessary for ensemble rehearsal and performance. Students must be registered concurrently for MUS 000. (Prerequisites: Completion of the Music Theory/Aural Skills sequence per major/minor requirements) Offered in alternate years. (F)
- 345 Advanced Conducting** 2 cr
Application of score study and analysis in conjunction with the conducting demands of instrumental and choral scores. Students must be registered concurrently for MUS 000. (Prerequisites: Completion of the Music Theory/Aural Skills sequence per major/minor requirements, and MUS 344) Offered in alternate years. (S)
- 350 Chamber Orchestra** 1 cr
Audition required. Study and performance of standard works for chamber orchestra.
- 355 Music History: Medieval-Baroque** 3 cr
Events, movements, composers, and compositions from early music through the Baroque period with lectures, guided listening, assigned readings, live concerts and critiques. Individual research project. Students must be registered concurrently for MUS 000. (Prerequisite: MUS 143/144) Offered in alternate years. (F)
- 356 Music History: Classical-21st Century** 3 cr
Events, movements, composers, and compositions from the Classical period through the 21st 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)
- 379 Independent Study** 1-3 cr
- 381 Junior Recital: Half-recital** 1 cr
- 400 Music Educators Workshop** 1-3 cr
Topics vary. Check the Music Department for current offerings.
- 401 Private Piano - Advanced Level** 1 cr
Student must possess sufficient skill to sustain a weekly one-hour lesson and the practice required for preparation. (Prerequisites: MUS 301 and the recommendation of the jury faculty panel) (F/S)
- 411 Private Instrumental Lessons - Advanced Level** 1 cr
Student must possess sufficient skill to sustain a weekly one-hour lesson and the practice required for preparation. (Prerequisites: MUS 311 and the recommendation of the jury faculty panel) (F/S)
- 421 Private Voice - Advanced Level** 1 cr
Student must possess sufficient skill to sustain a weekly one-hour lesson and the practice required for preparation. (Prerequisites: MUS 321 and the recommendation of the jury faculty panel) (F/S)

MUSIC

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. (Prerequisite: full admission to Teacher Education) Offered in alternate years. (F)

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) Offered in alternate years. (S)

479 Independent Study 1-3 cr

481 Senior Recital: Half or Full Recital 1-2 cr

489 Student Teaching: Music

a. General Music (4-12 credits) (F/S)

b. Choral Music (4-12 credits) (F/S)

c. Instrumental Music (4-12 credits) (F/S)

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. (F/S)

600 Graduate Music Educators Workshop 1-3 cr

Topics vary. Check the Music Department for current offerings.

NATURAL SCIENCE

MAJORS

Biology
 Broad Field Natural Science
 Chemistry
 Professional Concentration
 Biochemical Concentration
 Cytotechnology
 Natural Science and Mathematics with
 Pre-Engineering Concentration

MINORS

Biology
 Chemistry

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 POLICIES

Biology majors will be assisted in planning at the time the major is declared. 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.

NATURAL SCIENCE

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 MAJOR

1. Thirty-four credits in biology to include:

Required courses:

- BIO 151F5 General Biology I (4 cr)
- BIO 152F5 General Biology II (4 cr)
- BIO 351 Organismal Botany (4 cr)
- BIO 352 Organismal Zoology (4 cr)
- BIO 401 Genetics (3 cr)
- BIO 480 Biology Seminar (1 cr)

Fourteen credits from the following:

- 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 250 Environmental Biology (3 cr)
- BIO 275 Dendrology (2 cr)
- BIO 312 Microbiology (4 cr)
- BIO 333 Ecological History of Civilization (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)

2. One year of chemistry:

- CHEM 110F5 Introductory Chemistry I (4 cr) and CHEM 111F5 Introductory Chemistry II (4 cr)

or

- CHEM 120F5 General Chemistry I (4 cr) and CHEM 121F5 General Chemistry II (4 cr)

3. One mathematics course: MATH 111 College Algebra (3 cr) or a higher level course

4. Computer competency requirement:

- BIO 351/352 or equivalent as determined by the Department

GUIDELINES FOR ELECTIVE COURSE SELECTION

Environmental Science

It is recommended that students interested in environmental science 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 212 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)
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

It is recommended that students interested in pursuing graduate work in biology leading to a Master's degree or Doctorate take the following courses as part of their program of study:

1. Biology course (as part of the biology coursework requirement):
 - 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)

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)
 - BIO 351 Organismal Botany (4 cr)

or

 - BIO 352 Organismal Zoology (4 cr)

or

 - BIO 212 Microbiology (4 cr)
2. Six additional credits in biology

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).

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 I (4 cr) and CHEM 111F5 Introductory Chemistry II (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 (some coursework may need to be completed through the UW-Madison Collaborative Program).

CHEMISTRY POLICIES

For the residency requirement, a minimum of 12 chemistry credits for a major must be earned 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.

NATURAL SCIENCE

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 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 420 Advanced Biochemistry (3 cr)
- CHEM 421 Advanced Biochemistry Lab (2 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:

- CHEM 340 Biochemistry (3 cr)

b. Four credits from the following:

- CHEM 360 Quantum Mechanics (3 cr)
- CHEM 361 Physical Chemistry (3 cr)
- CHEM 370 Integrated Laboratory (2 cr)
- CHEM 420 Advanced Biochemistry (3 cr)
- CHEM 421 Advanced Biochemistry Lab (2 cr)
- CHEM 431 Advanced Organic Chemistry (3 cr)
- CHEM 471 Inorganic Chemistry II (2 cr)
- CHEM 489 Undergraduate Research (1-4 cr)

c. Ten credits from the following:

- PHYS 130F5 General Physics I (4 cr)
- PHYS 131F5 General Physics II (4 cr)
- BIO 151F5 General Biology I (4 cr)
- BIO 152F5 General Biology II (4 cr)
- BIO 208 Nutrition (2 cr)
- BIO 210 Anatomy and Physiology I (4 cr)
- BIO 211 Anatomy and Physiology II (4 cr)
- BIO 312 Microbiology (4 cr)
- BIO 351 Organismal Botany (4 cr)
- BIO 352 Organismal Zoology (4 cr)
- BIO 401 Genetics (4 cr)

NATURAL SCIENCE

- BIO 402 Cell & Molecular Biology (4 cr)
- BIO 410 Pathology (3 cr)

d. One mathematics course:

- MATH 111 College Algebra (3 cr)

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 (4 cr)
- CHEM 371 Inorganic Chemistry I (2 cr)

2. Three additional elective credits in chemistry.

CYTOTECHNOLOGY POLICIES

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).

CYTOTECHNOLOGY MAJOR

Requirements for a major in cytotechnology are as follows:

1. Three years of undergraduate academic study including General Education degree requirements and a minimum of 90 credits.
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.

After showing satisfactory progress in the internship program, Edgewood College will allow the student to attend 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.

The following courses are taken prior to the internship:

1. 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)

2. Chemistry courses (minimum of 8 credits):

- CHEM 120F5 General Chemistry I (4 cr)
- CHEM 121F5 General Chemistry II (4 cr)

3. 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

NATURAL SCIENCE AND MATHEMATICS MAJOR WITH PRE-ENGINEERING CONCENTRATION

Students may choose the dual degree option under the existing collaborative programs with the Schools 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 Schools 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 School 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.

NATURAL SCIENCE TEACHING MAJORS AND MINORS

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).

POLICIES

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:

NATURAL SCIENCE

- 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-four 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 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)

NATURAL SCIENCE

- 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 I (4 cr) and CHEM 111F5 Introductory Chemistry II (4 cr)
 - or
 - CHEM 120F5 General Chemistry I (4 cr) and CHEM 121F5 General Chemistry II (4 cr)
2. One mathematics course:
 - MATH 111 College Algebra (3 cr)
 - or
 - MATH 112 College Algebra and Trigonometry (4 cr)
 - or
 - 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)

NATURAL SCIENCE

- BIO 312 Microbiology (4 cr)
- BIO 402 Cell and Molecular Biology (4 cr)

Additional requirements:

1. One year of chemistry:
 - CHEM 110F5 Introductory Chemistry I (4 cr) and CHEM 111F5 Introductory Chemistry II (4 cr)
 - or
 - CHEM 120F5 General Chemistry I (4 cr) and CHEM 121F5 General Chemistry II (4 cr)
2. One mathematics course:
 - MATH 111 College Algebra (3 cr)
 - or
 - MATH 112 College Algebra and Trigonometry (4 cr)
 - or
 - 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 10-21; 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 201 Historical Geology (3 cr)
- GEOS 206 Environmental Geology (3 cr)
- GEOS 301 Weather and Climate (4 cr)
- GEOS 489 Undergraduate Research (2 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 10-21; 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.

NATURAL SCIENCE

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

NATURAL SCIENCE

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 360 Modern Physics (3 cr)
- PHYS 361 Thermal Physics (3 cr)
- PHYS 489 Undergraduate Research (1 cr)

Chemistry courses:

- CHEM 120F5 General Chemistry I (4 cr)
- CHEM 121F5 General Chemistry II (4 cr)
- CHEM 351 Analytical Chemistry (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)

or

- PHYS 271 Physics: A Historical Perspective (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 is also 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:

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)

NATURAL SCIENCE

- 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)

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:

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)

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 24 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 10-21; 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 I (4cr) and CHEM 111F5 Introductory Chemistry II (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)

NATURAL SCIENCE

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 I (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.

COURSES OFFERED

Courses that are generally taught in the Fall semester will be followed by (F); those generally taught in Spring will be followed by (S); those generally taught in Summer will be followed by (SS). Contact the department in instances where this information is not provided.

INTERDISCIPLINARY NATURAL SCIENCE

104F5 Introduction to Natural Science I (F) 4 cr

105F5 Introduction to Natural Science II (S) 4 cr

A two-semester sequence integrating 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. 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 104F5 and ED 427B with NATS 105F5)

106F5 Introduction to Natural Science I (F) 4 cr

107F5 Introduction to Natural Science II (S) 4 cr

A two-semester sequence integrating 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. Includes concepts in astronomy, cosmology, geology, physics, chemistry, and biology. Two lectures and two laboratory/discussion periods per week. (Prerequisites: placement into ENG 110 and college-level mathematics)

250F7 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 Logic or consent of instructor) (S)

459S Teaching Science in

Middle/Secondary Schools

3 cr

Study of the theory and practice for teaching science in middle and secondary schools. Provides tools a beginning science teacher will need to effectively design, organize, and teach science at the secondary level. (Prerequisites: full admission to teacher education and completion of the science courses for the major or minor, or consent of instructor) (F)

NATURAL SCIENCE

BIOLOGY

151F5 General Biology I 4 cr

152F5 General Biology II 4 cr

A two-semester exploration of basic biological concepts, emphasizing science as a way of knowing the world around us. Topics include cell biology, energy flow, ecology, genetics, molecular biology, evolutionary biology, 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 151F5 is a prerequisite for BIO 152F5) (F/S)

201 Biotechnology 2 cr

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)

205 Field Biology 2 cr

Identification, life history, and ecology of local flora and fauna. Class usually meets outdoors with regular field trips off campus. Crosslisted with ES 205. (F/SS)

208 Nutrition 2 cr

Nutrients and their relationship to normal body function. Two lectures per week. (Prerequisite: one year of college chemistry or consent of instructor) (F/S)

210 Anatomy and Physiology I 4 cr

Study of the 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/S)

211 Anatomy and Physiology II 4 cr

Study of the structure and function of the systems of the human body: endocrine, digestive, respiratory, cardiovascular, lymphatic, urinary, and reproductive. Three lectures and one two-hour lab per week. (Prerequisite: BIO 210 or consent of instructor) (F/S)

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 ES 250. (S)

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. Class usually meets outdoors for the three-hour lab session per week. Crosslisted with ES 275. (F)

312 Microbiology 4 cr

Study of morphology, physiology, and activities of micro-organisms. Three lectures and one two-hour lab per week. (Prerequisite: one year of college chemistry) (F/S/SS)

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 the globally interconnected society in the future. (Prerequisites: BIO 151F5/152F5 or equivalent or consent of instructor) Crosslisted with HIST 333 and ES 333. (F)

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 linked to laboratory experiences. (Prerequisites: BIO 151F5 and 152F5 or consent of instructor) (F/S)

NATURAL SCIENCE

- 352 Organismal Zoology** 4 cr
Focuses on the study of animals living in our biosphere. Topics include a survey of the major animal phyla, 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 linked to laboratory experiences. (Prerequisites: BIO 151F5 and 152F5, or consent of instructor) (F/S)
- 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 goal is to enhance and develop students' understanding and application of core genetic principles through problem-solving. (Prerequisites: BIO 151F5, 152F5 and MATH 111, or consent of instructor) (F/S)
- 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, discussion, and laboratory. (Prerequisites: BIO 151F5, 152F5 and one year of chemistry) (S)
- 406 Medical Microbiology** 4 cr
Immunological principles of host-parasitic relationships and pathogenic bacteria, protozoans, helminths, fungi, and viruses. Three lectures and one two-hour lab per week. (Prerequisite: BIO 212 or equivalent or consent of instructor) Offered in alternate years. (S)
- 408 Immunology** 3 cr
Study of innate and acquired resistance to disease, as well as serological reactions, transplantation and tumor immunity, and auto-immune disease. (Prerequisite: BIO 212 or equivalent or consent of instructor) Offered in alternate years. (S)
- 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) (F/S)
- 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 animal 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. Two lectures per week and one three-hour laboratory. (Prerequisites: BIO 151F5/152F5 or consent of instructor) Crosslisted with PSY 430 (S)
- 445 Biological Psychology** 4 cr
Crosslisted with PSY 445. (Prerequisite: BIO 152F5 or consent of instructor)
- 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) (F) Crosslisted with ES 450.
- 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)
- 479 Independent Study** 1-3 cr
The study of selected topics in biology under the direction of a faculty member in the department. (Prerequisite: consent of instructor)
- 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. (Prerequisites: four semesters of biology) (F)

NATURAL SCIENCE

489 Field/Laboratory Research 1-3 cr
 Opportunities are available for students to engage in biological research through collaborative student-faculty projects or projects done in collaboration with researchers from various local and state agencies. This course may be repeated. (Prerequisite: consent of instructor)

CHEMISTRY

110F5 Introductory Chemistry I 4 cr
111F5 Introductory Chemistry II 4 cr
 A two-semester exploration 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. CHEM 111 explores the relationships between the structures 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 courses serve to clarify and build upon lecture concepts while emphasizing laboratory techniques and safety. Intro. is not a prerequisite for any other chemistry course at Edgewood College. Three lectures and one four-hour laboratory/discussion per week. (Prerequisites: placement into ENG 110; placement into MATH 101 or equivalent; proficiency in problem-solving; high school chemistry or equivalent is recommended; CHEM 110F5 is a prerequisite for CHEM 111F5) (F/S)

120F5 General Chemistry I (F) 4 cr
121F5 General Chemistry II (S) 4 cr
 A two-semester introduction to fundamentals and principles of chemistry, including, but not limited to, atomic and molecular structure, measurement, chemical bonding, stoichiometry, states of matter, chemical reactions, kinetic molecular theory, chemical thermodynamics, properties of solutions, chemical equilibrium, electrochemistry, nuclear chemistry, laboratory techniques, chemical safety, experimental inquiry, and an introduction to main group, transition metal, and organic chemistry. Three lectures and one four-hour

laboratory/discussion 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 120F5 is a prerequisite for CHEM 121F5)

321 Organic Chemistry I (F) 4 cr
323 Organic Chemistry II (S) 4 cr
 Topics include the structure and physical properties of organic compounds, stereochemistry, reaction mechanisms, and structure-reactivity relationships. Laboratory 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 special emphasis on nuclear magnetic resonance and infrared spectroscopy). Three lectures and one four-hour laboratory per week. (Prerequisites: CHEM 121F5 with a minimum grade of C; CHEM 321 is a prerequisite for CHEM 323)

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 molecular genetics. Previous or concurrent registration in courses in biological science is strongly recommended. (Prerequisites: CHEM 120F5 and 121F5; CHEM 321 and 322) (F)

351 Analytical Chemistry 4 cr
 A survey of analytical techniques including chromatography, spectroscopy, gravimetric, and volumetric analysis and electrochemistry. Three lectures and one laboratory per week. (Prerequisite: CHEM 121F5)

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.

NATURAL SCIENCE

361 Physical Chemistry 3 cr

An introduction to laws of thermodynamics, Maxwell's thermodynamic relations, properties of states of matter and dynamics, and classical statistical mechanics. (Prerequisites: CHEM 121F5, PHYS 201F5, and PHYS 202F5) Crosslisted with PHYS 361.

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. One lecture and one three-hour lab per week. (Prerequisites: CHEM 323 and CHEM 351) (S)

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) (S)

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 and 340 with minimum grades of C) Offered in alternate years (S)

421 Advanced Biochemistry Laboratory 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) Offered in alternate years (S)

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. (Prerequisite: CHEM 323) Offered in alternate years (F)

471 Inorganic Chemistry II 2 cr

A survey of inorganic reaction mechanisms, spectroscopy, symmetry, and organometallic and

solid state chemistry. Two lectures per week. (Prerequisite: CHEM 371) (F)

379, 479 Independent Study 1-3 cr

Independent reading and research developed by the student with the approval and direction of the instructor and consent of the Department. (Topics and credits to be arranged)

480 Chemistry Seminar 1 cr

A seminar course that presents upper-level chemistry majors with an opportunity to practice scientific communication skills and participate in discussion of topics in current science research with fellow students and faculty. The primary course requirement is a presentation on a topic from the primary chemical literature. One seminar-format meeting per week. (Prerequisites: four semesters of chemistry)

489 Undergraduate Research 1-3 cr

Opportunities for students to engage in research collaboratively with faculty or with researchers from other agencies. (Prerequisite: consent of instructor) This course may be repeated.

GEOSCIENCE

102F5 Introduction to Earth Science I 4 cr

103F5 Introduction to Earth Science II 4 cr

A two-semester study of the earth, its surface features, structure, atmosphere, and oceans, and the forces that 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. Three lectures and one laboratory period per week. (Prerequisites: placement into ENG 110; placement into college-level mathematics; GEOS 102F5 is a prerequisite for GEOS 103F5) (F/S)

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, invertebrates, and vertebrates; plate tectonics; and geologic history of the Upper Midwest. Three lectures and one laboratory per week, plus required field trips. (Prerequisite: GEOS 102F5 or consent of instructor) (S)

NATURAL SCIENCE

206 Environmental Geology 3 cr
Application of the geosciences to problems resulting from society's interaction with the physical environment. Emphasis is 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 ES 206. Offered in alternate years (S)

301 Weather and Climate 4 cr
Nature and variability of wind, temperature, clouds and precipitation, storm systems, fronts, thunderstorms, tornadoes and their prediction, air composition and pollution, global winds, seasonal changes, and climate and climatic change. Three lectures and one laboratory per week. (Prerequisite: MATH 111 or consent of instructor) (F)

379, 479 Independent Study 1-3 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 instructor)

489 Undergraduate Research 1-3 cr
Opportunities are available for students to engage in geological research through collaborative student-faculty research projects or projects done with researchers from various governmental agencies. This course may be repeated. (Prerequisite: consent of instructor)

PHYSICS

Course format for introductory physics courses: integrated lecture and laboratory components; shift of focus from teaching to learning and bringing students onto the "center stage" of learning. Classes are held in a laboratory setting with ready access to experimentation and testing of concepts introduced. Computers are used as tools for interfacing with equipment, simulations, spreadsheet calculations, and multimedia presentations. Students follow a guided discovery approach to build on the concepts learned through hands-on activities involving measurement, modeling, and calculations.

130F5 General Physics I (F) 4 cr
131F5 General Physics II (S) 4 cr

A two-semester introductory sequence 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, modern physics, and their applications. Three two-hour sessions per week. (Prerequisite for 130F5 is high school algebra including trigonometry or equivalent; placement into MATH 111; MATH 112 or equivalent recommended, or consent of instructor. Prerequisite for 131F5 is 130F5 or consent of the instructor.)

201F5 College Physics I (S) 4 cr
202F5 College Physics II (F) 4 cr

A two-semester, calculus-based introductory sequence for pre-engineering, mathematics, and other science majors. The first semester includes principles and applications of mechanics. The second semester includes principles and applications of electricity and magnetism. Three two-hour sessions per week. (Prerequisites for 201F5 are MATH 231 and concurrent registration in or prior completion of MATH 232. Prerequisites for 202F5 are 201F5 or equivalent and concurrent registration in or prior completion of MATH 233)

250 Survey of Astronomy 4 cr
Modern exploration of the physical universe. Topics include the sky and celestial motions, our solar system, nebulae, galaxies, and cosmology with emphasis on origin and evolution. Three lectures and one laboratory per week. (Prerequisite: MATH 112 or consent of instructor) (S)

271 Physics: A Historical Perspective 3 cr
A general course suitable for anyone interested in the historical aspects of scientific developments from classical to the modern periods. Familiarizes students with the lives and times of the great scientists and how they brought about revolutions in scientific thinking. (F)

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

NATURAL SCIENCE

theory and special relativity; introduction to the generalized-coordinate formalisms of Lagrange and Hamilton. (Prerequisites: PHYS 202F5 and concurrent registration in or prior completion of MATH 331)

320 Electromagnetism and Optics 3 cr
Electrostatic fields; capacitance and dielectrics; magnetostatics; electromagnetic induction; Maxwell's equations and electromagnetic waves; basics of geometric and physical optics. (Prerequisites: PHYS 310 and MATH 331)

350 Scientific Computing 3 cr
Introduces computing tools useful in solving scientific problems. The strategy will be to consider a variety of techniques of tackling scientific calculations such as spreadsheets, symbolic packages, and using 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)

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.

361 Thermal Physics 3 cr
An introduction to the laws of thermodynamics, Maxwell's thermodynamic relations, properties of states of matter and dynamics, and classical statistical mechanics. (Prerequisites: CHEM 121F5, PHYS 201F5 and PHYS 202F5) Crosslisted with CHEM 361.

379, 479 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)

489 Undergraduate Research 1-3 cr
Opportunities are available for students to engage in physics research through collaborative student-faculty projects or projects done with researchers from various governmental agencies. This course may be repeated. (Prerequisite: consent of instructor)

NURSING

The Nursing Department 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 Department 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.

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 Nursing Department Office or online on the Nursing Department 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
- CA 101 Speech
- PHIL 101 Logic: Critical Thinking
- PSY 101F4 General Psychology

Four of the following science courses:

- CHEM 110F5 and 111F5 Introduction to Chemistry I and II, 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 Nursing Department requirements for support courses in the major.

Policies For Admission

Effective Fall 2006, 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 Department 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 Nursing Department 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:

- One year of high school chemistry or one semester of pre-college chemistry with grade of C or better
- High school math through Algebra II with grade of C or better
- ACT scores of 18 or better in the following subcategories: English, Math, Science Reasoning. The Algebra/Coordinate Geometry sub-test score for math must be a 10 or better.
- 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 Intro. to Chemistry II. 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

- 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.
- 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. 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 Nursing Department 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. 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 Nursing Department 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, a cumulative GPA of 2.5 in nursing, and a cumulative GPA of 2.5 in the required science and math courses. 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 Department 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 department 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. 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 in required science and math courses is required for admission 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 Nursing Department any decisions affecting their admission or progression in the nursing major.

ASSESSMENT

The Department 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 5 science courses must be completed before beginning coursework in the nursing major in NURS 210/211.

- CHEM 110F5 Intro. to Chemistry I
- CHEM 111F5 Intro. to Chemistry II
- BIO 210 Anatomy & Physiology I
- BIO 211 Anatomy & Physiology II– Must be completed concurrently with or prior to NRS 210/211
- BIO 212 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 310/311
- PSY 101F4 General Psychology– Prerequisite for NRS 210/211
- PSY 345 Lifespan Development - Must be completed concurrently with or prior to NRS 340/341
- A social science course other than psychology

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 340 Professional Nursing: Long Term Health Issues
- NRS 341 Collaborative Practice in Long Term Care
- NRS 390 Research in Professional Nursing

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 computer competency requirement is fulfilled in NRS 210/211

GRADUATE PROGRAM IN NURSING

The Department of Nursing offers a Master of Science in Nursing with a choice of concentrations in Nursing Administration, Nursing Education or Nursing as a Health Ministry. Further information about the Master's degree and graduate courses in nursing may be obtained from the Graduate Programs office, the Chairperson of the Department of Nursing and the Graduate Catalogue.

COURSES OFFERED

Courses that are generally taught in the Fall semester will be followed by (F); those generally taught in Spring will be followed by (S), and those generally taught in the Summer will be followed by (SS). Contact the department in instances where this information is not provided.

210 Foundations of Professional Nursing 4 cr
A seminar course introducing the curriculum strands within a framework of caring. Concepts providing the foundation of the nursing curriculum include health, client/person, professional nursing, environment and critical thinking. Overview of levels of prevention, nursing theories and therapeutic communication are addressed. (Prerequisites: ENG 110, CA 101,

PHIL 101, PSY101F4, 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)

211 Caring: Nursing Assessment and 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; PSY 101F4; Taken concurrently with NRS 210; may be taken concurrently with BIO 211 or BIO 212). (F/S)

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 with NRS 311, BIO 410, NRS 312) (F/S)

311 Caring: Adult Health Nursing 4 cr
Combines lab and clinical to develop physical assessment skills, application of therapeutic interventions and critical thinking, emphasizing assessment and planning. Experiences to further develop psychosocial assessment and development of nurse/client relationships are provided. Major focus is on adult clients in an acute care setting. (Prerequisites: NRS 210, 211; concurrent with NRS 310, BIO 410, NRS 312) (F/S)

312 Pharmacology 2 cr
A survey of pharmacology that provides a preclinical foundation for the scientific study of drugs. Includes study of the major drug classes and explores their pharmacological action on biological systems at physiological and molecular levels. The course also reviews principles and concepts derived from research, which are necessary for understanding drug effects. (Prerequisites: CHEM 110F5/111F5, BIO 210/ 211 or consent of instructor) (F/S)

NURSING

- 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 PSY 345) (F/S)
- 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 PSY 345) (F/S)
- 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: NRS 310/311; concurrent with NRS 340/341) (F/S)
- 391 Field Study** 1-4 cr
- 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's, adolescents' and women's health are examined. (Prerequisites: NRS 340, 341, PSY 345; concurrent with NRS 411) (F/S)
- 411 Caring: Families in Transition** 4 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 with NRS 410) (F/S)
- 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)
- 430 Holistic Approaches to Healing** 3 cr
Examination of the relationship of body, mind, and spirit within the fields of health, healing, and nursing. A variety of complementary therapies are discussed. Open to nursing and non-nursing students.
- 440 Adult Health: Advanced Concepts in Acute Care** 2 cr
A 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. (Prerequisites: NRS 410, 411, 412, or consent of instructor) (F/S)
- 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: NRS 410, 411, 412, Social Science elective; concurrent with NRS 461) (F/S)
- 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 : NRS 410, 411, 412, Social Science elective; concurrent with NRS 460) (F/S)
- 479 Independent Study** 3 cr

PHILOSOPHY

MINOR

Eighteen credits, arranged between the Department and the student, including PHIL 479. A minimum of 9 credits must be completed at Edgewood.

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.

POLICIES

PHIL 101 Logic: the Practice of Critical Thinking is offered every semester. Foundations courses, indicated by an “F7,” fulfill requirements in the General Education curriculum. Two Foundation courses 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 summer offerings.

COURSES OFFERED

Courses that are usually taught in the Fall semester will be followed by (F); those usually taught in Spring will be followed by (S); and those usually taught in the summer will be followed by (SS). Contact the department in instances where this information is not provided.

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)

102F7 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 experience, and the quest for truth. (Prerequisite: PHIL 101) (F/S)

103F7 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)

104F7 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)

105F7 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)

106F7 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 206. (F)

107F7 Philosophies of Earth 3 cr
What is our relationship to our earth home and all the beings who share it? This course studies

PHILOSOPHY

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 ES 107F7. (S)

112F7 Foundations of Chinese Philosophy 4 cr
An examination of the fundamental characteristics and diversity of viewpoints that constitute Chinese philosophy. Basic philosophical principles and their application to various aspects of Chinese life, its culture and civilization as a whole. Specific thinkers, problems, and schools of thought are surveyed. (Prerequisite: PHIL 101) Crosslisted with HIST 112F6.

250F7 History and Philosophy of Science
Provides an introduction to the nature of scientific knowledge, the process and products 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 instructor) Crosslisted with NATS 250F7. (S).

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)

306 Philosophy of Peace and Justice 3-4 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 gives 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 includes a service-learning project in the local community and culminates with a travel seminar to the U.N. in New York City. (Prerequisite: PHIL 101) Crosslisted with HI 404. (S)

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)

400 Metaphysics 3 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 Foundations course in philosophy)

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 Foundations course in philosophy)

479 Independent Study in Philosophy 1-3 cr
Research into a philosophical theme related to a student's major field. Required of philosophy minors. (Prerequisite: PHIL 101)

PSYCHOLOGY

MAJORS

Psychology
 Psychology with concentrations in
 Industrial/Organizational Psych.
 Human Services
 Clinical/Counseling

MINORS

Psychology
 Industrial/Organizational Psychology

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 of developing intellectual competence and a sense of responsibility for service.

Requirements for the major are 34 credits:

1. Required core courses:

- PSY 101F4 General Psychology
- PSY 369 Statistics for Social Science 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 383A 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 286 Psychology of Women
- PSY 287 Psychology of Gender
- PSY 300 Psychology of Personality
- PSY 310 Psychology of Intimate Relationships
- PSY 325 Introduction to the Psychology of Work and Organizations
- PSY 340 Abnormal Psychology
- PSY 349 Social Psychology
- PSY 388 Perception, Memory, and Cognition

4. At least one Applications of Psychology course*:

- PSY 324 The Helping Relationship
- PSY 330 Psychology of Management
- PSY 335 Human Relations in Organizations
- PSY 380 Introductions to Psychotherapy
- PSY 383 Multicultural Counseling
- PSY 386 Psychological Assessment
- PSY 387 Psychology of Human Sexuality
- PSY 390 Group Psychotherapy
- PSY 401 Psychology of Motivation in Organizations
- PSY 486 Introduction to Marital and Couple Therapy
- PSY 487 Introduction to Family Therapy
- PSY 489 Approaches to Training and Development in Organizations

* 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.

Industrial/Organizational (I/O) Concentration

Students who want to work in organizations as human resources specialists, performance managers, and organizational change agents may choose a psychology major with an Industrial/Organizational (I/O) concentration.

Requirements are 34 credits, as follows:

1. Required core courses:
 - PSY 101F4 General Psychology
 - PSY 369 Statistics for Social Science or MATH 121 Statistics
 - PSY 378 Research Methods in Industrial/Organizational (I/O) Psychology
 - PSY 495D Industrial/Organizational Internship
 - PSY 498 Evaluating Psychological Research
 2. Industrial/Organizational core courses:
 - PSY 325 Introduction Industrial/Organizational Psychology
- AND at least three from the following:
- PSY 330 Psychology of Management
 - PSY 335 Human Relations in Organizations
 - PSY 401 Psychology of Motivation
 - PSY 489 Approaches to Training and Development in Organizations
3. One of the following Human Development courses:
 - PSY 345 Life-Span Development
 - PSY 440 Psychology of Adulthood and Aging
 4. One of the following Topics and Applications courses:
 - PSY 300 Psychology of Personality
 - PSY 386 Psychological Assessment

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 Statistics for Social Science 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 of Human Services
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 383B Multicultural Counseling or SOC 309 Race and Ethnicity

PSYCHOLOGY

- PSY 385G Drug Addiction or SOC 220 Alcohol and Drug Abuse
- PSY 386 Psychological Assessment
- PSY 387 Psychology of Human Sexuality
- PSY 486 Introduction to Marital and Couple Therapy
- PSY 487 Introduction to Family Therapy

Clinical/Counseling Concentration

The Clinical/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 34 credits as follows:

1. Required core courses:
 - PSY 101F4 General Psychology
 - PSY 369 Statistics for Social Science or MATH 121 Statistics
 - PSY 375 Research Methods in Psychology
 - PSY 445 Biological Psychology
 - PSY 495A Counseling Internship or PSY 495F Diversity Internship
 - PSY 498 Evaluating Psychological Research
2. All of the following Clinical/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 383A Youth Development and Culture
 - PSY 440 Psychology of Adulthood and Aging

4. At least one Clinical/Counseling Applications course:
 - PSY 324 The Helping Relationship
 - PSY 383B Multicultural Counseling
 - PSY 385D Forensic Psychology
 - PSY 385G Drug Addiction
 - PSY 387 Psychology of Human Sexuality
 - PSY 390 Group Psychotherapy
 - PSY 486 Introduction to Marital and Couple Therapy
 - PSY 487 Introduction to Family Therapy

PSYCHOLOGY MINOR

Twenty credits in psychology, to include PSY 101F4 General Psychology.

INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY MINOR

Twenty credits in Psychology, to include PSY 101F4 and any 4 of the following: PSY 325, 330, 335, 378, 386, 401, 489.

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.

COURSES OFFERED

101F4 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)

200 Computers for the Social Sciences 1 cr

An introduction to computer usage necessary for social science courses, including computer basics (disks, drives, files), the Edgewood LAN (MENU, DOS and Program Editor), presentational software, a statistical package, and overview of data types. Crosslisted with SS 200. (F/S)

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 practicum in working with children is required. Crosslisted with ED 210. (F/S)

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)

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)

285 Topics in Psychology 4 cr

A different topic in psychology will be examined in each topics course.

285R Independent Research 1-4 cr

Enables students to work 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.)

286 Psychology of Women 4 cr

Familiarizes students with major themes and writings in the field. Examines concepts of femininity/masculinity, biology, gender socialization, development, relationships, therapy, and sexuality. Crosslisted with WS 286.

287 Psychology of Gender 4 cr

Empirical and theoretical issues in the study of gender. Specific issues include gender myths and stereotypes, female-male similarities and differences, the possible causes of gender differences, as well as the implications of gender for interpersonal relationships, physical and mental health, sexuality, and violence, among other topics. Emphasis is on combining theoretical, scientific, and personal avenues of inquiry to decode and understand issues, evidence, and messages about gender. Crosslisted with WS 287.

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 sociocultural influences on personality will be considered. (Prerequisite: PSY 101F4)

310 Psychology of Intimate Relationships 4 cr

Emphasizing the experience of the individual in the context of intimate others, this course examines dating, courtship, marriage, and family life from theoretical, empirical and applied perspectives. Topics covered include dating and mate selection, sexual intimacy, gender roles and power, communication and conflict resolution, definitions of and trends in marriage and the

PSYCHOLOGY

family, the systems perspective of family life, families in cultural context, parenthood, family stress and coping, divorce, single parenting, and stepfamilies. Practical principles intended to maximize individual growth and strengthen intimate relationships are considered.

324 The Helping Relationship 3 cr

An examination of the role of the professional in helping relationships. Focus is on 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)

325 Introduction to Industrial/ Organizational (I/O) Psychology 4 cr

Investigates the behavior of persons in the workplace, particularly social influences that affect the individual in work organizations. Attention is given to the role of work in the life of the person and the returns which people expect from their jobs. Topics covered include the importance of pay and other benefits, various motivations to work, communication in organizations, leadership and management styles, work redesign, and other factors influencing job satisfaction, personal fulfillment and productivity. (Prerequisite: PSY 101F4 or consent of instructor) (F)

330 Psychology of Management 4 cr

Explores the functions of managers in organizations, managerial characteristics, dynamics, and processes. Issues examined include directing and producing, innovating and brokering, monitoring and coordinating, and facilitating and mentoring. (Prerequisite: PSY 101F4 or consent of instructor) (F)

335 Human Relations in Organizations 4 cr

A study of individual and interpersonal behavior in the work world. Topics covered include communication techniques, conflict, group processes, and improving human relations skills. (Prerequisite: PSY 101F4 or consent of instructor.)

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)

345 Life-Span 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)

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 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)

369 Statistics for Social Science 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. Prerequisite: Completion of or concurrent enrollment in a Foundations math course. Crosslisted with SS 369. (F/S)

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)

378 Research Methods in

Industrial/Organizational Psychology 4 cr

An examination of research methods, such as surveys, case studies, field experiments, etc. In addition to classroom experiences, students design and conduct a research project in which a problem is defined, an hypothesis is formulated, data are collected and analyzed, and a summary report is constructed using APA writing conventions. (Prerequisite: PSY 369 or MATH 121).

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)

382 Multicultural Counseling

Provides students with 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 the ethical issues involved in working different multicultural groups. (Prerequisite: PSY 101F4 or consent of instructor.)

383 Topics in Psychology and Culture 4 cr

A review of important theoretical and methodological issues in the area of cross-cultural and multicultural psychology. Examines cultural issues which are either not covered in the curriculum or which deserve more in-depth treatment than is possible in a regular course. Topics may include: Asian American psychology; youth development and culture; psychological interventions and cultural diversity; multicultural counseling; lesbian, gay, and bisexual identities over the lifespan. (Practicum may be required.)

385 Topics in Psychology 4 cr

A different topic in psychology will be examined in each topics course. (Prerequisite: PSY 101F4)

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 101F4)

387 Psychology of Human Sexuality 4 cr

Designed to give students background and understanding of the contemporary issues in the field, providing a theoretical and practical basis for students who plan to go on for an advanced degree in the helping fields. Also provides a broad perspective on sexuality and human relationships for those interested in a general psychology background. (Prerequisite: PSY 101F4)

388 Perception, Memory, and Cognition 4 cr

Examines 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. 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 101F4)

389 Men and Masculinities 4 cr

This is a course for both women and men. Men are powerfully affected by the experiences of growing up male and having people respond to them as male. 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 include gender socialization, gender roles and stereotyping, boyhood, the privileges and perils of collegiate masculinities, portrayals of men and health, intimacy and power issues with women, male sexualities, and male violence. Students are 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.

PSYCHOLOGY

- 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 101F4, PSY 380) (S)
- 401 Psychology of Motivation in Organizations** 4 cr
An examination of the development of motives in adulthood, group attractions and pressures, general problems of motivation, basis of motives, changing motives and conflicts. Special attention to work settings and management motivational concerns. (Prerequisite: PSY 101F4 or consent of instructor)
- 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. Two lectures per week and one three-hour lab. (Prerequisites: BIO 152F5 or consent of instructor.) Crosslisted with BIO 430. (S)
- 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 101F4)
- 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 BIO 445. (F/S)
- 479 Independent Study** 0-3 cr
Topics and credits will be determined and approved by the Department of Psychology.
- 483 Topics in Psychology and Culture** 4 cr
An in-depth review of important theoretical and methodological issues in the areas of cross-cultural and multicultural psychology. Examines cultural issues that are either not covered in the curriculum or that deserve more in-depth treatment than is possible in a regular course. Possible topics may include: race, ethnicity, class, and power; ethnographic research. (Practicum may be required.)
- 485 Topics in Psychology** 4 cr
A different topic in psychology will be examined in each topics course.
- 486 Introduction to Marital and Couple Therapy** 4 cr
Provides students with the knowledge of the theory and practice of working with couples in a therapeutic relationship. Designed for students with an interest in psychotherapy and provides a strong foundation for graduate study in this field. (Prerequisites: PSY 101F4 and PSY 380 or PSY 324)
- 487 Introduction to Family Therapy** 4 cr
Addresses the major concepts of the field including both theory and application of family therapy. Practical applications and demonstrations given in class foster the student's beginning skills as a therapist. (Prerequisites: PSY 101F4 and PSY 380)
- 489 Approaches to Training/ Development in Organizations** 4 cr
A review of the application of learning principles in organizational settings. Attention is given to processes such as learning needs analysis, instructional design and development, implementation, evaluation, and maintenance. Emphasis is placed upon the important connection between training/development and its organizational context.
- 495A-F Guided Experiential Learning (GEL) Internships** 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 credit for graduation. A student may complete multiple internships but a maximum of six internship credits can be counted toward the major. Students contract with individual faculty members for internships. The nature and extent of the contracted experience will determine the number of credits. Internships are available in the following areas. (Prerequisite: consent of instructor) (F/S)

495A Counseling Internship

Students work in a setting offering psychological services. (Prerequisite: PSY 324 or 380)

495B Research Internship

Students work with individual faculty members on empirical research.

495C Human Services Internship

Students 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.

495D Industrial/Organizational Internship

Students work in an organizational setting doing human resources and other work appropriate to I/O psychology.

495E Broad Field Psychology Internship

Encompasses experiences not necessarily covered in the above internships.

495F Diversity Internship

Research or human services work with diversity issues and/or with diverse populations.

498 Evaluating Psychological Research 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; PSY 378 for students in Industrial/ Organizational Concentration; declaration of major and senior status.) (F/S)

499 Workshops

0-4 cr

RELIGIOUS STUDIES

MAJORS

Religious Studies

Religious Studies with concentrations in:

Biblical Studies

Christian Ministries

Religious Education

Pre-Theological

Catholic/Christian Studies

Religious Studies Teaching

MINORS

Religious Studies

Religious Studies Teaching

Religious Studies at Edgewood is rooted in the Dominican Catholic intellectual and theological traditions where “faith seeks understanding.” Through academic inquiry, scholarly research, experiential/community-based learning, and intellectual reflection, we enable students to examine the religious dimensions of human experience, to harmonize their own religious commitments and traditions with their intellectual, critical and cultural development, and to deepen their own spiritualities with a vision toward justice and peace. The Department also calls the entire community to study, respect, and learn from the experiences, commitments and spiritualities of other religious traditions as essential to the Dominican search for truth.

A variety of career options is available for Religious Studies majors in religiously affiliated hospitals, medical institutions, religious publishing, broadcasting organizations, social service agencies, and many businesses.

Students planning a major or minor in Religious Studies should consult with an advisor in the Religious Studies Department at the beginning of the program. Normally, a minimum of 18 credits for the major and 12 credits for the minor must be taken in Religious Studies at Edgewood. Any transfer of credits is subject to evaluation by the Department.

To meet individual goals and needs, suitable adaptations of the following programs may be arranged.

RELIGIOUS STUDIES MAJOR

Thirty-four credits, including five Religious Studies core courses:

- 210AF8 Introduction to the Literature of the Bible: Hebrew Scriptures
- 210BF8 Introduction to the Literature of the Bible: Gospels
- 225F8 Introduction to Major Religious Traditions
- 230F8 History of Christianity

One course that deals with ethical values and morality, plus a total of 14 additional credits* selected from the following areas:

- Area A:** from 0 to 10 credits selected from
- 210CF8 Introduction to Literature of the Bible: 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:** from 0 to 10 credits selected from
- 220-223 Jewish Life and Thought
 - 224F8 Introduction to Christian Thought
 - 250F8 Catholicism
 - 265F8 Religious Traditions of the East
 - 341 Catholic Theology for the 21st Century
 - 343 Women and Religion
 - 442 Reformation and Counter-Reformation
 - 451-456 Topics in Religious Studies

Area C: from 4 to 18 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
- 331 Christian Worship
- 345 Religion and Society
- 431 Sacraments
- 451-456 Topics in Religious Studies

*Note: the total of 34 credits normally includes a minimum of 16 credits in one area and a minimum of 8 in each of the other two areas. The remaining 2 credits are also selected from one of these three areas.

RELIGIOUS STUDIES MAJOR WITH CONCENTRATIONS

Electives for the concentrations are chosen in consultation with the student's academic advisor.

Biblical Studies Concentration

For those interested in scripture and/or primary religious literature preliminary to ministry, graduate school or seminary. A minimum of 34 credits in Religious Studies, including RS 210A, 210B, 210C, 220 and/or 221 and/or 222, 414.

Supplemental course work is available at UW-Madison. Biblical Hebrew and/or Greek may be taken as electives beyond the 34 credits and are available at UW.

Christian Ministry Concentration

For those planning ministry in youth ministry, campus ministry, family ministry, pastoral ministry, liturgical ministry, pastoral musicianship, social justice ministry, church administration:

1. A minimum of 34 credits in Religious Studies including 210A, 210B, 225, 230, 224 or 250, 240 or 242, 331 and a total of 6 additional credits selected from areas A, B, C.
2. Admission to a professional program in Christian ministry, including pre- and paraprofessional seminar experiences, with additional courses selected from 484, 490, 485B beyond the 34-credit requirement.
3. A minor, concentration, or electives appropriate to the specific ministry taken in Education, Psychology, Social Sciences, Music, Art, Communications, Business.

Religious Education Concentration

For those planning to serve as directors or coordinators of religious education, adult education, rite of Christian initiation of adults, and/or teaching or leadership in parochial schools:

1. A minimum of 34 credits in Religious Studies including 210A, 210B, 225, 230, 250 or 341, 240 or 242, 331, 431 and at least 2 additional credits selected from areas A, B, C.
2. Admission to a professional program in religious education ministry, including pre- and paraprofessional seminar experiences, with additional courses selected from 484, 490, 485B beyond the 34-credit requirement.
3. A minor, concentration or appropriate electives in Education and/or Psychology.

Pre-Theological Concentration

Those who wish to prepare for graduate theological work or seminaries should consult with those schools for prerequisites and requirements which may be met at the undergraduate level.

1. A minimum of 34 credits in Religious Studies including 210A, 210B, 225, 230, 224 or 250, 240 or 242, and a total of 10 additional credits selected from areas A, B, C.
2. A minor, concentration or appropriate courses from Philosophy, History, and Foreign Languages.

RELIGIOUS STUDIES TEACHING MAJOR

Students planning to teach in secondary or elementary schools, whether public or private, should consult the appropriate certification requirements and work with the Education Department to meet requirements in that area, as well as in religious studies content areas.

Ordinarily, the following are required:

1. A minimum of 34 credits in Religious Studies, including RS 210A, 210B, 225, 230, 265;
2. Four to eight credits in contemporary moral issues, choosing from RS 240, 242, 305/405, 451-456;
3. Two to four credits from RS 345, 451-456;
4. Two to eight additional credits selected from areas A, B or C in Religious Studies;
5. Completion of the Education professional requirements and the licensing requirements for teacher education. (See EDUCATION)

RELIGIOUS STUDIES MINOR

1. A minimum of 18 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 the RS minor advisor.

RELIGIOUS STUDIES TEACHING MINOR

1. A teaching major in some field for secondary or middle/secondary education;
2. Eight credits from each of the areas A, B and C. Appropriate courses ordinarily include RS 210A, 210B, 225 and 240;
3. The appropriate Education courses. (See EDUCATION)

COMPUTER COMPETENCY

Religious Studies majors must demonstrate the competencies and complete the Computer Competency checklist available from the Religious Studies Department.

COURSES OFFERED

Courses that are generally taught in the Fall semester will be followed by (F); those generally taught in Spring will be followed by (S). Contact the department in instances where this information is not provided. Starred (*) courses are usually over and above the major, minor, or general requirement.

210F8 An Introduction to Literature of the Bible (A) 4 cr

A survey of the Bible using modern literary methods, recent historical and archaeological findings highlighting themes of justice, religious experience, and the development of Jewish and Christian faith traditions. Offered as 210AF8 Hebrew Scriptures, 210BF8 Gospels, 210CF8 Acts/Letters. Crosslisted with ENG 230. (F/S)

RELIGIOUS STUDIES

- 218F8 Images of Faith in Literature and Film (C)** 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)
- 220, 221, Swarsensky Chair**
222, 223 Selected Topics: Jewish Life and Thought 2 cr each
These courses consider 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)
- 224F8 Introduction to Christian Thought (B)** 4 cr
An investigation of contemporary Christian thinking about human experience, God, creation, Jesus, spirit, community, worship, spirituality, peace, justice and other religions. (S)
- 225F8 Introduction to Major Religious Traditions (B)** 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)
- 230F8 History of Christianity (B)** 4 cr
A survey of major historical events affecting 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)
- 240F8 Christian Responsibility and Moral Development (C)** 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)
- 242F8 Moral Responsibility and Medical Ethics (C)** 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)
- 247F8 Christian Religious Experience (C)** 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. Crosslisted with WS 247. (F/S)
- 250F8 Catholicism (B)**
An interdisciplinary, multicultural, experiential, historical, and theological introduction to Catholicism in the 21st century. (F)
- 265 Religious Traditions of the East (B)** 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)
- 279 Independent Reading and Research in Religious Studies** 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)
- 305 Human Issues Seminar in Religion and Public Life I** 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)

RELIGIOUS STUDIES

- 331 Christian Worship (C)** 4cr
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 and seasons, places and spaces, signs and symbols, proclamations and prayers, meals and music, passages and journeys, ministries and mission. Offered in alternate years (S)
- 341 Catholic Theology for the 21st Century (B)** 4 cr
An investigation of principal themes in Catholicism using Church documents and the writings of contemporary Catholic theologians. (Prerequisites: RS 224 or 250; Religious Studies major; consent of the instructor) Offered in alternate years. (S)
- 343 Women and Religion** 4 cr
A study of women's issues in a variety of religious traditions from a feminist perspective including, Judaism, Christianity, Islam, Native American, Eastern traditions and goddess religions. Autobiography, feminist interpretation of scripture and women's spirituality are included. Crosslisted with WS 343.
- 345 Religion and Society (C)** 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.
- 379 Independent Reading and Research in Religious Studies** 1-4 cr
Topics and credits to be approved by the Department of Religious Studies. (Prerequisite: F8 course and a RS major or minor.)
- 380* The Teaching of 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: RS major or minor, or consent of the instructor)
- 405 Human Issues Seminar in Religion and Public Life II** 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)
- 414 Scripture: Advanced Study (A)** 4 cr
An advanced detailed study of specific books or themes in scripture. (Prerequisite: RS 210A and B or equivalent, consent of the instructor)
- 422 The Reformation and Counter-Reformation (B)** 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.
- 429* The Teaching of Religious Studies: Grades 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.
- 431 Sacramental Celebrations (C)** 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).
- 451-456 Selected Topics in Religious Studies** 2-4 cr
A study of contemporary topics in religious thought, including theology, scripture, spirituality, interpersonal ethics, sociology of religion.
- 459* The Teaching of Religious Studies: Grades 7-12** 2 cr
The study of curricula and methods appropriate for the teaching of religious studies in the secondary school.

RELIGIOUS STUDIES

**484* Internship in Religious Education or
Pastoral Ministry** 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.

**485B* Internship in Religious
Studies–Secondary Level** 10 cr

Crosslisted with ED 485B.

**487* Student Teaching in Religious Studies -
Secondary Level** Arr.

Crosslisted with ED 487.

490* Practicum Arr.

Practicum in religious education or Christian ministry according to the goals of the student.

495-498* Seminar Arr.

Ongoing seminar in pre-professional learning and experience.

499* Workshop in Religious Studies 2 cr

SOCIAL SCIENCE

MAJORS

Broad Fields Social Studies
 Criminal Justice
 Economics
 International Relations
 Political Science with concentrations in
 Comparative/Global Politics
 American Politics
 Law and Politics
 Political Communication
 Sociology
 Sociology with a concentration in Human
 Services

MINORS

Economics
 Political Science
 Social Studies Teaching
 Sociology

EXPECTATIONS OF THE SOCIAL SCIENCE SCHOLAR

The Department of Social Science 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 (Applied Concentration), Political Science and Sociology are required to complete the following interdisciplinary sequence of courses.

Social Science Interdisciplinary Sequence

(13 credits)

- SS 200 Computers for the Social Sciences
- SS 368 Research Methods in Social Science
- SS 369 Introduction to Statistical Analysis for Social Science
- SS 484 Senior Social Science Seminar

BROAD FIELDS SOCIAL STUDIES MAJOR

Offered jointly with the History Department with concentrations in Economics, Political Science, Sociology/Anthropology. See BROAD FIELDS SOCIAL STUDIES.

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)
2. The following courses in the Department of Social Science:
 - SOC 201F4 Introduction to Sociology
 - SOC 232 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.

PS 450 Public Administration is recommended for majors in criminal justice.

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 to specialize in either an Applied Economics or Business Economics concentration.

Applied Economics Concentration

Forty-two to 45 credits, to include the following:

1. The Social Science Interdisciplinary Sequence (13 credits)
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 231 Calculus I are recommended for students with ambitions of graduate work in economics. MATH 121

Statistics can be substituted for SS 369 for the Economics major.

Business Economics Concentration

Forty-three to 46 credits, to include the following:

1. 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.
2. Required business courses (13 credits):
 - BUS 280 Financial Accounting
 - BUS 281 Managerial Accounting
 - BUS 303 Corporate Finance
 - BUS 304 Business Law I
3. Required social science courses (9 credits):
 - SS 200 Computers for the Social Sciences
 - SS 369 Introduction to Statistics for Social Science Analysis or MATH 121 Statistics
 - SS 484E Senior Social Science Seminar

INTERNATIONAL RELATIONS MAJOR

Offered jointly with the Foreign Language Department. See INTERNATIONAL RELATIONS.

POLITICAL SCIENCE MAJOR

Forty-one to 50 credits, to include:

1. The Social Science Interdisciplinary Sequence (13 credits)
2. One of the 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 (or equivalent)

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 (or equivalent)
- 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 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 (or equivalent)
- PS 343 Constitutional Politics
- SS 371 Field Experience 1-4 credits
- PS 210 Introduction to International Relations or PS 275 Introduction to Comparative Politics
- 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 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

Required courses:

- PS 262F4 Introduction to the American Political Process
- PS 301 Political Ideas (or equivalent)
- PS 460 Media and Politics
- SS 371 Field Experience (1-4 cr)

SOCIAL SCIENCE

- PS 210 Intro to International Relations or PS 275 Intro to Comp. Politics
- CA 314 Persuasion, Promotion, and Advertising or CA 316 Mass Media and Communication

One course from the following:

- Eng 201 Journalism
- Eng 307 Investigative Reporting
- Eng 312 Advanced Journalism

Eight additional political science credits.

SOCIOLOGY MAJOR

Thirty-eight credits in sociology to include:

1. The Social Science Interdisciplinary Sequence (13 credits)
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 Department of Social Science. Individuals who wish to

obtain a minor in Economics along with a major in Business may count ECON 255F4 and 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 Department of Social Science.

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 Department of Social Science.

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

One of the following:

- ECON 255F4 Principles of Macroeconomics
- ECON 330 Comparative Economic Systems

Two of the following:

- GEO 265 Environmental Conservation
- 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).

POLICIES

Students majoring in the Department of Social Science 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 continue in the major.

Courses required for the majors may not be taken Pass/Fail.

Twelve credits of the major must be earned at Edgewood.

The Social Science Department’s computer competency requirement is SS 200 (or its equivalent).

COURSES OFFERED

Courses usually taught in the Fall semester will be followed by (F); those usually taught in the Spring will be followed by (S). Winterim courses are indicated by (W); Summer by (SS).

Interdisciplinary Social Science

200 Computers for the Social Sciences 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

SOCIAL SCIENCE

environment; freedom and national security; fundamentalism; and international relations in the global economy.

279 Independent Study 1-3 cr

368 Social Science Research 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. Offered every Fall and alternate Spring.

369 Introduction to Statistical Analysis for Social Science 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) Crosslisted with PSY 369. (F/S)

371, 372, 373, 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 and international programs. (F/S/SS)

379 Independent Study 1-3 cr

479 Independent Study 1-3 cr

484 Senior Social Science Seminar 4 cr

Reading and discussion as 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 toward the completion of a Human Issues project. An approved Senior Paper/Human Issues project proposal should be developed with the academic advisor before the beginning of the semester that the student is enrolled in SS 484. (Prerequisites: SS 368, SS 369 and Senior standing or consent of instructor) Crosslisted with HI 404 (F/S)

Anthropology

222F4 Introduction to Cultural Anthropology

An examination of the nature and diversity of human society and culture through 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.

310 Selected Topics in Anthropology 4cr

Examines areas of contemporary concern in anthropology. (F/W/S)

346 Myth and Shamanism 4cr

A cross-cultural approach to the study of belief systems with a focus on the use of myth and the practice of shamanism. Emphasis is on hunter-gatherer and horticultural experiences, but consideration is also given to the use of myth and shamanism in post-industrial societies.

366 Anthropology of Sex and Gender 4cr

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 is given to women's position in non-Western societies. Crosslisted with WS 366.

379 Independent Study in Anthropology 1-3cr

380 Seminar in Anthropology 2-4 cr

An examination of selected problems or issues providing an opportunity to examine an area of particular interest within a seminar format.

479 Independent Study in Anthropology 1-3 cr

480 Seminar in Anthropology 2-4 cr

Economics

255F4 Principles of Macroeconomics 4 cr

An introduction to economic problems that beset the world today. A brief and intensive exposure to traditional analytical tools will constitute the early part of the course. The second part will deal with macro-economic problems with special emphasis on the American economy and the international economy. (F/S/SS)

SOCIAL SCIENCE

- 256F4 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)
- 279 Independent Study in Economics** 1-3 cr
- 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)
- 310 Selected Topics in Economics** 2-4 cr
A course examining areas of contemporary concern in economics.
- 315 Health Care Economics** 2-3 cr
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)
- 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 are analyzed by means of examples such as China, Japan, Germany, Sweden and Mexico. Special attention given to problems facing developing countries, as well as the transitional economies of the former Soviet Union. Offered in alternate years. (S)
- 341A-D Topics in American Economic History** 2-4 cr
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 are offered as Session, Winterim, or Summer courses.
- 350 The Economics of Labor, Poverty and Income Distribution** 4 cr
The methodology of economics to evaluate current issues in the labor market, including unions, collective bargaining, poverty, income distribution, wage differentials, discrimination, unemployment, education, technological change, and employer monopsony power.
- 379 Independent Study in Economics** 1-3 cr
- 450 International Economics** 4 cr
An advanced course in economics with emphasis on international trade theory, open macroeconomic models, and foreign exchange markets. Economic theory is used to analyze patterns of trade and the impact of trade policy arrangements. Also, modern theories of exchange rate determination and the impact of trade imbalances on the macroeconomy. (Prerequisite: ECON 255F4 or 256F4) Crosslisted with BUS 611. (S)
- 460 Money, Banking and International Capital Markets** 4 cr
The evolution of money, the development of banking institutions, the theory and implementation of monetary policy, and recent developments in international monetary affairs. Also, international banking, the Eurocurrency market and the international monetary system. (Prerequisite: ECON 255F4 recommended) Crosslisted with BUS 772. Offered in alternate years. (F)
- 465 Readings in the History of Economic Thought** 1-4 cr
Overview of the major economic theorists in the 19th and 20th Centuries. Offered by arrangement.
- 495 Managerial Economics** 4 cr
Economic theory applied to managerial decision-making, combining 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) Crosslisted with BUS 610. (F)

Geography

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; the alternative institutional responses to these issues. A special section devoted to producer and consumer cooperatives and land trusts. (F)

279 Independent Study 1-3 cr

Human Services

300 Methods of Human Services I 4 cr
 General social work theory and micro-practice of social work, addressing individuals and families. Explores values and ethics. Introduces casework method (intake, assessment, planning, intervention, evaluation), case management, and interviewing skills. (F)

302 Social Welfare and Policy 4 cr
 Major social welfare policies and programs in the United States. Considers frameworks for evaluating and influencing social policy; current issues in social welfare services; policy advocacy skills; history and mission of the social work profession and its role in policy development. (F)

303 Advanced Social Change Skills 4 cr
 Applies general social work theory to macro-practice of social work, addressing communities and organizations. Also, principles and methods for assessing, planning and facilitating change in communities and organizations using several models. (S)

304 Group Methods 4 cr
 Applies general social work theory to mezzo-practice of social work, addressing groups. Task groups, support groups, self-help groups and organizational groups; skills for assessing, planning and facilitating small groups; group development models, leadership skills and group dynamics. (S)

400, 401 Human Services Internship 4-6 cr
 Pre-professional placement in community agency providing social work services. Allows integration of curricular content through supervised experience with diverse systems and

populations. Biweekly seminar supports placement experience and connects students from various settings. (Prerequisite: HS 300 and 302) (F/S/SS)

Political Science

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

SOCIAL SCIENCE

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. Offered in alternate years. (F)

350 Public Policy Process 2 cr

How policy decisions are made in the American political system. Attention is paid to models of policy making, the roles of specific actors in the policy making realm, and the various stages of the policy making process. Offered every three years.

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.

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 ES 352. (S)

360 Political Parties and Interest Groups 4 cr

The nature and function of two types of political organizations that influence American government: political parties and interest groups. Their structure, roles and behavior are examined as is the process of political action in general. Offered every three years.

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 American presidents and their executive office and their relationship to other branches and the public; the theory and practice of public administration within the executive branch. Offered in alternate years. (S)

362 Congress and Legislative Politics 2 cr

The structure and behavior of legislative bodies, especially the U.S. Congress. Also, theories of representation, the role of constituents, and the legislature's complex relationship to the other branches of government. Offered in alternate years.

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.

379 Independent Study in Political Science 1-3 cr

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 the role of history. Offered every three years.

381 Politics of Europe 4 cr

The political institutions and processes in the major West and Central European countries and of the EEC. Offered every three years.

382 Politics of Russia 4 cr

The emerging political systems in the former USSR, with primary emphasis on Russia. Particular focus on the transition from Communism, and continuities/discontinuities between present and Soviet and pre-Soviet periods. Offered every three years.

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.

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 somehow 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, and especially television, affects elections, political behavior, public opinion, policy debates, and the notions of citizenship and democracy. Offered alternate years (F)

479 Independent Study in Political Science 1-3 cr

SOCIAL SCIENCE

480 Seminar in Political Science 2-4 cr
A seminar that explores contemporary issues in political science.

481 Seminar in International Relations 2-4 cr
A seminar that explores contemporary issues in international relations.

Sociology

201F4 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 related to not only to personal growth and development, but to 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.

220 Alcohol and Drug Abuse 2 cr
An interdisciplinary examination of social factors relating to substance abuse, its identification and resulting community responses. (W)

232 Criminal Justice System 4 cr
An introduction to the historical development, functions and processes of the criminal justice system, highlighting law enforcement and the judicial system. Includes varying special interest topics, such as restorative justice, innocence project, community policing, the death penalty, victimization, and community-based corrections. (F)

236 Juvenile Delinquency 4 cr
An introduction to issues, including definitions of childhood; the rules that define delinquency; historical and contemporary reactions to delinquent behavior; diverse and conflicting models of delinquency causation; an overview of the changing systems of juvenile justice. (S)

309 Race and 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 is given to the social construction of racial categories, issues of whiteness, and multiracial identity. (S)

310 Selected Topics in Sociology 4 cr
Examines areas of contemporary concern.

322 Class, Social Change, and 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. Includes an analysis of the sources, levels and strategies of social change. Offered in alternate years. (F)

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 is placed 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 households. Crosslisted with WS 323. Offered annually.

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 students and the processes of schooling and the schools. (F)

338 Prisons and Corrections in Society 4 cr
Situates the prison and the correctional system within the processes of 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. Includes field trips to correctional institutions. Offered in alternate years. (F)

SOCIAL SCIENCE

- 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, Positivist and Chicago schools, are examined. Deviance is viewed from sociological, biological, and psychological perspectives. (Prerequisite: SOC 232) (S)
- 342 Capital Punishment** 4 cr
Capital punishment in America from the 1600s to the present day, including analysis of opponent and proponent perspectives of capital punishment. Also, the five methods of execution in the United States; an overview of high profile death penalty cases and Supreme Court decisions; review of the U.S. Supreme Court ruling on the death penalty as not an unconstitutional "cruel and unusual" punishment. Offered in alternate years.
- 344 Comparative Criminal Justice Systems** 4 cr
Topics include the historical emergence of the criminal justice systems of Western European, Canada, East Asian, East and West African countries; basic governmental structures and their relationship to their criminal justice systems; law enforcement policies and practices, judiciary and legal systems of government, correctional institutions and juvenile justice systems; comparison of how countries organize and administer their criminal justice systems; transnational and international crimes. Offered in alternate years.
- 345 Religion and Society** 2 cr
Explores the ways in which religious beliefs and movements both shape and are shaped by political, economic, cultural and social factors. Crosslisted with RS 345.
- 349 Social Psychology** 4 cr
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)
- 355 Introduction to Criminal Law** 4 cr
Criminal law and its underlying purposes and legal principles, and the fundamentals of legal analysis. Includes several areas of current concern in criminal justice. (S)
- 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. Offered in alternate years. (S)
- 379 Independent Study in Sociology** 1-3 cr
- 380 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.
- 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)
- 479 Independent Study in Sociology** 1-3 cr
- 480 Seminar in Sociology** 2-4 cr

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. 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.

WOMEN'S AND GENDER STUDIES MINOR

Twenty credits, to include:

1. WS 201 F6/F8; WS 202 F7/F8, or WS 203 F1/F2; and 480;
2. 14 additional credits selected in consultation with an advisor.

Minors must earn a minimum of six credits in Women's and Gender Studies at Edgewood.

COURSES OFFERED

Courses that are usually taught in the Fall semester will be followed by (F); those usually taught in Spring will be followed by (S). Contact the department in instances where this information is not provided.

Introduction to Women's & Gender Studies 4 cr
Three courses employing interdisciplinary examination of the field, including critique of the relationship of race, class and ethnicity, and gender inequality. Students choose to satisfy one Foundations area from the ones offered. (S)

WS 201 F6/F8 History & Religious Studies

WS 202 F7/F8 Philosophy & Religious Studies

WS 203 F1/F2 Arts & Literature

206F7 Philosophy & 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)

215F1 Women Writers 4 cr

An introduction to the work of women writers from a variety of literary genres and periods. Also, the fundamentals of literary interpretation. (Prerequisite: ENG 110) Crosslisted with ENG 215. (F)

247F8 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.

252 History of Women Artists in Europe and North America 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 ART 252.

WOMEN'S AND GENDER STUDIES

- 286 Psychology of Women** 4 cr
Major themes and writings in the field. Examines concepts of femininity and masculinity, biology, gender socialization, development, relationships, therapy, and sexuality. Crosslisted with PSY 286.
- 287 Psychology of Gender** 4 cr
Empirical and theoretical issues in the study of gender. Specific issues include gender myths and stereotypes, female-male similarities and differences, the possible causes of gender differences, as well as the implications of gender for interpersonal relationships, physical and mental health, sexuality, and violence, among other topics. Emphasis is on combining theoretical, scientific, and personal avenues of inquiry to decode and understand issues, evidence, and messages about gender. Crosslisted with PSY 287.
- 323 The Family and Society** 4 cr
The institution of family through historical and contemporary perspectives. Family structure in society and its interconnectedness with economic conditions, race and ethnic differentiations, religious beliefs, status expectations, gender ideologies, and legal definitions. Emphasis is placed 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 households. Crosslisted with SOC 323.
- 327 Black Women Writers** 4 cr
A study of African American, African, and Caribbean poets, dramatists, and fiction writers. (Prerequisite: ENG 110 and an F1 Foundations literature course) Crosslisted with ENG 327.
- 343 Women and Religion** 4 cr
Women's issues in a variety of religious traditions from a feminist perspective including Judaism, Christianity, Islam, Native American, Eastern traditions, and goddess religions. Autobiography, feminist interpretation of scripture, and expressions of women's spirituality are included. Crosslisted with RS 343.
- 345 Women's Health Issues** 4 cr
The current status of women's health, including historical perspectives, developmental issues, societal influences, and challenges for the future. (Prerequisites: CA 101, ENG 110, or consent of instructor)
- 360 The History of Women in North America** 4 cr
Women in North America and the United States from 1500 to the present. Special emphasis on understanding how and why ideas about femininity and masculinity have changed over time. Crosslisted with HIST 360.
- 365 Women and 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)
- 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 is given to women's position in non-Western societies. Crosslisted with ANTH 366.
- 389 Men and Masculinities** 4 cr
This is a course for both women and men. Men are powerfully affected by the experiences of growing up male and having people respond to them as male. 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 include gender socialization, gender roles and stereotyping, boyhood, the privileges and perils of collegiate masculinities, portrayals of men and health, intimacy and power issues with women, male sexualities, and male violence. Students are 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.
- 401 Seminar in Women's Studies** 3-4 cr
An examination of selected problems or issues.

WOMEN'S AND GENDER STUDIES

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. (Prerequisite: ENG 110 and an F1 Foundations literature course, or consent of instructor) Crosslisted with ENG 415.

479 Independent Study in Women's and Gender Studies 1-3 cr

480 Senior Seminar 3 cr

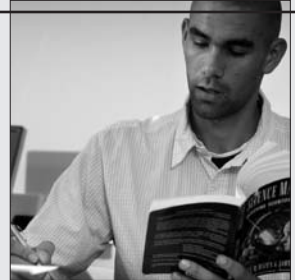
An integrative seminar in which students complete a project on an issue in women's and gender studies. (Prerequisite: one Women's and Gender Studies course.) Crosslisted with HI 404.

489 Gender and Communication 2-3 cr

Women's and men's ways of communicating. Areas included are employment, education, and personal relationships. Crosslisted with ENG 489.

490 Women's and Gender Studies Internship 1-4 cr

Faculty supervised experiential learning in a community setting relevant to women's and gender studies. Requires consent of instructor.



BOARD OF TRUSTEES, FACULTY, AND CAMPUS INFORMATION

BOARD OF TRUSTEES

OFFICERS

David J. Hanson, Esq. (Board Chair)

Michael Best & Friedrich

Steven B. Mixtacki (Board Vice Chair)

Senior Vice President

American TV and Appliance of Madison

Rock Flowers (Board Treasurer)

President, The Edwin F. & Janet L. Bryant Foundation, Inc.

B. Ann Neviaser (Board Secretary)

Neviaser Investments

Edgewood High School graduate

Sr. Barbara Dannhausen, O.P.

Sinsinawa Dominican

DeEtte Beilfuss Eager

Active in national and international arts programs

Sr. Dorothy L. Gabel, O.P.

Sinsinawa Dominican

Sr. Esther Heffernan, O.P.

Professor, Edgewood College
Sinsinawa Dominican

Sr. Mary Howard Johnstone, O.P.

Sinsinawa Dominican

William Kennedy

President, Rock Road Construction

Mary Lawson

Architect, Potter Lawson, Inc.

Sr. Ann McCullough, O.P.

Director, Development and Communication, Sinsinawa Dominicans

Milton McPike

Retired Principal, East High School

Robert O'Malley

Former Chairman/Banker

Sr. Helen O'Neill, O.P.

Sinsinawa Dominican

Steven Post

Professor, Edgewood College

Gordon Renschler

President, The Renschler Company

Gary Schaefer

Regional President and CEO, Associated Bank

Mary Ellen Sensenbrenner

Active in public policy and civic affairs

Kathleen Voit

President, Madison Community Foundation

William H. Young

Professor Emeritus, UW-Madison

TRUSTEES

Diane Kay Ballweg

Aviation teacher at Edgewood High School

Phil Blake

Retired President, Madison Newspapers Inc.; Publisher, *Wisconsin State Journal*; Vice-President, Publishing, Lee Enterprises

LaMarr Q. Billups

Office of the Chancellor

University of Wisconsin-Madison

Robert R. Birkhauser

President, Auto Glass Specialists, Inc.

James E. Brennan

Retired Attorney

James Burgess

Retired Publisher, *Wisconsin State Journal*

Daniel J. Carey

President, Edgewood College

Phillip R. Certain

Dean Emeritus, College of Letters and Science, UW-Madison

Jane Coleman

Former President, Madison Community Foundation

FACULTY

Leslie Carroll Abadie

Lecturer, English
 B.A. Spring Hill College
 M.A. University of Iowa
 Ph.D. Candidate, University of Iowa

Susan L. Abplanalp

Lecturer, Education
 B.S. University of Wisconsin-Milwaukee
 M.A. Edgewood College
 Ph.D. University of Wisconsin-Madison

Beatriz Aguilar

Assistant Professor, Music
 B.M. National Autonomous Univ. of Mexico
 M.M.Ed., Ph.D. Univ. of North Texas

Judith Adrian

Lecturer, Institutional Courses
 B.A. Luther College
 M.A. Winona State University
 Ph.D. University of Wisconsin-Madison

Greg R. Alexandrian

Associate Professor, Math & Computer Science
 M.S. Yerevan State University
 Ph.D. Academy of Sciences of Armenia

Ramona Sohn Allen

Lecturer, Music
 B.A. Andrews University
 M.M. University of Redlands
 D.M.A. Claremont Graduate University

Thomas K. Altenburg

Lecturer, Education
 B.A. Marquette University
 M.S. University of Wisconsin-Madison
 M.S. University of Wisconsin-Madison

Moses Altsech

Associate Professor, Business
 B.B.A. University of Cincinnati
 Ph.D. Pennsylvania State University

Kara Andersen

Lecturer, Institutional Courses
 B.A. University of Minnesota
 M.A. School of International Training, Vermont

Catherine Andrews

Associate Professor, Nursing
 B.S. University of San Francisco
 M.S., Ph.D. University of Wisconsin-Madison

Timothy Andrews

Lecturer, Human Issues and Natural Science
 B.S. University of Wisconsin-Madison
 M.S. Edgewood College

Subhash Antani

Professor, Natural Science
 B.S., M.S. MS-University (Baroda, India)
 M.S. Southern Illinois University-Carbondale
 Ph.D. Clarkson University

Carol Artery, O.P.

Lecturer, Education
 B.A. Edgewood College
 M.A. Northwestern University

Timothy Babler

Associate Professor, Psychology
 B.S., M.S., Ph.D. University of Wisconsin-Madison

Melinda Bailey

Lecturer, Psychology
 B.A., Ph.D. Indiana University-Bloomington

Mark Barnard

Assistant Professor, Business
 B.A. Biola University
 M.A. University of Hawaii-Manoa
 M.Sc., Ph.D. National University of Singapore

Samuel Barosko, Jr.

Professor, Education
 B.S. University of Wisconsin-Milwaukee
 M.S., Ph.D. University of Wisconsin-Madison

Elaine E. Beaubien

Associate Professor, Business
 B.S. University of Wisconsin-Platteville
 M.B.A. University of Wisconsin-Madison

Jane Belmore

Advisory Board, Education
 B.A. University of Georgia
 M.E. Georgia State University
 Ph.D. University of Wisconsin-Madison

Fatima Bendada

Lecturer, Business
 B.S. L'Ecole des Hautes Etudes Commerciales et Informatiques, Casablanca, Morocco
 M.S. South Bank University, London

Diane M. Benjamin

Associate Professor, Math & Computer Science
 B.S., M.S. Northern Illinois University
 Ph.D. University of Wisconsin-Madison

Benjamin Benson

Lecturer, Education
 B.E. University of Wisconsin-Whitewater
 M.S. University of Wisconsin-Madison

Kevin Biller

Associate Professor, Social Science
 B.S., M.S., Ph.D. Oklahoma State University

FACULTY

Geraldine Bleifuss

Adjunct Assistant Professor, Nursing
B.S. Northern Illinois University
M.S. University of Wisconsin-Madison

Oleh G. Boraczok

Lecturer, Business
B.A. State University of New York at Buffalo
M.B.A. Long Island University
Ed.D. Northern Illinois University

Thomas A. Brandner

Assistant Professor, Natural Science
B.S. University of Wisconsin-Stevens Point
M.S. Michigan Technological University
Ph.D. University of Wisconsin-Madison

Philip Brereton

Professor, Business
B.S. University of Wisconsin-Platteville
M.S., Ph.D. University of Wisconsin-Madison

Scott R. Brown

Lecturer, Education
B.S. Maranatha College
M.S. University of Wisconsin-Whitewater

Ellen Browning

Professor, Education
B.A., M.S., Ph.D. University of Wisconsin-Madison

Douglas R. Buehl

Lecturer, Education
B.S., M.S. University of Wisconsin-Madison

Peter J. Burke

Associate Prof., Education/Director, Ed.D. Program,
B.S., M.S., Ph.D. University of Wisconsin-Madison

Brian Busler

Lecturer, Education
B.B.A., M.S.E. University of Wisconsin-Whitewater
Ph.D. University of Wisconsin-Madison

Andrea J. Byrum

Professor, Foreign Language/Co-Director, William H.
Young Center for Global Education
B.A. Indiana University
M.A., Ph.D. University of Wisconsin-Madison

Calvin E. Callaway

Lecturer, Education
B.S., M.S. University of Wisconsin-Superior

Lisa Beth Carey

Lecturer, Education
B.S. University of Wisconsin-Madison
M.Ed. Loyola University, Chicago

Frank Casale

Professor, Social Science
A.B. Fordham University
M.A. Harvard University
Ph.D. University of Michigan

May Caroline Chan

Lecturer, English
B.A. Wesleyan University
M.A. University of Wisconsin-Madison

Jinxing Chen

Assistant Professor, History
B.A., M.A. Suzhou University (China)
Ph.D. University of Toledo

Carol Cohen

Assistant Professor English/Associate Academic Dean
B.A. American University
M.A., Ph.D. University of Wisconsin-Madison

Magdalena Coll-Palombi

Lecturer, Foreign Language
B.S. Upper Iowa University

Denis Collins

Associate Professor, Business
B.S. Montclair State College
M.A. Bowling Green State University
Ph.D. University of Pittsburgh

Lamont C. Colucci

Lecturer, Social Science
B.A., M.A., M.S. University of Wisconsin-Madison
Ph.D. Candidate, University of London

Nancy H. Comello

Adjunct Instructor, Nursing
B.S.N. University of Wisconsin-Madison
M.S.N. Case Western Reserve University

Sylvia Contreras

Assistant Professor/Library Director
B.A., California State University, Long Beach
M.L.I.S., University of Iowa

Robert Conway

Lecturer, Business
B.A., M.S. University of Wisconsin-Madison
M.S. University of Wisconsin-Whitewater
Ph.D. University of Wisconsin-Madison

Michael W. Corrigan

Assistant Professor, Communication Arts
B.A., Bowling Green State University
M.A., Ed.D. West Virginia University

Catherine Coyle

Lecturer, Education
B.S.N., M.S.N., Ph.D. University of Wisconsin-Madison

FACULTY

Laurel Crown

Lecturer, Psychology
B.A. University of Illinois at Urbana-Champaign
M.S. University of Wisconsin-Madison

Ian Davies

Associate Professor, Foreign Language
B.A. King's College, University of London
M.A., Ph.D. University of Wisconsin-Madison

Candace Davis

Lecturer, Business
B.S. University of Illinois
M.B.A. University of South Florida

Steven M. Davis

Associate Professor, Social Science
B.A. Lake Forest College
M.A., Ph.D. Loyola University, Chicago

Scott H. Dell

Lecturer, Business
B.S. Boston University
M.B.A. University of Pennsylvania

Mary K. Dempsey-Noreika

Assistant Professor, Nursing
B.S.N., M.S. University of Colorado

Martha Dettman

Instructor, Social Science
B.A., Luther College
M.S., Iowa State University
Ph.D. Candidate, Iowa State University

Tracy Doreen Dietzel

Lecturer, Art
B.F.A. The Memphis College of Art
M.A., M.F.A. University of Wisconsin-Madison

Filiz Dik

Assistant Professor, Math and Computer Science
B.S., Middle East Technical University, Turkey
M.S. Abant Izzet Baysal University, Turkey
Ph.D., University of Missouri-Rolla

Elizabeth A. Dohrn

Adjunct Assistant Professor, Education
B.A. Arizona State University
M.A. Northern Arizona University
Ph.D. University of Illinois, Chicago

Loretta Dornisch, O.P.

Professor, Religious Studies
B.A. Edgewood College
M.E., Ph.D. Marquette University

Amie L. Dragoo

Lecturer, Business
B.A., M.B.A. Michigan State University

Colleen A. Ducke

Lecturer, Education
B.S. Edgewood College
M.S. Wheelock College

William B. Duddleston

Associate Professor, Social Science
B.A. St. Norbert College
M.A. University of Wisconsin-Madison
Ph.D. Candidate, University of Wisconsin-Madison

Julie C. Dunbar

Associate Professor, Music
B.S. University of Wisconsin-Platteville
M.M., Ph.D. University of Wisconsin-Madison

Kelley Dwyer

Adjunct Instructor, Natural Science
B.S., Winthrop University, Rock Hill, SC
M.S., University of Wisconsin-Madison
Ph.D. Candidate, University of Wisconsin-Madison

Patricia D. Egan

Lecturer, Social Science/Psychology
B.A. University of Wisconsin-Madison
M.S. University of Wisconsin-Whitewater

Mara Eisch-Schweitzer

Lecturer, Nursing
B.S.N. Alverno College
M.S.N. University of Wisconsin-Oshkosh
Ph.D. Candidate, University of Wisconsin-Madison

Doris Ellison

Lecturer, Nursing
A.D. Kirkwood Community College
B.S.N. University of Wisconsin-Madison

Peter Fabian

Professor, Psychology
B.A. St. Mary's College
M.Div. St. Bernard's
D.Min. Colgate Rochester Divinity School

Mary E. Falls

Lecturer, Nursing
B.S. Southern Illinois University
M.S. University of Wisconsin-Madison

Jane Fasse

Lecturer, Art
B.S., M.F.A. University of Wisconsin-Madison

Randal K. Feig

Adjunct Associate Professor, Art
B.S., M.F.A. University of Wisconsin-Madison

FACULTY

Keith Feiler

Lecturer, Social Science
B.A. North Central College
M.A. University of Illinois, Urbana-Champaign
M.B.A. DePaul University

Cecilia Feilla

Assistant Professor, English
B.A., University of Michigan
M.A., Ph.D. New York University

John E. Fields

Assistant Professor, Philosophy
B.A. University of Kentucky
M.A., Ph.D. University of Wisconsin-Madison

Jewell Fitzgerald

Associate Professor Emerita
Communication Arts
B.S. St. Louis University
M.A. Northwestern University

Patrick J. Fleming

Assistant Professor, Education
B.S. University of Wisconsin-LaCrosse
M.S., Ph.D. University of Wisconsin-Madison

Rev. Jerald Lee Folk

Lecturer, Religious Studies
B.A. Capital University
M.Div. Wartburg Theological Seminary
Th.D. Karl Eberhard Universitaet (Germany)

Linda Friend

Lecturer, Communication Arts
B.A. Minnesota State University

Binbin Fu

Adjunct Assistant Professor, English
B.A. Beijing University
M.A. Ohio University
Ph.D. Purdue University

Barbara G. Gallogly

Lecturer, Nursing
A.D.N. North Iowa Area Community College
B.S.N., M.S.N. University of Wisconsin-Madison

Nan M. Gardner

Lecturer, Psychology
B.S., M.S. Edgewood College

David Geier

Lecturer, Business
B.A., M.A. University of Wisconsin-Madison
J.D. DePaul University Law School

Daniel R. Gerland

Associate Professor, Business
B.B.A., M.B.A., M.S., Ph.D. University of Wisconsin-Madison

James G. Goll

Associate Professor, Natural Science
B.S. Carroll College
Ph.D. Iowa State University

James A. Goulding

Lecturer, Religious Studies
B.A. DePaul University
M.S.T., B.Div. Yale University Divinity School
Ph.D. Claremont Graduate School

JoAnne Granquist

Professor Emerita, Nursing
B.S. University of Pittsburgh
M.S. Boston University

Philip L. Greenwood

Lecturer, Business
B.B.A., M.B.A., Ph.D. University of Wisconsin-Madison

Marsha Gregg

Lecturer, Education
B.S. University of Wisconsin-Madison

Colleen Gullickson

Professor, Nursing
B.S. University of Wisconsin-Milwaukee
M.S. University of Wisconsin-Madison
Ph.D. University of Illinois-Chicago Medical Circle

Stefan C. Hagemann

Adjunct Instructor, English
B.A. Eastern Illinois University
M.A. University of Illinois-Chicago

Joseph A. Hahn

Lecturer, Business
B.S. Northwestern University
M.B.A. Lake Forest Graduate School of Management

Patricia Hallinan

Assistant Professor, Business
B.S. University of Illinois
M.A., Ph.D. University of Wisconsin-Milwaukee

Lori B. Hamann

Lecturer, Education
B.S. University of Wisconsin-Oshkosh
M.S., Ph.D. University of Wisconsin-Madison

Suzanne Harp

Lecturer, Art
B.F.A. Michigan State University
B.S., M.F.A. University of Wisconsin-Madison

Marian Harty, O.P.

Professor Emerita, Math & Computer Science
B.A. Rosary College
M.S. University of Illinois
M.B.A. University of Wisconsin-Madison
Ph.D. University of Illinois

FACULTY

Joseph Hatheway

Associate Professor, History
B.A. Claremont McKenna College
M.A. Monterey Institute of International Studies
Ph.D. University of Wisconsin-Madison

Matthew D. Havighurst

Lecturer, Natural Science
B.A. University of Iowa
M.S. University of Minnesota-Duluth

Janice M. Havlena

Associate Professor, Art
B.F.A. Wayne State University
M.A. University of New Mexico

Fazel Hayati

Assistant Professor, Business
B.S., B.G.S., M.B.A., Louisiana State University
Ph.D. Auburn University

Esther Heffernan, O.P.

Professor Emerita, Social Science
Ph.B., M.A. University of Chicago
Ph.D. Catholic University of America

Rabbi Johanna Hershenson

Lecturer, Religious Studies
B.A. University of Wisconsin-Madison
M.A.H.L. Hebrew Union College, Cincinnati

Melanie Herzog

Professor, Art
B.A. Johnston College
M.F.A., M.A., Ph.D. University of Wisconsin-Madison

Dennis D. Hill

Lecturer, Education
B.S. University of Wisconsin-Madison

Paula Hirschboeck

Professor, Philosophy
B.A. Rosary College
M.A. Arizona State University
M.A. John F. Kennedy University
Ph.D. The Union Institute

Kathleen Hoag

Lecturer, Education
B.S. Grand Valley State University
M.A.T. School for International Training, Vermont

Kenneth Hochstetter

Lecturer, Philosophy
B.A. University of Nevada, Las Vegas
Ph.D. Candidate, University of Wisconsin-Madison

Constance Hofeldt-Rowe

Lecturer, Foreign Language
B.A. Edgewood College
M.S. University of Wisconsin-Madison

Cara Hoffert

Lecturer, Psychology
B.A. State University of New York-Plattsburgh
M.S.S.A. Case Western Reserve University

Velvet Mae Holmes

Lecturer, Education
B.S., M.S. Edgewood College

Thomas Holub

Associate Professor, Education
B.A. Western Illinois University
M.A. University of Wisconsin-Whitewater
Ph.D. University of Wisconsin-Madison

Jed Hopkins

Assistant Professor, Education
B.Ed. University of London
M.A. University of Minnesota
Ph.D. Candidate, University of Minnesota

Julie Hudziak

Lecturer, Nursing
B.S. Edgewood College

Michael Hughes

Lecturer, Philosophy
B.A., New York University
M.A., Ph.D. State University of New York, Stony Brook

Barbara Hummel

Lecturer, Business
B.S. Denison University
M.Ed. University of Missouri- Columbia

James Hunter

Professor, English
B.A. Vanderbilt University
M.A., Ph.D. University of Colorado-Boulder

Sara J. Huse

Lecturer, Education
B.S. University of Wisconsin-Madison
M.S. University of Wisconsin-Whitewater

Stanley R. Jackson

Lecturer, English
A.B. Cornell University
M.A. University of Wisconsin-Madison
Ph.D. Candidate, University of Wisconsin-Madison

Arnold Jennerman

Lecturer, Business
B.B.A. University of Wisconsin-Oshkosh
M.B.A. University of Wisconsin-Madison

Kenneth Jewell

Associate Professor, Math & Computer Science
B.S. Rensselaer Polytechnic Institute
M.S., Ph.D. University of Wisconsin-Madison

FACULTY

Frances M. Johnson

Lecturer, Education
B.A., B.E. University of Wisconsin-Platteville
M.S. University of Wisconsin-Madison

Norma Johnson

Lecturer, Education
B.A. University of Iowa
M.S. University of Wisconsin-Madison

Gloria Jones-Bey

Lecturer, Nursing
B.S. Long Island University
M.Pub.Admin. New York University

Raj Kamal

Lecturer, Business
B.A., St. Stephen's University, University of Delhi
M.S., Purdue University

Frederick Kauffeld

Professor, Communication Arts
B.A., M.A. University of Kansas
Ph.D. University of Wisconsin-Madison

Vincent Kavaloski

Professor, Philosophy
B.A. St. Thomas College
M.A., Ph.D. University of Chicago

Alainya Kavaloski-Pront

Lecturer, English
B.A. Edgewood College
M.A. Hebrew University, Jerusalem

William A. Kelly, Jr.

Lecturer, Business
B.A. Rice University
Ph.D. University of North Carolina

Mary L. Kelly-Powell

Professor, Nursing
B.S. College of St. Teresa
M.S. University of Colorado
Ph.D. University of Wisconsin-Milwaukee

Kathleen M. Kelm

Associate Professor, Math & Computer Science
B.A. University of Windsor
M.Ed. University of Toronto
Ph.D. Candidate, Nova Southeastern University

Suzanne M. Kercher

Lecturer, Natural Science
B.S., B.A. University of Illinois-Urbana
M.S., Ph.D. University of Wisconsin-Madison

Stephen Kilkus

Lecturer, Nursing
B.S.N. Michigan State University
M.S.N. University of Wisconsin-Eau Claire
Ph.D. Candidate, University of Minnesota

Suzanne Kilkus

Lecturer, Nursing
B.A. College of St. Teresa
M.A. St. Mary's College
Ph.D. Candidate, Santa Barbara Graduate Institute

Nicole Kime

Assistant Professor, Natural Science
B.S. University of Wisconsin-Madison
Ph.D. University of Texas at Austin

Steven M. Koch

Lecturer, Education
B.S., M.S., Ph.D. University of Wisconsin-Madison

Dyan K. Kopitzke

Lecturer, Education
B.S. University of Wisconsin-Oshkosh
M.Ed. National-Louis University

Ruth A. Koskela

Lecturer, Education
B.A. Trinity College
M.S. Edgewood College
M.S., Ph.D. University of Wisconsin-Madison

David J. Kussow

Adjunct Instructor, Nursing
B.S. University of Wisconsin-Oshkosh
M.S. Edgewood College

Anthony J. Kujawa

Lecturer, Education
B.A. St. Mary's University, San Antonio
M.A. Roosevelt University
Ph.D. University of Wisconsin-Madison

John LaBella

Lecturer, Business
B.B.A., M.B.A. University of Wisconsin-Madison

J. David Lambert

Associate Professor, Psychology
B.S. Brigham Young University
M.S. Miami University
Ph.D. University of Wisconsin-Madison

Laurie Laz

Lecturer, Learning Support Services
B.A. University of Illinois, Champaign-Urbana

Jeanne Leep

Associate Professor, Communication Arts
B.A. Calvin College
M.A. University of Michigan
Ph.D. Wayne State University

John K. Leonard

Professor, Religious Studies
B.A. St. Meinrad College
Ph.D. University of Notre Dame

FACULTY

Amanda M. Little

Adjunct Instructor, Natural Science
B.A. University of Wisconsin-Stevens Point
M.S. University of Wisconsin-Madison

Elaine Lohr

Lecturer, Education
B.A. Ball State Teachers College
M.Ed. Boston University

Mary Paul Long

Lecturer, Business
B.S. Rockford College
M.A. Concordia University

James Lorman

Professor, Natural Science
B.A. Denison University
M.S., Ph.D. University of Wisconsin-Madison

Peter C. Loughrin

Lecturer, Business
B.B.A. University of Wisconsin-Oshkosh

Jane E. Lucht

Associate Professor, Nursing
B.S.N. Marquette University
M.S. University of Wisconsin-Madison

Alan Luft

Associate Professor, Art
B.S., M.F.A. University of Wisconsin-Madison

Mary Lybarger

Lecturer, Art
B.A. Webster College
M.A. University of Wisconsin-Madison

Michael B. Lybarger

Professor Emeritus, History
B.A. St. Francis College
M.A. University of Notre Dame
Ph.D. University of Wisconsin-Madison

Kenneth Macur

Professor, Business
B.S., M.B.A., Ph.D. University of Illinois, Urbana-Champaign

Michael Maguire

Lecturer, Philosophy
B.A. St. John's Seminary College
M.S. University of Wisconsin-Madison

Sayeeda H. Mamoon

Associate Professor, Foreign Language
B.A., M.A., Ph.D. Indiana University

Larry Mandt

Lecturer, Psychology
B.A. Indiana University
B.A. University of Oklahoma
M.A., Ph.D., University of Notre Dame

Mary Beth Manning

Lecturer, Social Science
B.A. Edgewood College
M.S. Northern Illinois University

Abigail Markwyn

Lecturer, History
B.A. Carleton College
M.A. University of Wisconsin-Madison
Ph.D. Candidate, University of Wisconsin-Madison

Philip J. Martin

Associate Professor, Communication Arts
B.A. Colorado State University
M.F.A., Ph.D. University of Utah

Michael Martinsen

Lecturer, Education
B.S. University of Wisconsin-Eau Claire
M.S. University of Wisconsin-Oshkosh
Ph.D. Candidate, University of Wisconsin-Madison

Gerald Mathisen

Lecturer, Communication Arts
B.A. Wm. Jennings Bryan College
Master of Theology, Dallas Theological Seminary
Ph.D. Purdue University

Ann-Marie McNamara

Lecturer, Nursing
B.S.N. University of Wisconsin-Madison
M.S. University of California-San Francisco

Kim Stanley Meadows

Lecturer, Business
B.S., M.B.A., Drake University

Thomas J. Mertz

Lecturer, History
B.G.S., M.A. Roosevelt University
Ph.D. University of Wisconsin-Madison

Charlotte E. Meyer

Professor, English
B.A. University of Illinois-Chicago Circle
M.A., Ph.D. University of Wisconsin-Madison

Ellen Meyer

Lecturer, Art
B.F.A. Tyler School of Fine Art, Temple University
M.A. University of Wisconsin-Madison

Kristine Mickelson

Assistant Professor, Education
B.S., M.S., Ph.D. University of Wisconsin-Madison

Barbara Butler Miller

Professor, Religious Studies
B.A. Miami University
M.A. University of Detroit
Ph.D. University of Michigan

FACULTY

Pamela Minden

Professor, Nursing
B.S.N. Arizona State University
M.S. Boston University
Ph.D. University of Wisconsin-Madison

Heidi Miranda

Lecturer, Education
B.S., M.S. Edgewood College

Courtney Moffatt

Professor, Education
B.S. University of Maryland
M.A., Ph.D. University of Wisconsin-Madison

Michael Moore

Lecturer, Communication Arts
B.A. University of Illinois-Urbana
M.A. University of South Dakota

Winifred Morgan, O.P.

Professor, English
B.A. Rosary College
M.A. University of Texas-Austin
Ph.D. University of Iowa

Daniel Mortensen

Adjunct Assistant Professor, Communication Arts
B.A. Beloit College
M.A., Ph.D. University of Wisconsin-Madison

Jane Mowrer, O.P.

Associate Prof. Emerita, English
B.A. Rosary College
M.A. Catholic University of America

Nancy Nelson

Professor, Education
B.A. Grinnell College
M.S. University of Wisconsin-Madison
Ph.D. The Union Institute

H. Joe Niebauer

Instructor, Natural Science
B.S., Ph.D. University of Wisconsin-Madison

Antonio Noguera

Lecturer, Foreign Language
Licenciatura Degree, University of Madrid
M.S. Mankato State University
Ph.D., University of Wisconsin-Madison

Margaret C. Noreuil

Associate Professor, Nursing
B.S.N. University of Illinois-Champaign
M.S.N. University of Illinois-Chicago
Ph.D. University of Wisconsin-Madison

Julie K. Norland

Lecturer, Business
B.A. St. Norbert College
M.A. Northern Illinois University

Margaret O'Brien, O.P.

Professor, Education
B.A., M.A. Edgewood College
M.A. Cardinal Stritch College
Ph.D. California Institute of Integral Studies

Dan E. Olson

Professor, Natural Science
B.S., M.S., Ph.D. University of Wisconsin-Madison

M. Tambura Omoiele

Associate Professor, Social Science
B.A. Wright State University
M.S. Xavier University
Ph.D. The Union Institute

Carole Osterndorf

Lecturer, Education
B.A., M.S., Ph.D. University of Wisconsin-Madison

Kathleen Otterson

Lecturer, Music
B.M., M.M. University of Wisconsin-Madison

Huining Ouyang

Associate Professor, English
B.A. Nanjing University (China)
M.A. Brigham Young University
Ph.D. Purdue University

Edward Parsons

Lecturer, Music
B.S. Indiana University-Bloomington
J.D. University of Wisconsin-Madison

Roberta Pawlak

Adjunct Instructor, Nursing
B.S. D'Youville College
M.S. State University of New York, Buffalo

Mary Patricia Payas

Lecturer, Education
B.A. College of St. Benedict
M.A. Edgewood College

Mary Paynter, O.P.

Professor Emerita, English
B.A. Rosary College
M.A., Ph.D. University of Wisconsin-Madison

Roger C. Pettersen

Lecturer, Natural Science
A.B. St. Olaf College
M.S., Ph.D. University of California-Berkeley

FACULTY

Steven Post

Professor, Math & Computer Science
B.A. University of Chicago
M.A. University of Wisconsin-Madison
M.A., Ph.D. Princeton University

Dean A. Pribbenow

Assistant Professor, Education/Human Issues Director
B.A., Luther College
M.S., University of Wisconsin-Whitewater
Ph.D., University of Wisconsin-Madison

Nancy Pullen

Lecturer, Nursing
B.S. San Francisco State University
M.S. University of California, San Francisco
M.A., Ph.D. Wright Institute

Clara Katherine Raaymakers

Lecturer, Nursing
B.S.N. Coe College

Meera Rastogi

Associate Professor, Psychology
B.A., M.A., Ph.D. Ohio State University

Tera Reichelt

Lecturer, Psychology
B.S. University of Wisconsin-Stevens Point
M.S., M.F.T. Edgewood College

Robert T. Reif

Assistant Professor, Education
B.S., M.S., Ph.D. University of Wisconsin-Madison

Jean Richter, O.P.

Professor Emerita, History
B.A. Rosary College
M.A. Fordham University
Ph.D. University of Wisconsin-Madison

Bruce J. Roberts

Assistant Professor, Business
B.S., M.B.A. University of Wisconsin-Madison

Rae Carol Rocca

Lecturer, Education
B.A. Edgewood College

William Rock

Lecturer, Religious Studies
B.S. St. Mary's College
M.S. University of Wisconsin-Madison
M.D. Loyola University, Chicago

Cynthia Rolling

Professor, Social Science
B.A. Wayne State University
M.A., Ph.D. University of Wisconsin-Madison

Luke Rollins

Lecturer, Social Science
B.A. University of Wisconsin-Whitewater
M.A. American University

Toni Rossmiller

Lecturer, Business
B.A. University of Wisconsin-Madison
M.S. University of Wisconsin-Milwaukee

George Roth

Lecturer, Education
B.S. Ohio University
M.A. Edgewood College

M. Frances Rowe

Associate Professor, Natural Science
B.S., M.A., Ph.D. University of Wisconsin-Madison

Benjamin J. Russell, O.P.

Adjunct Professor, Philosophy
Licentiate Pontifical Institute of Philosophy
Lecturer at Aquinas Institute School of Theology
Ph.D. Aquinas Institute of Philosophy, Loyola Univ.

Susan Rustick

Associate Professor, English
B.A., M.A., M.A., Ph.D. University of Wisconsin-Madison

Dennis Ryan

Lecturer, Philosophy
B.A. Fordham University
M.A. Northern Illinois University
Ph.D. Southern Illinois University

Mark Saltzman

Lecturer, Music
B.A., M.S., University of Wisconsin-Madison

Steven J. Schaefer

Lecturer, Business
B.A. University of Wisconsin-Madison
M.B.A. Edgewood College
J.D. University of Wisconsin-Madison

John Schauf

Associate Professor, Math & Computer Science
B.S. University of Wisconsin-La Crosse
M.S. University of Wisconsin-Madison

Amy Schiebel

Asst. Professor, Natural Science/Director, Sonderegger
Science Center
B.S. University of Wisconsin-Oshkosh
M.A.T., M.S., Ph.D. University of Iowa

Joan M. Schilling

Professor, Psychology
B.A. Marian College of Fond du Lac
M.A., Ph.D. University of Wisconsin-Madison

FACULTY

Dennis J. Schimmel

Lecturer, Psychology
B.S. University of Wisconsin-Milwaukee
Ph.D. Bowling Green State University

Agnete Schmidt

Lecturer, English
M.A. Aarhus Teachers' Training College (Denmark)
M.A. University of Copenhagen College (Denmark)

Joseph E. Schmiedicke

Professor, Education
B.A. Catholic University of America
M.Ed. Marquette University
Ph.D. University of Wisconsin-Madison

Daniel A. Schroeder

Adjunct Assistant Professor, Psychology
B.S. University of Wisconsin-Whitewater
M.A. Western Michigan University
Ph.D. University of Wisconsin-Milwaukee

Gary Schroeder

Associate Professor, Business
B.S., M.A., M.B.A., Ph.D. University of Wisconsin-Madison

Michael T. Schumacher

Lecturer, Business
B.A. University of Nevada-Las Vegas
M.P.A. American University
Ph.D. University of Wisconsin-Madison

Mark Schwalbe

Adjunct Instructor, Natural Science
B.S. Pennsylvania State University
M.S. University of Wisconsin-Madison

Rebecca Senkowicz

Lecturer, Math & Computer Science
B.S., M.A. University of Pittsburgh
M.A. University of Wisconsin-Madison

Joseph Sensenbrenner

Lecturer, Human Issues
B.A. Williams College
J.D. University of Pennsylvania

Stacy Sergent

Lecturer, Education
B.S., M.A. Edgewood College

Mary Shanahan

Lecturer, English
B.S., M.S., Ph.D. University of Wisconsin-Madison

Danielle P. Skupas

Adjunct Instructor, Foreign Language
B.A. University of Wisconsin-Eau Claire
M.A. University of Wisconsin-Madison

David Smith

Associate Professor, Art
B.A. Albion College
M.F.A. University of Montana-Missoula

Jeganathan Sriskandarajah

Lecturer, Math & Computer Science
B.S., M.S. University of Colombo (Sri Lanka)
M.S. University of Delaware

Douglas C. Stafford

Lecturer, Natural Science
B.S., M.S. University of Detroit
M.S. Lesley University
Ph.D. Tufts University

Stephanie Stauder, O.P.

Professor Emerita, Art
B.S. Edgewood College
M.F.A. University of Colorado

Trevor Stephenson

Lecturer, Music
B.M. University of Missouri
M.M. University of Illinois
D.M.A. Cornell University

Louise L. Stracener

Associate Professor, Natural Science
B.S. University of Wisconsin-Stevens Point
Ph.D. University of Wisconsin-Madison

Victoria Straughn

Lecturer, History
B.A. University of Wisconsin-Eau Claire
M.S. University of Wisconsin-Madison

Alan B. Talarczyk

Professor, Business
B.B.A. University of Wisconsin-Oshkosh
J.D. University of Wisconsin-Madison

Robert Tarrell

Professor, Art
B.S. University of Wisconsin-Platteville
M.A. University of Iowa
M.F.A. University of Wisconsin-Madison

Ray Tenebruso

Lecturer, Education
B.A. University of Wisconsin-Madison

Joseph E. Testa

Associate Professor, Music
B.S. North Dakota State
M.A. California State University
D.M.A. University of Arizona

FACULTY

Gene A. Thieleke

Lecturer, Education
B.S. Lakeland College
M.S. University of Wisconsin-Milwaukee
Ph.D. University of Wisconsin-Madison

Karen Thomas

Associate Professor, Math & Computer Science
B.A. University of Missouri
M.S., Ph.D. Purdue University

Julie P. Thurlow

Lecturer, Natural Science
B.A. University of Wisconsin-Madison
M.S. Boston University
Dr.P.H. University of North Carolina-Chapel Hill

William Tooman

Lecturer, Religious Studies
B.A. Multnomah College
M.A. Trinity Divinity School, Chicago
M.A. University of Wisconsin-Madison

Linda M. Uselmann

Adjunct Instructor, Math & Computer Science
B.S.E. University of Wisconsin-Oshkosh
M.S. University of Wisconsin-Oshkosh

Cheryl L. Utke

Adjunct Instructor, Nursing
B.S., M.S. University of Wisconsin-Madison

Jack Vitek

Assistant Professor, English
A.B. Johns Hopkins University
M.A. University of Georgia
Ph.D. Bowling Green State University

William R. Walker

Lecturer, History
B.A. Dartmouth College
M.A. University of Wisconsin-Madison
Ph.D. Candidate, University of Wisconsin-Madison

Daniel Wallach

Lecturer, Music
B.M., M.M. University of Wisconsin-Madison

Blake T. Walter

Assistant Professor, Music
B.M. Capital University Conservatory of Music
M.M. Bowling Green State University
Ph.D. University of Wisconsin-Madison

Eric Webb

Lecturer, Education
B.S. Indiana University
M.A. Ball State University
Ed.S., J.D. Indiana University

Thomas R. Wermuth

Assistant Professor/Director of Research, Education
B.S. University of Wisconsin-Eau Claire
M.E. University of Vermont
Ph.D. University of Illinois, Urbana-Champaign

Ann Jarvella Wilson

Lecturer, Education
B.S., M.S., Ph.D. University of Wisconsin-Madison

Judith Wimmer

Professor, Religious Studies
B.A. Marquette University
M.A. University of Notre Dame
Ph.D. Drew University

Andrew Witt

Instructor, History
B.A. University of Wisconsin-Madison
M.A. University of Wisconsin-Milwaukee
Ph.D. Candidate, Loyola University of Chicago

Thomas Wohlleber

Lecturer, Education
B.S. University of Wisconsin-La Crosse
M.S. University of Wisconsin-Whitewater
Ph.D. Candidate, University of Wisconsin-Whitewater

Rosemarie Wold

Lecturer, Education
B.S. University of Iowa
M.S. Creighton University
M. Special Ed. University of Northern Iowa

Priscilla Wood, O.P.

Lecturer, Education
B.A. College of St. Benedict
M.A. University of Notre Dame

David R. Young

Associate Professor, English
A.B. Duke University
M.F.A. Indiana University

John W. Yrios

Professor, Biology
B.S. University of Wisconsin-Stevens Point
M.S., Ph.D. University of Wisconsin-Madison

Richard Zachman

Adjunct Professor, Natural Science
B.A. Ashland College
M.D., Ph.D. University of Florida

Rebecca Zambrano

Lecturer, Education
B.A., M.A. San Francisco State University

Rosalind Zerofsky

Lecturer, Institutional Course
B.A. University of Wisconsin-Madison
M.A. Temple University

CAMPUS INFORMATION

Academic Dean's Office

Academic policies and procedures, Honors Program, advising
(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

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

Dean of Students Office

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

Development and Public Relations

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

Financial Aid

Scholarships, loans, grants and work opportunities
(608) 663-2206
financialaid@edgewood.edu

Graduate, Adult and Professional Studies (GAPS) Office

Graduate degrees, adult degree program, continuing education programs
(608) 663-3297

Learning Support Services

Tutoring, Writing Center, Math 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

Returning Adult Accelerated Program (RAAD)

Information about program and admission
(608) 663-2294

Student Resource Center

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

Technology Services

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

William H. Young Center for Global Education

Study abroad, international students, global education programs
(608) 663-2261; 608 663-2277

Address inquiries to:

EDGEWOOD COLLEGE

1000 Edgewood College Drive Madison, WI 53711-1997

Telephone (608) 663-4861 Fax (608) 663-3291

Website: www.edgewood.edu

STUDENT CHECKLIST

RECORD OF COURSE PLACEMENTS

Students should talk to their Academic Advisor about their course placements and make a note of it.

ENGLISH PLACEMENT for the Foundations of Communications requirement

- ENG 99A Basic Writing Skills for Non-Native Speakers (Required first semester)
- ENG 99B Basic Writing Skills (Required first semester)
- ENG 110 College Writing
- ENG 110H College Writing - Honors

MATHEMATICS PLACEMENT for the Foundations of Communications requirement

- MATH 98 Mathematical Connections (Required first year)
- MATH 101 Problem Solving OR MATH 111 College Algebra
- MATH 112 College Algebra & Trigonometry OR MATH 122 Finite Math
- MATH 231 Calculus I
- Eligible to attempt the Math Proficiency Exam

For major/minor requirements or as an elective, I'm eligible to take:

- Math 101 Problem Solving
- Math 111 College Algebra
- Math 112 College Algebra & Trigonometry
- Math 121 Statistics (does not fulfill the Foundations math requirement)
- Math 122 Finite Math
- Math 231 Calculus I

FOREIGN LANGUAGE PLACEMENT for the Foundations of Communications requirement

I have satisfied the foreign language requirement
I'm eligible to take: 101 102 201 202 300-level

I need to satisfy the foreign language requirement
My placement is: 101 102

My final high school transcript is needed to determine fulfillment of the language requirement. I need to check with the Registrar's Office to see if I fulfilled the requirement.

DEGREE CHECKLIST

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
- CA 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; see FOREIGN LANGUAGE.

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, music, theatre, creative writing
- An F4 course in one of the social sciences: anthropology, economics, political science, psychology, sociology
- AND 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
- Optional: Interdisciplinary Studies
Course number & Foundations area satisfied: _____

III. HUMAN ISSUES STUDY

- Human Issues Seminar(s) (3-4 credits), OR
- Independent study on a Human Issues topic (min. 3 credits)

IV. MAJOR

See DEPARTMENTS/FIELDS OF STUDY. Obtain a checklist of requirements for the major from the specific department or the Virtual Advising Center
<http://edgenet.edgewood.edu/advising>

Also required: A minimum of 120 credits & 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

INDEX

A

About the College	10
Academic Honesty Policy	42
Academic Policies	42
Academic Progress, Financial Aid Policy for	32
Academic Standing	50
Academic Support Action Program (ASAP)	43
Academic Year	12
Accounting Major	78
Accreditation and Memberships	4
Adding a Course	44
Administrative Withdrawal	43
Admissions Policies and Procedures	14
Advanced Placement (AP) Policy	52
Advising, Academic	42
Affirmative Action Statement	13
Art and Design Teaching Major	65, 103
Art Department	64
Art Major	64
Art Minor	66
Art Therapy Major	65
Associate of Arts Degree	59
Athletics	33
Attendance Policy	43
Auditing a Course	46

B

Bachelor of Arts Degree	58
Bachelor of Science Degree	57
Biology Major	177
Biology Minor	178
Biology Teaching Major	183
Biology Teaching Major with	
Environmental Science	184
Biology Teaching Minor	185
Board of Trustees	238
Broad Field Natural Science Major	179
Broad Field Science Teaching Majors	186
Broad Fields Social Studies Major	72
Business Department	75
Business Majors	76
Business Minor	79
Business Teaching Major	104

Business Teaching Major	78
Business/Computer Information Systems Major	78, 160

C

Calendar, Academic	5
Campus Information	250
Campus Ministry	33
Campus Visits	19
Career Services	36
Center for Diversity	33
Change of Schedule: Adding/Dropping	44
Checklist, BA and BS Requirements	252
Chemistry Major	180
Chemistry Minor	181
Chemistry Teaching Major	189
Chemistry Teaching Minor	190
Child Life Major	96
Classification of Students	45
Collaborative Program	51
College Overview	10
Commencement	62
Communication Arts Department	83
Communication Studies Major	83
Communication Studies Minor	83
Computer Information Systems Major	160
Computer Information Systems Minor	161
Computer Science Minor	161
Computer Science Teaching Major	161
Computer Science Teaching Minor	161
Conditional-Admit Program	15
Counseling Services	37
Course Frequency	45
Course Numbering System	46
Credit by Examination	52
Credit by Prior Learning	52
Credit Loads	45
Criminal Justice Major	223
<i>Cum Laude</i> , Graduation Honors	62
Cytotechnology Major	181

INDEX

D

Dean of Students Office	34
Dean's List	50
Degree Requirements	56
Degrees Awarded	11
Disabilities, Services for Students with	37
Dismissal, Academic	50
Diversity Statement	12
Diversity, Center for	33
Doctoral Degree Program	20
Dropping a Course	44

E

Early Admission, High School Students	18
Early Childhood: Exceptional Educational Needs Major	97
Early Childhood: Exceptional Educational Needs with PK/3 Major	98
Economics Major	224
Economics Minor	226
Education Department	92
Education for Parish Services (EPS)	21
Elementary Education Major	100
Elementary Education Major with Early Childhood Minor	99
Elementary/Middle School Mathematics Teaching Minor	153
English Department	116
English Majors	116
English Minors	118
English Teaching Major	117
English Teaching Minor	118
Environmental Studies Minor	124
Equal Opportunity Employment Statement	13

F

Faculty at Edgewood College	239
Failure to Register	45
Family Educational Rights and Privacy Act (FERPA)	44
Fees	22
Fees, Payment of	44
Financial Aid	25
Financial Aid Refund Policy	31
First-Time Students, Admission of	14
First-Year Forum	149

Foreign Language Department	127
Foreign Language Requirement, Foundations	57
Foundations Curriculum, Goals of	56
Foundations of Communication	57
Foundations of Human Learning	58
French Major	128
French Minor	129
French Minor for Elementary Education Majors	130
French Teaching Major	104, 128
French Teaching Minor	130

G

General Education Requirements	56
Goals of the Foundations Curriculum	56
Good Academic Standing	50
Graduate Course Enrollment for Undergrads	53
Grade Appeals	49
Grade Point Average (GPA)	48
Grade Reports	49
Grading System	48
Graduate Programs	20
Graduate, Adult, & Professional Studies	20
Graduation and Commencement	62
Graduation Honors	62
Graduation, Requirements for	61
Grant Programs, Federal and State Financial Aid	26
Graphic Design Major	66

H

Health Center	34
History Department	141
History Major	141
History Minor	142
History Teaching Minors	143
Honesty, Academic	42
Honors Program	54
Honors, Graduation	62
Human Issues Study	58, 146
Human Services Concentration	209, 226

INDEX

I	
Incomplete Grades	48
Independent Study	55
Individualized Programs	61
Industrial/Organizational Psychology Minor	210
Institutional Courses	149
Insurance	24
Interdisciplinary English/ Communication Arts Minor	86, 118
International Baccalaureate (IB) Policy	52
International Programs	39
International Relations Major	150
International Students, Admission of	17
L	
Learning Support Services (LSS)	37
Leave of Absence, Financial Aid	31
Library	38
Licensing Sequences for Education Degree ..	92
Limited Status Students	18
Loan Programs, Financial Aid	28
M	
Major and Minors, list of	59
Math Requirement, Foundations	57
Mathematics and Computer Sciences Dept	151
Mathematics Major	151
Mathematics Minor	152
Mathematics Teaching Major	152
Mathematics Teaching Minor	153
Mission Statement	10
Music Department	166
Music Education Major	105, 167
Music Major	166
Music Major with Business Emphasis	168
Music Minor	169
N	
Natural Science and Mathematics Major with Pre-Engineering	182
Natural Science Department	176
Natural Science Teaching Majors and Minors	182
Natural Science Teaching Minor	191
New Student Services	37
Non-Degree Students, Admission of	18
Nondiscrimination on the Basis of Disability	12
Non-Native Speakers of English, Prior Learning Credits	53
Not Reported Grades “NR”	49
Nursing Department	199
Nursing Major	203
O	
Oscar Rennebohm Library	38
Other Study Opportunities	51
P	
Pass/Fail Grading	48
Payment of Fees	44
Performing Arts Major	84
Performing Arts Minor	86
Performing Arts Organizations	35
Performing Arts Teaching Major	86, 106
Performing Arts Teaching Minor	86
Philosophy Minor	206
Philosophy of the Curriculum	12
Plagiarism	42
Political Science Majors	225
Political Science Minor	227
Portfolio, Credit for Prior Learning	52
Post-Baccalaureates, Admission of	18
Pre-College Courses	44
Private Music Lesson Fees	23
Probation, Academic	50
Professional Studies, GAPS Program	20
Proficiency Exams	52
Psychology Department	208
Psychology Major	208
Psychology Minor	210
R	
Record of Course Placements	251
Re-entry Students, Admission of	17
Registration Policies and Procedures	44
Religious Studies Department	216
Religious Studies Majors	216
Religious Studies Minor	218

INDEX

Religious Studies Teaching Major	218
Religious Studies Teaching Minor	218
Repeating a Course	49
Requirements for Associate of Arts Degree	59
Requirements for Bachelor of Arts Degree	58
Requirements for Bachelor of	
Science Degree	57
Residence Life	36
Residency Requirement	47, 57
Retroactive Credit,	
Foreign Language	53, 132, 138
Returning Adult Accelerated Degree (RAAD)	20
Room and Board Fees	22

S

Satisfactory Academic Progress	51
Scholarships and Grants	29
Science Education Minor	191
Secondary Education Minor	102
Security, Campus	36
Semester Honors	50
Sinsinawa Sponsorship	11
Social Science Department	222
Social Studies Teaching Minor	227
Sociology Major	226
Sociology Minor	227
Spanish Major	134
Spanish Minor	135
Spanish Minor for Elementary	
Education Majors	136
Spanish Teaching Major	104, 134
Spanish Teaching Minor	136
Student Activities Office	34
Student Employment	29
Student Resource Center	36
Student Services	33
Studies in Education Major	107
Study Abroad	39

T

Teacher Certification	94
Teacher Education Program	92
Teaching English Language Learners Minor	101
Transcripts	47
Transfer Credit Policy	16, 46
Transfer Students, Admission of	15
Trustees, Board of	238
Tuition and Fees	22
Tuition Refunds	23
Tutoring Services	37

U

University of Wisconsin,	
Collaborative Program	51
Unreported grades (“NR”)	49

V

Vision Statement	11
------------------	----

W

Waiving of Requirements	61
Warned: Incomplete	50
William H. Young Center for	
Global Education	39
Withdrawal from College	45
Women's and Gender Studies Minor	234