

UNDERGRADUATE CATALOGUE



EDGEWOOD COLLEGE

2012 – 2013

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2012 – 2013

Effective Fall 2012



EDGEWOOD COLLEGE

1000 Edgewood College Dr | Madison, WI 53711-1997

608.663.4861 | 1.800.444.4861 | Fax 608.663.3291

www.edgewood.edu

OFFICIAL NOTICES

This catalogue is effective for traditional undergraduate freshmen entering the College beginning in the Fall 2012 semester and all traditional undergraduate students entering the College beginning in the Fall 2012 semester and until a new catalogue is published. The 2012 – 2013 catalogue may also be found online at www.edgewood.edu.

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

All students are reminded to read carefully the sections of the catalogue pertaining to them. Lack of awareness of policies or requirements will not serve as a justifiable excuse at a later date. Edgewood College's liability to any student for any reason and upon any cause of action related to the statements made in this catalogue of the policies or procedures set forth herein, shall be limited to the amount of tuition actually paid to Edgewood College by the student making the claim in the year which any action giving rise to the claim occurs.

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

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

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

ACCREDITATION AND MEMBERSHIPS

Edgewood College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Among the associations in which the College holds membership are:

AACN: American Association of Colleges of Nursing

AACRAO: American Association of Collegiate Registrars and Admissions Officers

AACSB International: American Assembly of Collegiate Schools of Business

AACTE: American Association of Colleges for Teacher Education

AAC&U: Association of American Colleges and Universities

ACBSP: Association of Collegiate Business Schools and Programs

AAHE: American Association for Higher Education

ACCU: Association of Catholic Colleges and Universities

AGB: Association of Governing Boards

AILACTE: Association of Independent Liberal Arts Colleges for Teacher Education

AIR: Association for Institutional Research

AIRUM: Association for Institutional Research of the Upper Midwest

AIS: Association for Integrative Studies

CASE: Council for the Advancement and Support of Education

CIC: Council of Independent Colleges

CCNE: Commission on Collegiate Nursing Education

CUR: Council on Undergraduate Research

CHEA: Council for Higher Education Accreditation

CUPA: College and University Personnel Association

HLC: Higher Learning Commission

NAC: Northern Athletics Conference

NACE: National Association of Colleges and Employees

NACUBO: National Association of College and University Business Officers

NAICU: National Association of Independent Colleges and Universities

NCAA III: National Collegiate Athletic Association

NCATE: National Council for the Accreditation of Teacher

Education

WACRAO: Wisconsin Association of Collegiate Registrars Officer and Admissions Officers

WACSN: Wisconsin Association for Collegiate Schools of Nursing

WACTE: Wisconsin Association of Colleges for Teacher Education

WAICU: Wisconsin Association for Independent Colleges and Universities

WIPCS: Wisconsin Institute for Peace and Conflict Studies

WiCC: Wisconsin Campus Compact

WICTE: Wisconsin Independent Colleges of Teacher Education

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

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

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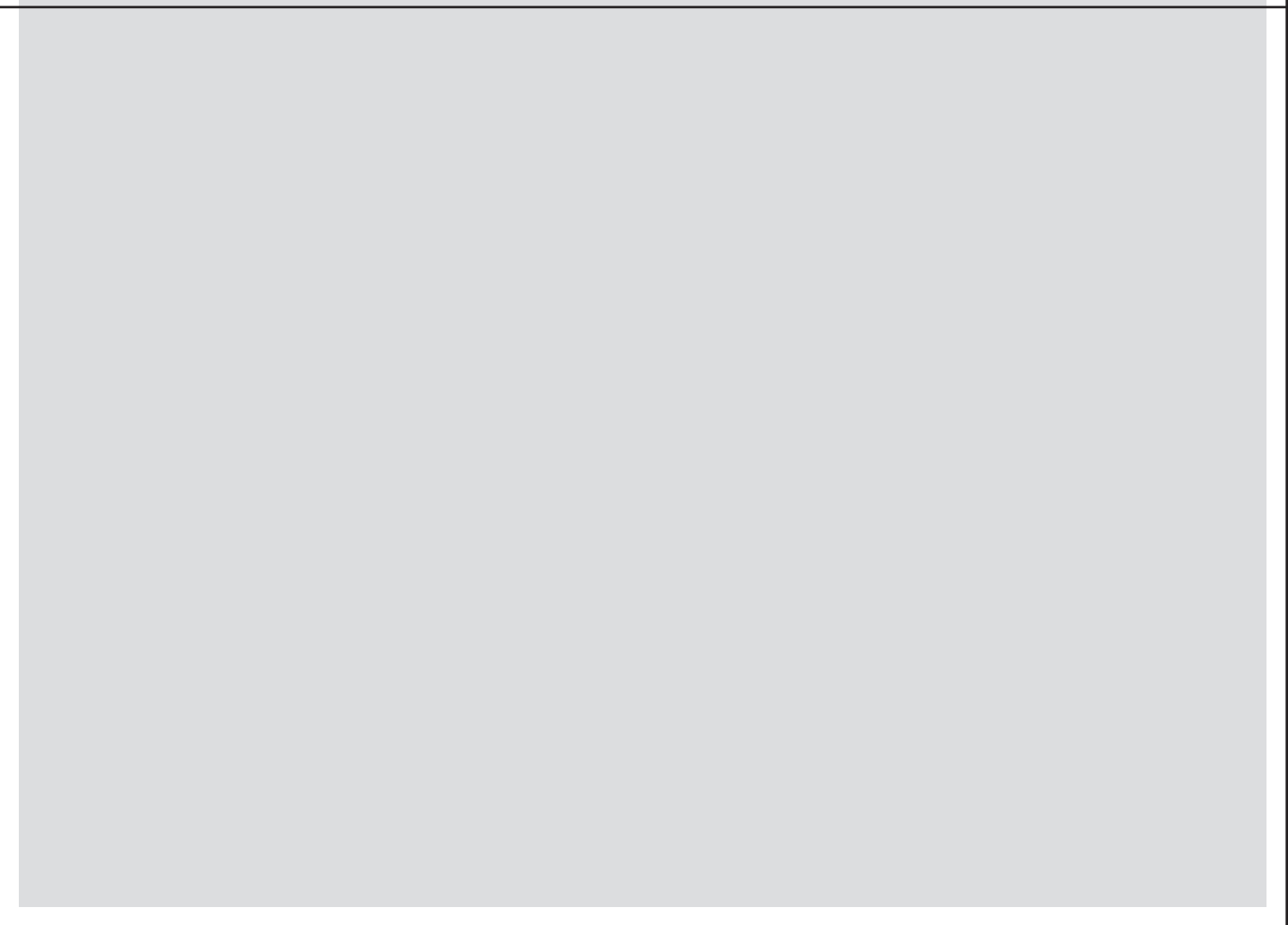
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**ABOUT
EDGEWOOD COLLEGE**



CAMPUS INFORMATION DIRECTORY

Academic Dean's Office

Academic policies and procedures
608.663.2200

Admissions

Admission of students, visits and campus tours
608.663.2294
admissions@edgewood.edu

Adult Accelerated Programs

Information about programs and admissions
608.663.4243

Athletics

Intercollegiate and intramural sports
608.663.3249

Business Office

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

Edgewood Central

Student accounts, registration, financial aid
608.663.4300

Financial Aid

608.663.4300

Graduate and Professional Studies Deming Way Campus

608.663.4243

Learning Support Services

Tutoring, Study Groups, Math/Science Lab
608.663.2281

Oscar Rennebohm Library

608.663.3278
<http://library.edgewood.edu>

Registrar

608.663.3256

Residence Life

Residence hall accommodations
608.663.3228

Student Accessibility and Disability Services

608.663.2281

Student Resource Center

Career and counseling services, new student advising, learning support services, disability services
608.663.2281

Technology Assistance Center

Computer services, computer labs, multi-media services for classrooms
608.663.6900

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

Address inquiries to:

Edgewood College
1000 Edgewood College Drive
Madison, WI 53711-1997
P: 608.663.4861 | F: 608.663.3291

MISSION AND SPONSORSHIP

Mission

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

Identity

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

Vision

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

Sinsinawa Sponsorship

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

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

- Create, amend and restate the Articles of Incorporation and Bylaws.
- Approve the mission.
- Assess the implementation of the mission.

- Approve appointment of members to the Board of Trustees.
- Approve acquisition, purchase, sale of the assets of the corporation.
- Approve dissolution, consolidation or liquidation of the corporation.

College Overview

The main campus of Edgewood College is located on Lake Wingra in Madison, the capital city of Wisconsin. The College offers roughly forty majors and as many minors; the most popular are nursing, education, and business. The undergraduate programs are organized into five schools: School of Arts and Sciences, School of Business, School of Education, School of Integrative Studies and the School of Nursing. The overall college enrollment in both undergraduate and graduate programs is about 2,500 students.

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

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

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 Student Accessibility and Disability Service.

Diversity Statement

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

Equal Opportunity Employment Statement

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

Affirmative Action Statement

Edgewood College respects the dignity and gifts of each person. We strive to create environments in which the value of diversity is understood, practiced, and embraced by our faculty, staff, and students. Diversity encompasses race, color, ethnicity, national

origin, religion, gender, age, sexual orientation, disability, and veteran status. In order to foster diversity, we commit ourselves not only to Equal Employment Opportunity, but also to Affirmative Action through special efforts to search for qualified faculty, staff, and students from diverse backgrounds. We believe that taking affirmative action will advance our goal of social and economic justice for all people. It will empower those of diverse heritages and backgrounds to share their unique contributions and, thus, further the mission of Edgewood College.

Nondiscriminatory Policy

Edgewood College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other College-administered programs. The College welcomes women and men who reflect the rich diversity of the world's cultures and perspectives.

ADMISSIONS POLICIES AND PROCEDURES

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 direct 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 deadlines. 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

Academic documents required for admission consideration can be found online at www.edgewood.edu.

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

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

Consideration for Admission for First-Time Students

Candidates for admission to Edgewood College are expected to present a minimum 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 minimum composite score of 18 ACT or 850 SAT. GED students are expected to achieve a minimum composite score of 2740. Admission to Edgewood College does not imply or guarantee admission into certain schools or programs. Additional entrance requirements may be required for programs including, but not limited to, nursing and education. 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 College.

Consideration for Admission for Transfer Students

Candidates are expected to present a minimum cumulative college grade point average of 2.0 (on a 4.0 scale) in a minimum of 12 academic-level credits from a regionally accredited institution. Admissions for students who do not meet the 12 credit minimum will be reviewed based on the admission requirements for freshmen. Admission to Edgewood College does not imply or guarantee admission into certain schools or programs. Additional entrance requirements may be required for programs including but not limited to nursing and education. Contact the Office of Admissions for details.

Failure to report previously attended institutions in the admission process may result in action, including dismissal, from the College. Students dismissed from a previous college must wait one full year prior to applying to Edgewood. After that time, the student must submit additional materials (personal statement, letters of recommendation) for review by the Admissions Committee.

Consideration for Admission for Post-Baccalaureate Students

Students who have earned a Bachelor's degree and wish to be admitted to work toward certification or to earn a second major or second baccalaureate degree will be considered post-baccalaureate students. Post-baccalaureate students are expected to present an official transcript confirming completion of a Bachelor's degree from a regionally accredited college or university. Failure to report previously attended institutions in the admission process may result in action, including dismissal, from the College.

Consideration for Admission for International Students

Edgewood College is authorized to issue the required Certificate of Eligibility for Admission (I-20 Form) necessary to obtain a student visa. In addition to the required academic documents to be considered for admission, international students seeking an I-20 Form from Edgewood College are required to present the following:

1. Proof of English proficiency (for applicants whose primary language is not English).

Applicants must prove English proficiency by submitting one of the following documents:

- TOEFL score of 71 or higher on the internet-based test (IBT) or 525 or higher on the paper-based test (PBT) (For more information visit www.toefl.org)
 - IELTS overall band score of 6.0 or higher (For more information visit www.ielts.org)
 - Letter of recommendation from an approved ESL instructor (such as WESLI or MESLS).
 - A transcript demonstrating successful completion of 1 year of college-level work in English.
2. Proof of financial support for the duration of study at Edgewood College. Students who are seeking an F-1 or J-1 student visa must show sufficient funds on deposit for at least one year of study. Financial documents must be original letters or statements from a financial institution with original ink signatures and stamps, be written in English or accompanied by official English translation, indicate unit of currency, include both the sponsor's name and student's name exactly as it appears on student's application, and be dated within six months of application date. Financial documents must:
 - Be original letters or statements from a financial institution with original ink signatures and stamps
 - Be written in English or accompanied by official English translation and indicate unit of currency
 - Include both the sponsor's name and student's name exactly as it appears on student's application
 - Be dated within six months of application date
 3. If college-level work has been completed, applicants are required to present any transcripts, certificates, or diplomas pertaining to this work. To receive transfer credit from international institutions, students must submit a detailed "course-by-course" evaluation of credits from an approved international credential evaluator.

Applications will not be considered after May 1 for the start of the Fall semester or November 1 for the Spring. All priority admission deadlines also apply to international students. Applicants are encouraged to apply as soon as possible, as it may take weeks or months after the issuance of the I-20 form to receive a visa.

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

Consideration for Admission for 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. Overall institutional enrollment may impact eligibility for non-degree seeking students. 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.

Consideration for Admission for Re-Entry Students

All students interested in returning to Edgewood College must complete the online re-entry form available at www.edgewood.edu.

Re-entering students are expected to present official transcripts from all institutions attended since taking courses at Edgewood College. Failure to report previously attended institutions in the admission process may result in action, including dismissal, from the College.

Students previously dismissed from Edgewood College who wish to return must follow the eligibility requirements specified in their official dismissal letter from the College.

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.

Auditing Courses

Courses offered for credit are available for audit at the discretion of the instructor. Instructor approval is required for auditing and the instructor will also determine the student's level of participation in the course.

Overall institutional enrollment may impact eligibility for auditors. 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 as an auditor.

Transfer of Credit Policy

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 upon entry.
4. A maximum of 60 semester hours can be transferred from all junior colleges or two-year campuses attended.
5. Students who receive an Associate of Arts and Science Degree in Liberal Studies from one of the University of Wisconsin Colleges or who have received an Associate of Arts or Science Degree from Madison Area Technical College will be considered to have fulfilled all of Edgewood College's General Education requirements except World Language, Religious Studies, COR 2 & COR 3. 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. All requirements except COR 3 may be met by provisional coursework. COR 3 (while typically met in the major) must be taken at Edgewood College.
6. Courses that are repeated are counted only once in total credits earned. If a student repeats a course at Edgewood College 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 the College by those who apply for advanced study in that department.
8. Some departments have admission requirements beyond those needed for general admission. See requirements for individual schools and departments.
9. All records of transcripts received by the College become the property of the College and will not be released to the student, nor will copies be made.
10. Failure to submit complete and official copies of all previous academic credentials constitutes academic misrepresentation and will cause an offer of admission to be revoked.

FINANCIAL AID

Edgewood College does not discriminate against applicants on the basis of race, color, age, sex, religion, handicap, sexual orientation, or national or ethnic origin.

Student Eligibility

In order to receive financial aid, 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 or post baccalaureate, four (4) if a graduate student, three (3) credits if a doctoral 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

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

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

Leave of Absence Policy

A student with financial aid may take a leave of absence from Edgewood College for not more than a total of 180 days in any 12-month period. Students must initiate this process through the Student Health Services or Personal Counseling Offices. Leaves of absence will not be treated as a withdrawal by Edgewood Central and no return of Title IV funds will be calculated. If the student does not return within the expiration of the leave, the College will calculate the amount of Title IV grant and loan assistance that is to be returned according to the Higher Education Act, 34 CFR 668.22 (j)(1)(ii).

Financial Aid Refund Policy

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

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

Total Title IV aid disbursed
(including aid that could have been disbursed)
– Earned Aid*

= Aid that must be returned

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

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

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

Note: This policy is separate and distinct from the College's tuition refund policy.

Satisfactory Academic Progress

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

1. Students must maintain a minimum cumulative grade point average of 2.0 for undergraduate and 3.0 for graduate/doctoral.
2. Students must not exceed the maximum length of time to receive aid. (See Definition of Terms and Conditions below)
3. Students must complete 70% or higher of the number of credits attempted.

*Total cumulative credits earned

*Total cumulative credits attempted

Procedures

At the end of each academic term the number of credits successfully completed is reviewed. This number is compared to the number of cumulative credits attempted (the # of credits enrolled at the 100% add/drop date). If the student successfully earned at least 70% of the credits attempted, no further action is necessary and the student remains in good standing.

- **Warning:** The first time a student does not meet satisfactory academic progress, the student will continue to be eligible for aid.
- **Financial Aid Suspension:** The second time a student does not meet SAP consecutively, the student will be suspended from financial aid and will not be eligible for any future financial aid.
- **Appeal:** Students who are unable to meet SAP due to special circumstances may submit an appeal letter to Edgewood Central.
- **Reinstatement/probation:** After suspension, eligibility can be reinstated by successfully completing the appeal process which may require an academic plan or successfully completing a specified number of credits with the minimum GPA or higher at your own expense (without the use of financial aid).

Definition of Terms and Conditions

- **Maximum length of time to receive aid:** Federal regulations set the maximum time frame a student may take to complete his/her educational program at 150% of the published length of the educational program.

Note: Transfer credits from other colleges or universities are counted as attempted hours.

- **Successful completion:** Grades of A through D or P are considered to be successful completion. Any other grade is NOT considered a successful completion.
- **Incompletes:** An Incomplete (I) will not meet satisfactory academic progress. When a student successfully completes the course, they should notify Edgewood Central for reevaluation.
- **Not reported grades:** Not reported grades (NR) will not meet satisfactory academic progress. When the grade is reported, it is the student's responsibility to notify Edgewood Central for reevaluation.

Dean of Students Office

The goals of the student development staff are to engage all students in meaningful experiences in and out of the classroom; to challenge and support students in their growth toward personal fulfillment, spiritual depth and cultural competence; and to prepare students to serve as builders of a just and compassionate world.

In addition to ensuring that campus services and programs are responsive to student needs, the Vice President for Student Development/Dean of Students serves as a liaison for student concerns and non-academic grievances, and helps connect students with appropriate resources. Students are encouraged to take advantage of campus resources and services to assist them to be successful students.

Students who are not sure where on campus to go to get information or to solve a problem are encouraged to call or stop in to the Dean of Students Office.

Edgewood Central

Edgewood Central is the office for students to conduct all business regarding student accounts, registration, and financial aid.

Health Services

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

Health Services requires every student to have a health history form on file at the beginning of the semester. Students receive this form in their admissions packet. Students are required to have documentation of two doses of a live measles vaccine given after the first birthday or evidence of measles immunity and Tetanus Toxoid booster. Due to Wisconsin state law regarding meningitis vaccine and Hepatitis B, all students receive information on the vaccinations and are encouraged to discuss the information with their medical provider.

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 serves as a gateway to library resources such as the online catalogue (EdgeCat), access to over 12,000 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 University of Wisconsin - Madison Library System, Edgewood College 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. The College 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.

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.

Office of Student Activities (OSA)

The role of the Office of Student Activities (OSA) is to create opportunities for learning by encouraging student involvement in campus life. The OSA assists students and student organizations to present campus-wide activities, events and celebrations that build a strong campus community and promote interaction among students, faculty and staff. The OSA's goals are to provide educational, social and recreational opportunities that are inclusive, and to promote personal development and leadership skills in students.

STUDENT SERVICES

Athletics

The Athletic Department sponsors intercollegiate sports for women and men. Women's sports include basketball, golf, cross country, soccer, softball, tennis, indoor/outdoor track, dance, and volleyball. Men's sports include baseball, basketball, golf, cross country, soccer, tennis and indoor/outdoor track. Edgewood College is a member of the National College Athletic Association (NCAA) and Northern Athletics Conference (NAC). For information about the athletic program and getting involved in an intercollegiate sport, or for game schedules and locations, go to the Athletics website at www.EdgewoodCollegeEagles.com.

College Ministries

Who am I? How can I make a difference? Is there something more?

College Ministries supports students in their exploration of these questions of identity and meaning. Rooted in the Dominican tradition, professional staff and student leaders offer programming for personal, spiritual and ethical development; education and action for justice; alternative break trips; community service and civic engagement; chapel worship

services; student-led prayer, discussions groups; retreats; community building; and individual appointments.

Saint Joseph Chapel in Regina Hall is available for quiet reflection and public prayer. Eucharist is celebrated regularly during the academic year.

Center for Diversity & Inclusion

The Center for Diversity and Inclusion, located in Predolin Hall, is a resource designed to inspire curiosity and involvement in multiculturalism with the intention of preparing students to serve as builders of a just and compassionate world.

The Center for Diversity and Inclusion facilitates opportunities for faculty, staff and students to meet and interact with others from various cultures, as well as to provide support and encouragement to those individuals on a journey toward cultural competence.

The Director of the Center provides support services for students of color (those persons historically under-represented and under served in American higher education) that better equip them to act on their own behalf with integrity and self-confidence.

The OSA's staff of experienced student leaders assist other students to find involvement opportunities on campus through student organizations. The OSA has a complete listing of current student organizations and contacts, and hosts the Student Activities Fair each Fall to promote their activities. Leadership programming is also offered through the school year. The OSA also fosters the development of new student organizations. Students who would like to start a new organization should contact the Director of Student Activities to find out how to apply for official recognition.

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.

Student Organizations

Activities and events planned by various clubs and organizations supplement academic life with meaningful experiences and outright enjoyment. Out-of-classroom programs provide opportunities for fun social interaction, vocational growth, leadership experience, community service, and personal development.

Campus Activities Board (CAB)

Campus Activities Board enhances the educational and social experiences of the college community by providing quality entertainment and other educational programs.

Student Activities in the Fine Arts

The Music Department offers a number of performing groups that are open to all students regardless of major. Ensembles include: Campus-Community Orchestra, Band, Jazz Ensemble, Chamber Orchestra, Chamber Singers, Women's Choir and Campus-Community Choir. For information on getting involved in music activities or for current concert schedules, contact the Music Department.

The Theatre 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.

The English Department sponsors two campus publications, *On the Edge*, the campus newspaper, and *The Edgewood Review*, the campus literary magazine, published annually. Student editors produce both publications. Positions on the newspaper and the magazine are open to all students. Contact the English Department for information.

Residence Life

The goal of Residence Life is to enrich the college experience and strengthen the sense of community for all students. Research shows that the first two years of college are a critical time for students to develop academic and social networks. Students who live on campus are more likely to be involved and graduate in four years. Therefore, Edgewood College is committed to providing a supportive and positive residential environment conducive to student engagement and learning for all students.

At Edgewood College, we have six residence halls; four traditional halls and two apartment buildings. All students under the age of 21 are required to live on campus for their first two academic years unless they choose to live with a family member and/or legal guardian within commuting distance. Exceptions to this policy include: students who have children, live in domestic partnerships, veterans, or students who are studying part-time.

The Residence Life staff is comprised of six professional staff members and 21 student staff members (Resident Assistants). Resident Assistants (RAs) are veteran students who provide leadership in the residence halls. Two of the professional staff live on campus as well as the RAs to promote safety, support, and community for residents.

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 escorts when requested and act as liaisons with local police and fire agencies. To summon an officer or report an emergency, campus members may dial extension 4321 or call the Campus Assistance Center at extension 4444. Security officers are on duty 24 hours a day, 7 days a week. To report a security or safety concern that is not an emergency, campus members may contact the Director of Security. The Security Office is located in the Weber Hall lobby.

Student Resource Center

The mission of the Student Resource Center academic, located in DeRicci Hall, 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. Career Services also provides resources for students, as well as to alumni, who are applying to graduate and professional schools.

Personal Counseling Services

Personal Counseling Services offer free, confidential counseling and psychological services. Services are aimed at enhancing the emotional well-being of students and supporting students in reaching their personal and academic goals. Meeting with a personal counselor can help students experience relief and healing, gain decision-making and problem-solving skills, and improve interpersonal relationships. Services include short-term personal counseling, periodic support groups, consultation, and educational workshops. Referrals to community mental health care providers are available when appropriate or requested.

Learning Support Services

Learning Support Services staff members provide academic support services to assist students to perform effectively and efficiently in the classroom and to promote independent and cooperative learning.

Services include:

- Peer tutoring in most introductory undergraduate classes
- Drop-in writing assistance at the Writing Center located in the Library.
- Drop-in math assistance at the Math/Science Lab in Sonderegger Hall.
- Study skills and learning strategies assistance, such as test taking, time management and note-taking skills, by appointment through the Student Resource Center.
- Student Success workshops scheduled throughout the year on topics such as test-taking skills, time management, public speaking, overcoming writer's block, and test-taking anxiety.

Student Accessibility and Disability Service

Our mission is to provide accommodations and accessibility support to students with disabilities that will enable them to fully participate in programs and services that are available at Edgewood College. Information regarding policies and procedures regarding the Disabilities Services Office may be obtained by contacting Lili O'Connell, Director of Student Accessibility Services, at 608.663.8347, or by emailing loconnell@edgewood.edu.

Veterans Services

The Veterans Services Department at Edgewood College was established to assist military personnel, veterans, and their family who are interested in attending or are taking courses at the College. We are able to assist in completing applications, registering for benefits with the VA, and communicating with the business office and the registrar. We are also able to assist military personnel, veterans, and their family with a variety of resources that they may be interested in knowing more about.

If you need assistance, please feel free to contact the Veterans Services Department at Edgewood College via email Veterans@edgewood.edu or by phone 608.663.4266.

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 promote knowledge and experience of global dynamics in the contemporary world, the ability to analyze and to value other cultures, and the skills to become effective global citizens. To achieve this, the College 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 College campus. This includes a curriculum with 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 students 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 in 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.

Edgewood College has established as an academic priority the integration of a global perspective into its curriculum. By taking courses with global/international content, students prepare themselves to be global citizens who carry out the Mission of “building a just and compassionate world.” Key features of the College’s global/international curriculum are: a foreign language

requirement; a global perspectives requirement; majors and minors in French and Spanish; an International Relations Major; Global Studies Minor; Latin American Studies Minor; Cor 2 international seminars; and many courses with significant global/international content.

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 programs that will enhance their liberal arts education with a global perspective. The Center for Global Education 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. The Center staff coordinates all Edgewood College programs abroad and also facilitates student participation in study abroad programs offered by other entities, including:

- Short-term (one to three weeks) options available primarily through the COR Program. These are typically semester courses taught by Edgewood faculty and include an international travel component during winterim or summer.
- A summer Spanish-language and culture program in Arequipa, Peru
- A summer internship in Germany for Business Majors
- Student teaching program in Cuernavaca, Mexico
- An exchange semester or year abroad at a university in one of 50 countries through the International Student Exchange Program (ISEP). See www.isep.org.
- An exchange program with Masaryk University in the Czech Republic.
- An exchange semester or year abroad in Northern Ireland through the Irish-American Scholar Program.
- An approved program with an affiliated or nonaffiliated institution or study abroad provider.

Policies

Preparation

Planning ahead for a successful study abroad experience is essential-ideally one year in advance. Students should attend a study abroad information session, meet with a peer advisor, work with a study abroad advisor, and participate in the Center for Global Education’s pre-departure orientation programs.

GPA

Students must have a 3.0 cumulative GPA to apply for an Edgewood sponsored program. Some non-Edgewood sponsored programs may have lower GPA requirements.

Status

To participate in a semester or year length program, you must have at least second semester sophomore status during your study abroad term. Freshmen are encouraged to participate in short-term programs and to start the planning process for a semester or year length study abroad program.

Credit & Financial Aid

All students must work with the staff of the Center, her/his academic advisor, a financial aid advisor, and the Registrar’s Office to assure that all procedures for course selection and pre-approval, transfer of academic credit, applicability of financial aid, and program payment are followed.

The cost of an exchange placement with ISEP and the Edgewood College ~ Masaryk University Exchange Program are based on Edgewood tuition, room and board, and Edgewood, state, and federal financial aid is applicable. Students 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)).

Visit the Center for Global Education’s website for more information: <http://globaleducation.edgewood.edu>.

ACADEMIC INFORMATION

PHILOSOPHY OF THE CURRICULUM

The Context

The problems and issues that a student will face after leaving college are not simply those connected with a specific interest, career, or professional calling. Instead, they arise out of a variety of interests and contexts in an increasingly complex and interconnected world.

To live a full, purposeful human life, therefore, during his or her college career, each student must be helped to cultivate knowledge, skills, habits, and commitments that transcend any particular major or discipline. She or he must be provided with a general education, which will empower him or her to draw from and integrate multiple perspectives and ways of knowing in the service of addressing, appreciating, and acting upon real-life practical, ethical, political, and spiritual challenges.

The Heritage

Such an education has traditionally been the goal of the liberal arts, which classically emphasized character development, versatility, breadth, independence, perspective, effective expression, and critical thinking as essential for achieving lives of personal liberation and public service.

Such an education has also traditionally been the goal of liberal arts institutions in the Dominican tradition, where the need for study and reflection is joined with a requirement of action for the common good.

The Mission

At Edgewood College, both of these traditions find concrete expression in the College Mission, which is to engage students within a community of learners committed to building a just and compassionate world and to educate them for meaningful personal and professional lives of ethical leadership, service, and a lifelong search for truth.

Because it reflects both the traditions of the College and the needs of the student in today's world, this Mission is the foundation of all of the College's curricular offerings and of its overall understanding of the shape of general education.

The Method

In other institutions of higher learning, the general education that a student receives is often organized in the following way: each student chooses from a range of designated courses in a number of separate, unchanging topic areas; these topics are associated with certain disciplines, which are in turn associated with particular departments. When a student is finished with his or her general education program, she or he will have had one or more classes in each separate discipline area.

In contrast, what Edgewood College requires of its students is success in meeting a set of linked goals that can be embodied in a variety of educational structures. Some of these goals involve the acquisition of skills; others the acquisition of knowledge. Still others have to do with educational processes, including integration of knowledge, developmentalism, and experiential and community-based learning.

In meeting these goals, students at Edgewood College have the opportunity to engage directly in the sort of integration, critical thinking, self-reflection, and problem-solving that they will need to have rewarding lives of public service, personal fulfillment, and professional achievement. In addition, they have the ability to do so within a structure that allows for a high degree of freedom and innovation with respect to classrooms, disciplines, and departments.

As a result, the Edgewood College student is better able to contextualize his or her learning, both in the sense of providing more varied contexts for learning and in the sense of allowing the student to apply and be assessed in her or his learning in a wider variety of contexts. In the tradition of classical liberal arts education, general education at Edgewood College is, therefore, holistic, interdisciplinary, and practically motivating and empowering.

THE GENERAL EDUCATION CURRICULUM

Goals

To live a full and purposeful life, each Edgewood College student must learn to cultivate knowledge, skills, habits of mind, and commitments that transcend a particular major or discipline. Students must be provided with a general education that will empower them to draw from and integrate multiple perspectives and ways of knowing in the service of addressing, appreciating, and acting upon real-life practical, ethical, political, and spiritual challenges.

At Edgewood College, General Education is grounded in the College Mission, to engage students within a community of learners committed to building a just and compassionate world and to educate them for meaningful personal and professional lives of ethical leadership, service, and a lifelong search for truth.

Each set of goals in the Edgewood College general education program is connected with a specific element of student learning essential to the realization of the Edgewood College Mission. These are:

Cornerstones

Students must be able to communicate, think critically, think mathematically, and assess and evaluate information at least well enough to apply these basic skills in the context of their education at Edgewood College, prepare them for lives of meaningful professional leadership and growth, and demonstrate intellectual and practical skills for active citizenship and everyday life.

Ways of Knowing

To have the tools and the background to make judgments about and act in the world and to be lifelong learners, students must be exposed to diverse ways of knowing and experiences of how knowledge is acquired; they must engage with numerous bodies of knowledge and the research methodologies with which those bodies of knowledge are connected. Such encounters introduce students to the multiple lenses through which the world is defined, understood, analyzed, and experienced. Moreover, they reinforce crucial critical thinking and inquiry skills.

Perspectives on the World

In order to build a more just and compassionate world, students must be able to understand the complexities of that world and to engage with it, approaching issues and problems from multiple perspectives, learning about the world through its languages and cultures, and being aware of how their decisions and actions affect the environment in which they live. They must learn to apply inquiry/problem-solving skills in a context that allows theory to inform practice.

The Edgewood COR

Finally, students must be given the opportunity for identity development and critical self-reflection, for experiencing the world and discerning their place in it. They must be given a context for applying, integrating, and synthesizing their learning, a context that requires students to learn, practice, and apply foundational skills, offer venues for applying knowledge and skills, and explicitly link the theories that we use to understand the world and the actions that we and others choose to take.

GENERAL EDUCATION EXPERIENCE AND TAGS

Cornerstone Experiences

Oral Communication – Initial	O
Oral Communication – Enriched	K
Critical Thinking – Initial	T
Critical Thinking – Enriched	U
Mathematical Thinking and Quantitative Literacy	M
Written Communication – Initial	W
Written Communication – Enriched	X
Information and Technological Literacy	I

Perspectives on the World Experiences

Environmental	E
Gender	Q
Global	G
World Languages	L
Multicultural	D

COR Experiences

COR 1	1
COR 2	2
COR 3	3

Ways of Knowing Experience

Experience and Study of the Arts (Historical and Contemporary Artistic Works)	A
Experience and Study of the Arts (Studio Component)	B
Experience and Study of the Arts (Literature)	C
Reflection on Human Culture, Values and Ideas (History)	H
Reflection on Human Culture, Values and Ideas (Philosophy)	P
Reflection on Human Culture, Values and Ideas (Religious Studies)	R
Exploration of the Natural World (Field/Laboratory Component)	S
Exploration of the Natural World	V
Analysis of Human Behavior and Social Structure	J

GENERAL EDUCATION EXPERIENCE REQUIREMENTS

Cornerstones

Eight Cornerstone Experiences improve and reinforce the fundamental skills and abilities central to a liberal education. There are two types of Experiences within the Cornerstone categories: Initial and Enriched Cornerstones. Students are required to complete:

- Five Initial Experiences, one each from Critical Thinking, Mathematics, Information and Technology Literacy, Oral Communication, and Written Communication.
- Three Enriched Experiences, one each from Critical Thinking, Oral Communication, and Written Communication.

Full-time, first-year students must complete a minimum of one Initial Cornerstone Experience in their first semester. Full-time students must complete all Initial Cornerstone Experiences in their first four semesters at the College.

Ways of Knowing

Ways of Knowing Experiences provide exposure to a range of academic disciplines and methods of inquiry. Students are required to complete 10 Ways of Knowing Experiences:

- Three Experiences in Experience and Study of the Arts and Literature (A, B and C) with at least one experience in historical and contemporary artistic works (A); one with a studio component (B); and one in literature (C).
- Three Experiences in Reflection On Human Culture, Values and Ideas (R, P and H) with at least one experience in religious studies (R); one in history (H); and one in philosophy (P).
- Four Experiences in Analysis of Human Behavior and Social Structure (J) and Exploration of the Natural World (S = Lab/Field, V = Non-Lab/Non-Field), including:
 - One Experience in Analysis of Human Behavior and Social Structure (J).
 - Two Experiences in Exploration of the Natural World (S).
 - One additional experience:
 - a. If the two S Experiences are a science sequence, 1 additional S, V, or J Experience is required.
 - b. If the two S Experiences are not a sequence, 1 additional S or V Experience is required.

Perspectives on the World

Perspective Experiences prepare students to live and work in a global and diverse world. Students are required to complete 8 Perspective Experiences:

- One Experience in Global Perspectives (G)
- One Experience in Environmental Perspectives (E)
- One Experience in Multicultural Perspectives (D)
- One Experience in Gender Perspectives (Q)
- Two Experiences in World Language (L)
- The World Language Experiences may be fulfilled by:
 - a. completion of two years of the same language in high school with a cumulative average of C (2.0) with no grade lower than a D (best of 4 semesters);
 - b. completion of two semesters of college/university language, other than one's own, of the same language;
 - c. demonstration of proficiency through testing.
- Two additional Perspectives Experiences with G, E, D, Q, or L tags.

General Education requirements may not be fulfilled through Independent-Study courses.

COR

The COR Program of General Education is administered in the School of Integrative Studies.

In the Dominican tradition, the forging and nurturing of relationships is the heart of study, reflection, and action for the common good. In this spirit, the Edgewood COR provides an integrative, three-level framework for students to better understand themselves, become aware of the needs and opportunities of the world, and consider their role in contributing to the building of a more just and compassionate world.

COR is one of four general education domains at Edgewood College. All students are required to earn COR 1, COR 2, and COR 3 general education tags as part of their degree requirements.

INTENDED LEARNING OUTCOMES FOR COR STUDY

Across all three levels of the COR curriculum, students investigate three fundamental questions with increasing depth as they move from COR 1 through COR 3. The intended learning outcomes for each level of COR, as they relate to the three COR questions, are:

COR 1

Who am I who could I become?

Identify, explore, and critically reflect upon personal identities, values, beliefs, spiritualities, and worldviews.

What are the needs and opportunities of the world?

Utilize inquiry-based approaches to critically investigate relevant human issues questions.

What is my role in building a just and compassionate world?

Explain contemporary issues and problems from multiple perspectives.

COR 2

Who am I and who could I become?

Clarify a sense of self in relation to the world.

What are the needs and opportunities of the world?

Analyze ethical issues embedded in meaningful community-based learning experiences.

What is my role in building a just and compassionate world?

Integrate knowledge and skills from multiple sources and meaningful experiences.

COR 3

Who am I and who could I become?

Articulate a personal philosophy or mission statement which reflects individual gifts, values, and commitments in light of the needs of a chosen profession and society.

What are the needs and opportunities of the world?

Demonstrate the skills necessary for engaged, responsible citizenship.

What is my role in building a just and compassionate world?

Develop integrative, creative theories, and solutions to contemporary human issues and problems.

COMPONENTS OF THE COR PROGRAM OF GENERAL EDUCATION

Students' experiences in the program are characterized by the following components that emerge from the Dominican Studium of study, reflect, act.

Study

Interdisciplinary Inquiry

Students explore social and human issues from the perspectives of different liberal arts disciplines or ways of knowing in order to develop a more complete and complex understanding.

Skill Development

Students develop the skills necessary to participate in the building of a more just and compassionate world including skills related to civic discourse, cultural awareness, leadership development, and civic engagement.

Reflect

Values and Ethical Exploration

Students identify and reflect on their personal values, beliefs, spiritualities and world views and consider their connection to and social responsibility in the world.

Personal Philosophy/Mission Statement

Students develop initial, expanded, and refined writings to articulate how their individual gifts, values, and commitments relate to the needs and opportunities of the world, and their personal and professional participation in it.

Act

Community Engagement

Students have exploratory, intensive, and major-related experiences in local, global, and/or professional communities that are closely linked to study and reflection as a way to personally connect with meaningful, real-life social issues.

Fulfilling the Requirement

Note that for all three levels of COR the current Timetable provides the names of seminars, courses, and experiences available in a given semester. The COR Program office and website (cor.edgewood.edu) provides a current list of COR offerings, at each level, every semester.

COR 1

The COR 1 requirement is fulfilled by successfully completing a COR 1 seminar during the first semester in which a student attends Edgewood College. The majority of COR 1 seminars are offered during the fall semester with a small number of offerings in the spring semester. A COR 1 seminar can have any departmental prefix, but needs to carry the number "1" tag in order to satisfy the COR 1 requirement.

In lieu of a COR 1 seminar, transfer sophomores and above must successfully complete a Transfer Bridge to COR session during their first semester at Edgewood College. Transfer freshmen (and new students who achieve sophomore standing due to 28+ AP credits or have taken college level work while in high school) must take COR unless COR program allows transfer bridge alternative.

COR 2

The COR 2 requirement is typically fulfilled during the sophomore or junior year by successfully completing one of the COR 2 pathways. COR 2 pathways include: (1) a community-based learning course (2) short- or long-term study abroad (3) an approved civic leadership experience (4) select internship and field experiences and (5) select types of undergraduate research. Please note that pathways 2-5 apply only to experiences that are preapproved as meeting COR goals and learning outcomes. All COR 2 pathways are accompanied by a credit-bearing academic component. Some COR 2 offerings reside in the COR Program and some reside in academic departments across campus. A COR 2 experience can have any departmental prefix, but needs to carry the number "2" tag in order to satisfy the COR 2 requirement.

In very limited cases COR 2 may be transferrable. Any student who believes he/she has fulfilled this requirement may request review by a designated member of the COR program.

COR 3

The COR 3 requirement is typically fulfilled during the senior year by enrolling in and successfully completing a COR 3 seminar. Courses with the COR 3 tag often fulfill a requirement or elective in the major. COR 3 seminars reside in academic departments across campus. A course needs to carry the number "3" tag in order to satisfy the COR 3 requirement. Please consult with your academic advisor to learn the options for fulfilling COR 3 for your particular major, and the specific rotation for COR 3 seminars as some are not offered every semester.

COR 3 is not transferrable.

DEGREE REQUIREMENTS

A degree is the result of the completion of Edgewood College's General Education curriculum as well as the requirements of at least one major. Additionally, the student must complete at least 120 credits, have a cumulative grade point average of at least 2.000, and complete a minimum of 32 credits at Edgewood College.

MAJORS AND DEGREES AWARDED

School of Arts and Sciences

Art

Art	BA
Art and Design Teaching	BA
Art Therapy	BA*
Graphic Design	BA
Web Design & Development	BA*

Biological Sciences

Biology	BS
Biology Teaching	BS
Biology Teaching with Environmental Science	BS
Broad Field Natural Science: Biology Concentration	BS
Broad Field Science Teaching Major with Life & Environmental Science including Biology & Environmental Studies	BS
Cytotechnology	BS

Chemistry, Geoscience, Physics

Broad Field Natural Science: Chemistry Concentration	BS
Broad Field Natural Science: Geoscience Concentration	BS
Broad Field Natural Science: Physics Concentration	BS
Broad Field Science Teaching with Earth & Space Science	BS
Broad Field Science Teaching with Physical Science including Chemistry	BS

Broad Field Science Teaching with Physical Science including Physics	BS
Natural Science & Mathematics: Pre-Engineering Concentration	BS
Chemistry: Biochemical Concentration	BS
Chemistry: Professional Concentration	BS
Chemistry Teaching	BS

Communication Studies

Communication Studies	BA
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Computing & Information Sciences

Computer Information Systems	BS
Business/Computer Information Systems	BS
Computer Science Teaching	BS
Web Design and Development	BA*

English

English: Journalism Concentration	BA
English: Literature Concentration	BA
English: Writing Concentration	BA
English Teaching	BA

Foreign Languages

French	BA
French Teaching	BA
International Relations (see Social Science)	BS**
Spanish	BA
Spanish Teaching	BA

History

History	BA
Broad Fields Social Studies: History Concentration	BA
Broad Field Social Studies: History Concentration with Teaching Minor	BA

Mathematics

Mathematics	BA or BS
Mathematics Teaching	BA or BS

Music

Music	BA
Music Education	BA
Music with a Business Emphasis	BA*

Psychology

Psychology	BS
Psychology: Clinical Counseling Concentration	BS
Psychology: Human Services Concentration	BS
Psychology: Substance Abuse Concentration	BS

Religious Studies

Religious Studies	BA
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Social Science

Broad Fields Social Studies: Economics Concentration	BS
Broad Fields Social Studies: Political Science Concentration	BS
Broad Fields Social Studies: Sociology/Anthropology Concentration	BS
Criminal Justice	BS
Economics: Applied Economics Concentration	BS
Economics: Business Economics Concentration	BS
Human Services Concentration in Criminal Justice	BS
Human Services Concentration in Sociology	BS
International Relations (see Foreign Languages)	BS**
Political Science: Comparative/Global Politics Concentration	BS
Political Science: American Politics Concentration	BS
Political Science: Law and Politics Concentration	BS

Political Science: Political Communication Concentration	BS
Sociology	BS

Theatre Arts

Theatre Arts	BA
Theatre Education	BA

School of Business

Accounting	BS
Accounting: Finance Concentration	BS
Accounting: Management Concentration	BS
Accounting: Marketing Concentration	BS
Business: General Business	BS
Business: Accounting Concentration	BS
Business: Finance Concentration	BS
Business: Management Concentration	BS
Business: Marketing Concentration	BS
Business/Computer Information Systems	BS
Business and Technology Teaching	BS

School of Education

Child Life	BS
Elementary Education	BS
Elementary Education with Early Childhood Minor	BS
Early Childhood: Special Education	BS
Early Childhood: Special and Regular Education	BS
Studies in Education	BS

School of Integrative Studies

Ethnic Studies	BA*
Individualized Major (<i>You may be able to develop an individualized major to fulfill your academic goals</i>)	BA or BS

School of Nursing

Nursing	BS
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MINORS

Art	Individualized Minor (<i>You may be able to develop an individualized minor to fulfill your academic goals</i>)
Art History	
Biology	Latin American Studies
Biology Teaching	Mathematics
Business	Mathematics Teaching
Chemistry	Mathematics Teaching for Elementary/Middle School
Chemistry Teaching	Music
Communication Studies	Natural Science Teaching
Computer Information Systems	Philosophy
Computer Science	Physics
Computer Science Teaching	Photography
Economics	Political Science
Early Childhood	Psychology
Earth Science	Religious Studies
English- Literature or Writing Concentration	Science Education
English Teaching	Middle/Secondary Education
Environmental Studies	Social Studies Teaching
Ethnic Studies	Sociology
Film Studies	Spanish
French	Spanish Teaching
French Teaching	Spanish for Elementary Education
French for Elementary Education	Teaching English Language Learners: ESL
Global Studies	Teaching English Language Learners: ESL/ Bilingual Education
History	Theatre Arts
History Teaching	Theatre Education
History Teaching Elementary Education or Elementary/Middle	Women's and Gender Studies
History Teaching Middle Secondary Education	

INDIVIDUALIZED MAJORS AND MINORS

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

should contact the Dean of the School of Integrative Studies for the specific guidelines.

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

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. These are the dates on which a student formally graduates.

Students may participate in the May ceremony if they expect to have all requirements completed by May 25 or August 25. August graduates participating in the May ceremony will be designated as August candidates in the commencement program. Students may participate in the December ceremony only if they expect to have all requirements completed by January 10. Students who complete their degree requirements and do not participate in a commencement ceremony at that time may participate in the following semester's ceremony.

Graduation and commencement information is available online or students can contact the Registrar's Office if they have any questions regarding eligibility.

Requirements for Graduation

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

Candidates for the Bachelor's degree at Edgewood College must complete one of the degree programs listed above, have completed at least 120 total credits, have a cumulative 2.0 GPA, complete a minimum of 32 credits at Edgewood College, file an Application for Degree 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 Application for Degree form, credit minimum and official transcripts of outstanding transfer coursework, will be removed from the graduation list. Students must then submit a new Application for Degree form for their intended date of graduation.

Waiving of Requirements

The requirements for the degree are guidelines that point out standard means toward a liberal education. The Associate Academic Dean has authority to waive any general degree requirement for an individual student when he/she and the student concur in a belief that such a waiver achieves the objectives of a liberal education at Edgewood College, as well as the requirement in question. Waivers for General Education requirements are extremely rare and requests must be made in writing. Chairpersons or Deans of major and minor schools and 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 Honors

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

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) 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 College. Graduation honors are not the same as membership in the Honors Program.

Three classes of Latin honors are awarded:

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

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.

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

Academic Honesty Policy

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

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

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

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

- Getting so much help on a paper from someone else, including a college tutor, that the student writer can no longer legitimately claim authorship.

- Intentionally using source material improperly, e.g., neither citing nor using quotation marks on borrowed material; supplying an in-text citation but failing to enclose quoted material within quotation marks; leaving paraphrased material too close to the original version; failing to append a works-cited page when sources have been used.

- Unintentional misuse of borrowed sources through ignorance or carelessness.

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

Academic Support Program

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

Administrative Withdrawal

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

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

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

Attendance

Individual instructors set attendance policies for their classes. Responsibility for attending class is placed upon the student in the context of learning and academic achievement. Students are responsible for work missed. 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 dropped 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.

REGISTRATION POLICIES AND PROCEDURES

Registration

Registration consists of course selection for a specific semester or term. The Timetable of courses is published on Edgewood Express (<https://express.edgewood.edu/ICS>) twice a year, in April and November. The Registration Guide, which outlines detailed information for registering, is available on the Registrar's Office homepage (<http://my.edgewood.edu/sites/services/rgs/default.aspx>). Students register for courses on Edgewood Express. 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 Registration Guide and on Edgewood Express. The student is responsible for officially dropping or adding courses by the appropriate deadlines, as indicated in the current Registration Guide.

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 should refer to Edgewood Central. Students are responsible for submitting forms to Edgewood Central by the appropriate deadlines, as indicated in the current Registration Guide.

Pre-College Skill Development Course

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 toward graduation is not given for these courses; however, credits do count toward full-time status in the semester in which they are taken.

Fee Schedule

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. The number of credits is based on enrollment at the 100% refund date. Adjustments will be made after the 100% refund date for Spring Semester.

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 Registration Guide. 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), should refer to Edgewood Central. 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 FINANCIAL AID.

Appeals for Retroactive Withdrawals and/or Tuition Refunds

Edgewood College understands that rare and extenuating circumstances (such as acute medical conditions) may arise that affect a student's ability to complete a semester. In these rare cases, a student may request an exception to the withdrawal policy and deadlines and/or refund schedule by submitting a formal appeal to the Appeals Committee. The Appeals Committee is made up of staff members from administrative offices and faculty members from throughout campus. There is a one year statute of limitations on retroactive withdrawal and tuition refund appeals. Appeals beyond one year will not be considered. Each appeal is reviewed on a case-by-case basis, and all appeal decisions are final. Subsequent appeals for identical circumstances will not be considered.

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.

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
500-599	Graduate pre-requisite courses
600-800	Graduate courses

Auditing a Course

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

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

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

Transfer Credits

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

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

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

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

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

A minimum of 32 semester credits must be earned at Edgewood College to fulfill the general residency requirement, including

work in the major. Each academic department determines the number of Edgewood College 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 College 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. Current students can order transcripts through a secure ordering site, which can be accessed on

Edgewood Express (<https://express.edgewood.edu/ICS/Students/>). If you need to pay by cash or check, transcripts can be requested at Edgewood Central. Transcripts will be processed only if there are no transcript holds, i.e., outstanding financial obligations to the College, on the student account. The fee is \$6.00 per transcript.

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 business hours.

Registrar's Office Forms

Forms mentioned in the above sections may be obtained at the Office of Edgewood Central, or online at: <http://my.edgewood.edu/sites/services/rgs/default.aspx>

GRADING SYSTEM

Letter Grades

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

A	4.0 grade points/semester hour
AB	3.5 grade points/semester hour
B	3.0 grade points/semester hour
BC	2.5 grade points/semester hour
C	2.0 grade points/semester hour
CD	1.5 grade points/semester hour
D	1.0 grade points/semester hour
F	0.0 grade points/semester hour
F*	Failure in Pass/Fail course
P	Pass in a Pass/Fail course (equivalent of D or better)
I	Incomplete (a temporary grade; must be changed to a letter grade)
NR	Nor reported by instructor

Calculation of Grade Point Average

The grade point average (GPA) is calculated by dividing the total number of grade points by the total number of attempted credits. Pass/Fail, pre-college, transfer and audit grades are not

included in the Edgewood GPA. However, the Edgewood GPA and the GPA of transferred credits are used in the calculation of graduation honors. See GRADUATION HONORS for information on how graduation honors are calculated.

Only undergraduate courses numbered 100 or above are used to determine a student's cumulative and semester GPA.

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, General Education requirements must be taken for letter grades. Courses in the COR 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 Registration Guideline. Pass/fail grades, because they do not have grade points, do not affect the GPA of a student. The pass/fail option, once taken, may not be revoked at a later time for a letter grade.

Incomplete Grades

The grade of "Incomplete" will be given only for reasons of health or other serious emergencies and when arrangements have been made in advance with the instructor. A Request for Incomplete form must be completed and signed by both the student and the instructor and filed with the Registrar's Office

by the appropriate deadline. It is the student's responsibility to contact the instructor in this matter. A student who has not completed all requirements for a course by the time of the final grading period and who does not have a serious reason, and has not made arrangements with the instructor to receive an "Incomplete" must be graded on the basis of the work submitted up to the time of the grading period.

"Incomplete" is a temporary grade and must be removed ten weeks after the semester or term in which the grade of "Incomplete" was given. The instructor has the authority and is responsible for establishing deadlines for the completion of work within this ten week period. If the work is not made up within the specified time, whether or not the student continues at the college, the grade becomes an "F."

Unreported Grade ("NR")

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

Grade Reports

Final grades for all courses, including Session 1 & 2 courses, are available at the end of the semester. Grades may be viewed online through Edgewood Express (<https://express.edgewood.edu/ICS/Students/>) under "My Grades" once final grades have been posted for the semester. If the student has not met his/her financial and library obligations to the College or his/her credentials are not on file, grades are withheld until the outstanding obligation(s) has been met.

Freshmen and sophomores are provided with midterm grades in the Fall & Spring semesters to better assess their academic progress. 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. Midterm grades do not go on a student's permanent record.

Only undergraduate courses numbered 100 or above are used to determine a student's cumulative and semester GPA.

Appeal of Grades and Grade Changes

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

Repeating a Course

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

Dean's List

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

Semester Honors

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

ACADEMIC STANDING

Good Academic Standing

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

Warned: Incomplete

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

Warning

This (unofficial) standing is given whenever a student's term GPA is less than 2.00. Learning Support Services staff will reach out to students on warning with an offer of academic assistance.

Probation

A student will be placed on probation if the cumulative GPA is less than 2.00. Students on probation are required to meet with Learning Support Services staff for an assessment and information about academic support services. While on probation, a student who takes an "Incomplete" in any course

may not register for the following semester. Students have only one term on probation in which to raise their cumulative GPA to at least a 2.0 and return to good academic standing. A student who does not raise his or her GPA in that one term is dismissed (see below).

Dismissal

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

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

Satisfactory Academic Progress

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

OTHER STUDY OPPORTUNITIES

Collaborative Program with UW-Madison

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 College students may take courses at UW-Madison and have these courses and grades appear on their official Edgewood record and included in the Edgewood College GPA. Students' College tuition payment covers the cost of the approved courses. The Collaborative Program is offered during the Fall and Spring semesters only; Winterim and Summer Session are not included.

The Collaborative Program is open to full-time degree-seeking students who have completed at least one semester at Edgewood College, are in good academic standing, and have satisfied all financial obligations to the College. Students may take one

course at UW-Madison each semester, not to exceed five credits and not offered at Edgewood College in the same semester. A course may not be repeated. Courses must be approved prior to enrollment and be applicable to the student's Edgewood College degree.

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

In order to withdraw from a course, in addition to officially dropping the course at UW, the student must officially drop the

course at Edgewood Central at Edgewood College in accordance with published procedures and deadlines.

Credit for Prior Learning

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

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

Advanced Placement and International Baccalaureate Examinations

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

Nationally Standardized Examinations

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

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

Edgewood College Examination Program

- Proficiency examinations for General Education requirements: college writing, critical thinking
- Departmental and other instructional unit examinations for specific courses

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

Credit for Prior Learning Portfolio Program

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

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

With special CPL workshop assistance (taken on a Pass/Fail basis), candidates prepare a portfolio that describes, documents, and discusses the candidates' prior learning as related to the course for which the student wished to earn credit. The portfolio is used as part of the assessment process in awarding credit.

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

Armed Services and Organization-Sponsored Learning

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

Credits for Non-Native Speakers of English

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

Retroactive Credit for Foreign Language Learning

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

GRADUATE COURSES

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

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

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

INDEPENDENT STUDY

Independent Study is intended for highly motivated, dedicated students who are willing to prepare a proposal for the course which then may be approved by their directing professor. Students may take an Independent Study course on a selected topic for which they develop their own curriculum. Such courses are based on individualized and independent learning, and are developed with a directing professor to include specific learning goals and regularly scheduled meetings with the professor.

Instructors recognize that the student proposing an Independent Study seeks to further their learning in an area that is not provided in the current course offerings. Students are limited to one Independent Study course per semester. Independent Study may be taken for up to four credits per course. General Education requirements may not be fulfilled through Independent Study. Independent Study courses may not be audited. Students must complete an Independent Study contract with their directing professor and register for the appropriate Independent Study course within an academic department or school. Departments or Schools may have policies that supersede this policy, so it is recommended that students consult with their directing professor in advance of proposing an Independent Study course.

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 seeks to provide intellectual challenge and stimulation, pushing students beyond their assumed limits. The program promotes excellence in the classroom through a participatory and interactive environment, an emphasis on challenging material, creative pedagogical approaches, and an expectation that students are motivated to learn. It is expected that students will take an active role in their intellectual development in Honors courses and outside the classroom.

Requirements of the Honors Program

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

Most Honors courses are offered through the School of Arts and Sciences, and are intended to help you fulfill your General Education course work. Students who complete the Honors program will have:

- Complete twenty credits designated Honors and earn satisfactory grades. (English 110H is strongly encouraged, but not required, as part of the twenty credits.)
- Complete an Honors Scholarship Contract in the major.
- Maintain at least a 3.3 cumulative grade point average.

Admission to Honors

Students interested in the Honors Program should contact the Honors Program Director or the Associate Academic Dean.

Incoming first-year students are placed into the program based on these requirements:

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

Continuing and transfer students may apply to the program with:

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

Benefits of Honors

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

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

SCHOOL OF
ARTS AND SCIENCES

SCHOOL OF ARTS AND SCIENCES

Home of the liberal arts, the School of Arts and Sciences contains fifteen departments offering a wide range of majors and minors in the arts, humanities, natural sciences and social sciences. We encourage students to investigate these programs in the pages that follow and on our websites (start at artsandsciences.edgewood.edu), to see the kind of academic homes our departments can provide.

Students will have the opportunity to explore these fields while taking many of their General Education courses. Each of these courses is an opportunity to pursue the learning outcomes that define our cornerstones, ways of knowing, COR and perspectives, which together comprise the essence of an Edgewood College education. Each also provides the chance to explore new ways of thinking, and to discover interests students may not have known they have.

The liberal arts contribute to the intellectual life of Edgewood College by the creation of art, the development of knowledge, and the cultivation of wisdom. The Arts and Sciences invite all of our students to seize the opportunity to learn and thrive in our programs. Become a part of our intellectual community, and make your contribution to the life of the mind.

Mission

Our disciplines and programs are designed to assist students in developing their skills, exploring ways of knowing, understanding the world, and discovering their potential for rewarding lives of public service, personal fulfillment, and professional development.

Majors

- Art
- Art and Design Teaching
- Art Therapy
- Graphic Design
- Web Design and Development

Minors

- Art
- Art History
- Photography

ART

Art Major

The art major engages students in a comprehensive visual art experience. The studio art curriculum involves studio practice, immersion in a broad selection of art history classes and an opportunity to display art work in the annual Student Art Exhibit.

Fifty-three to fifty-four credits, to include:

Required courses:

ART 151	I	Digital Art and Design for Art Majors
ART 200	B	Drawing I
ART 202		Two-Dimensional Design
ART 205		Painting I
ART 214		Drawing II
ART 216		Three-Dimensional Design
ART 218		Ceramics I
ART 316		Sculpture
ART 318		Ceramics II
ART 464	K3	Art Seminar

Select two:

ART 101	1A	Art Matters
ART 126	AG	Art Survey-Art of the Western World
ART 254	AGX	Modern Art
ART 264	ADU	Multicultural Art in the USA

Select one:

ART 250	AGU	Art of Africa, Americas, and Oceania
ART 252	AQX	History of Women Artists in Europe and North America
ART 260	ADX	History of Art in North America
ART 271	AG	History of Photography
ART 275	AQX	History of Graphic Design
ART 354	AX	Contemporary Art
ART 362	ADX	Native American Art
ART 364		Selected Topics in Art History
GS 370/371	AG2	London: Theatre and Art History

Select four:

ART 102	B	Watercolor
ART 120	B	Video
ART 206		Relief Printmaking
ART 207		Darkroom Photography I
ART 208		Advanced Photography
ART 209		Digital Photography
ART 219		Lithography
ART 289		Studio Workshop
ART 305		Painting II
ART 308		Etching
ART 312		Figure Drawing
ART 360		Digital Fine Art
ART 405		Exploring Painting Media
ART 410		Figure and Landscape Painting

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

All majors must fulfill the Senior Presentation and Critique requirement in order to obtain Art Department approval for graduation.

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).

The major requires 89-107 credits including completion of the Education professional requirements and the licensing sequence for Early Childhood-Adolescence: Regular Education (see EDUCATION), plus:

Required courses:

ART 126	AG	Art Survey-Art of the Western World
ART 151	I	Digital Art and Design for Art Majors
ART 200	B	Drawing I
ART 202		Two-Dimensional Design
ART 205		Painting I
ART 214		Drawing II
ART 216		Three-Dimensional Design
ART 218		Ceramics I
ART 316		Sculpture

ART

ART 318		Ceramics II
ART 464	K3	Art Seminar
ART 466		Methods of Teaching Art and Design, Early Childhood-Early Adolescence
ART 468		Methods of Teaching Art and Design, Early Adolescence-Adolescence

Select one:

ART 250	AGU	Art of Africa, the Americas and Oceania
ART 252	AQX	History of Women Artists in Europe and North America
ART 254	AGX	Modern Art
ART 260	ADX	History of Art in North America
ART 264	ADU	Multicultural Art in the USA
ART 271	AG	History of Photography
ART 275	AQX	History of Graphic Design
ART 354	AX	Contemporary Art
ART 362	ADX	Native American Art
ART 364		Selected Topics in Art History

Select two:

ART 102	B	Watercolor
ART 120	B	Video
ART 206		Relief Printmaking
ART 208		Advanced Photography
ART 305		Painting II
ART 308		Etching
ART 312		Figure Drawing
ART 360		Digital Fine Art
ART 405		Exploring Painting Media
ART 410		Figure and Landscape Painting

Select one:

ART 207		Darkroom Photography I
ART 209		Digital Photography

An Art and Design Teaching major must be taken through emergent professional transition to ART 466 and 468; progress through transition steps 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.

All majors must fulfill the Senior Presentation and Critique requirement in order to obtain Art Department approval for graduation.

Art Therapy Major

The Art Therapy major includes courses in studio art, Art Therapy, and Psychology. It also prepares students for entry into a Master's degree program which leads to credentialing and licensure as an art therapist/psychotherapist. The Bachelor's degree may lead to art, recreation, and program specialist positions in community settings.

Sixty-one to sixty-two credits, to include:

Required courses:

ART 151	I	Digital Art & Design for Art Majors
		OR
ART 152	I	Digital Art & Design for Non Majors
ART 200	B	Drawing I
ART 202		Two-Dimensional Design
ART 205		Painting I
ART 216		Three-Dimensional Design
ART 218		Ceramics I
ART 240	GU	Introduction to Art Therapy
ART 342	K	Adapted Art Media and Methods
ART 345	DQ	Applications of Art Therapy in a Multicultural Context
ART 462		Art Therapy Seminar I
ART 465		Art Therapy Seminar II
ART 492	3X	Art Therapy Internship
PSY 101	J	General Psychology
PSY 340		Abnormal Psychology
PSY 345		Lifespan Development

Select one:

ART 101	1A	Art Matters
ART 126	AG	Art Survey: Art of the Western World

ART

ART 254	AGX	Modern Art
ART 264	ADU	Multicultural Art in the USA

Select one:

ART 344	QU	Perspectives in Art Therapy
ART 346	2	Special Topic in Art Therapy
ART 392	E2	Community Art Practicum

Select one:

ART 102	B	Watercolor
ART 120	B	Video
ART 206		Relief Printmaking
ART 207		Darkroom Photography I
ART 208		Advanced Photography
ART 209		Digital Photography
ART 214		Drawing II
ART 217		Studio Portraiture
ART 219		Lithography
ART 289		Studio Workshop
ART 305		Painting II
ART 308		Etching
ART 312		Figure Drawing
ART 316		Sculpture
ART 318		Ceramics II
ART 360		Digital Fine Art

Must have 16 credits in Psychology (See required Psychology classes above). Select one course from the following list to complete 16 credits of Psychology:

PSY 210		Child Psychology
PSY 220		Adolescent Psychology
PSY 300		Psychology of Personality
PSY 301		Case Management
PSY 350		Drug Use and Abuse
PSY 360		Assessment and Treatment of Substance Abuse
PSY 380		Into to Psychotherapies
PSY 445	V	Biological Psychology
PSY 487		Intro to Family Therapy

A student must have a minimum of 18 credits in ART STUDIO. A student majoring in art therapy must complete at least 12 credits in art and art therapy at Edgewood College.

Art Therapy majors must pass a background check before declaring the major. Art Therapy majors must have a 2.75 cumulative GPA and fulfill the Senior Portfolio and Critique requirements in order to obtain Art Department approval for graduation.

Graphic Design Major

The Graphic Design Program provides students with a strong foundation in art and design and gives individual attention to students' development. Students learn a mix of art, design and technical computer skills.

Fifty-nine to sixty-one credits, to include:

Required courses:

ART 102	B	Watercolor
		OR
ART 205		Painting I
ART 151	I	Digital Art & Design for Art Majors
ART 200	B	Drawing I
ART 202		Two-Dimensional Design
		OR
ART 216		Three-Dimensional Design
ART 210		Graphic Design
ART 214		Drawing II
		OR
ART 312		Figure Drawing
ART 220		Typography
ART 275	AQX	History of Graphic Design
ART 310		Layout Design
ART 320	KU	Digital Video for Graphic Designers
ART 450		Design Concept Development
ART 470		Web Design
ART 480		Portfolio Development
ART 495	3	Graphic Design Internship Seminar

Select one:

ART 126	AG	Art Survey- Art of the Western World
ART 252	AQX	History of Women Artists in Europe and North America

ART

ART 254	AGX	Modern Art
ART 264	ADU	Multicultural Art in USA
ART 271	AG	History of Photography

Select one:

ART 202	Two-Dimensional Design
ART 216	Three-Dimensional Design

Select one:

ART 207	Darkroom Photography I
ART 209	Digital Photography

Select one:

ART 312	Figure Drawing
ART 460	Motion Graphics

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

All Art Department courses listed must be completed with a minimum 2.0 or C grade. All majors must fulfill the Senior Presentation and Critique requirement in order to obtain Art Department approval for graduation.

Web Design and Development Major

The Web Design and Development major is offered jointly by the departments of Art and Computing Information Sciences. This major provides students with a strong foundation in graphic design as well as computing related skills as preparation for jobs in the rapidly growing area of web media design and development.

Sixty-five credits, to include:

Required courses:

ART 151	I	Digital Art & Design for Majors
ART 200	B	Drawing I
ART 209		Digital Photography
ART 210		Graphic Design
ART 220		Typography
ART 275	AQX	History of Graphic Design
ART 320	KU	Digital Video for Graphic Designers
ART 470		Web Design
ART 471		Usability Testing
ART 475		Web Design II
ART 480		Portfolio Development
ART 495		Graphic Design Internship Seminar
CS 180		Intro to Programming
CS 250		Project Management
CS 270		Intro to Databases
CS 340		Intro to Web Development
CS 490A		Special Topics: Mobile Devices

Transfer students must complete a minimum of 12 credits in Art and/or CIS courses at Edgewood College. All Art Department courses listed must be completed with a minimum 2.0 or C grade. All majors must fulfill the Senior Presentation and Critique requirement in order to obtain Art Department approval for graduation.

Art Minor

Twenty-eight credits, to include:

Required courses:

ART 200	B	Drawing I
ART 202		Two-Dimensional Design
ART 214		Drawing II
ART 216		Three-Dimensional Design

Select one:

ART 101	1A	Art Matters
ART 126	AG	Art Survey-Art of the Western World
ART 254	AGX	Modern Art
ART 264	ADU	Multicultural Art in the USA

Select two:

ART 102	B	Watercolor
ART 120	B	Video
ART 151	I	Digital Art and Design
ART 205		Painting I
ART 206		Relief Printmaking
ART 207		Darkroom Photography I
ART 208		Advanced Photography
ART 209		Digital Photography
ART 305		Painting II
ART 308		Etching

ART

ART 312	Figure Drawing
ART 360	Digital Fine Art
ART 405	Exploring Painting Media
ART 410	Figure and Landscape Painting

Select two:

ART 218	Ceramics I
ART 318	Ceramics II
ART 316	Sculpture

An Art minor must complete a minimum of 9 credits in art courses at Edgewood College.

Art History Minor

Twenty-two to twenty-three credits, to include:

Required courses:

ART 264	ADU	Multicultural Art in the USA
ART 464	3K	Art Seminar

Select two:

ART 101	1A	Art Matters
ART 126	AG	Art Survey- Art of the Western World
ART 254	AGX	Modern Art

Select two:

ART 250	AGU	Art of Africa, the Americas and Oceania
ART 252	AQX	History of Women Artists in Europe and N. America
ART 260	ADX	History of Art in North America
ART 271	AG	History of Photography
ART 275	AQX	History of Graphic Design
ART 354	AX	Contemporary Art
ART 362	ADX	Native American Art
ART 364		Selected Topics in Art History
GS 370/371	AG2	London: Theatre and Art History

An Art History minor must complete a minimum of 9 credits in art history courses at Edgewood College.

Photography Minor

Twenty-four credits, to include:

Required courses:

ART 207	Darkroom Photography I	
ART 208	Advanced Photography	
ART 209	Digital Photography	
ART 217	Studio Portraiture	
ART 219	Lithography	
ART 271	AG	History of Photography
ART 360	Digital Fine Art	

Select One:

ART 120	B	Video
ART 210		Graphic Design

A Photography minor must complete a minimum of 9 credits in art courses at Edgewood College.

BIOLOGICAL SCIENCES

Mission

The Mission of the Edgewood College Biological Sciences Department is to prepare all our students to be well-informed citizens and leaders in a world that is increasingly shaped by science and technology. Based on Sinsinawa Dominican values, we aim to instill in all our students an understanding of, and a life-long enthusiasm for, the process of scientific discovery and a commitment to the responsible application of science. We are committed to innovation and excellence in our programs, and to preparing our majors to be successful in science-related careers that are vital for meeting future local, national, and global needs.

Majors

Biology

Broad Field Natural Science: Biology Concentration

Cytotechnology

Minors

Biology

Teaching Majors and Minors

Biology Teaching Major

Biology Teaching Major with Environmental Science

Biology Teaching Minor

Broad Field Science Teaching Major: Life and Environmental Science Including Biology and Environmental Studies

Biology Major

Requirements for the Biology major include 38 credits in Biology, 8 credits in Chemistry, a Mathematics course, and completion of an independent research project.

Biology core courses (24 credits):

BIO 151	ESU	General Biology: Cell Biology and Ecology
		OR
BIO 181	ESU	Honors General Biology: Cell Biology and Ecology
BIO 152	S	General Biology: Genetics and Evolution
		OR
BIO 182	S	Honors General Biology: Information Flow in Living Systems

BIO 251	IX	Introduction to Biology Research I
BIO 351		Organismal Botany
BIO 352		Organismal Zoology
BIO 401		Genetics
BIO 480	3	Biology Seminar

A minimum of 14 credits of elective biology courses to include at least one course in each of the following areas of emphasis: Cell and Molecular Biology, Ecology and Evolution, and Organismal Biology (see list below). At least one of these courses must be a 400 level course. "Special Topics" courses are occasionally offered (BIO 269, 369, 469). These may be considered by the department as fulfilling the requirement for one area of emphasis; all 3-4 credit BIO 469 courses fulfill the 400-level requirement. The remainder of the 14 credits may be satisfied with any elective biology course.

Cell and Molecular Biology:

BIO 201		Biotechnology
BIO 312	S	Microbiology
BIO 402		Cell and Molecular Biology
BIO 406		Medical Microbiology
BIO 408		Immunology

Ecology and Evolution:

BIO 206	EV	Natural Communities of Wisconsin
BIO 250	EV	Environmental Biology
BIO 275		Dendrology
BIO 333	E	Ecological History of Civilization
BIO 430	S	Animal Behavior
BIO 450	E	Ecology

Organismal Biology:

BIO 208		Nutrition
BIO 210		Anatomy and Physiology I
BIO 211		Anatomy and Physiology II
BIO 220	V	Biomechanics
BIO 410		Pathology
BIO 415		Exercise Physiology
BIO 425		Comparative Animal Physiology

BIOLOGICAL SCIENCES

Other Elective Courses:

BIO 252		Intro to Bio Research II
BIO 269		Special Topics in Biology (1-4 cr)
BIO 292		Biology Excursions (1-3 cr)
BIO 369		Special Topics in Biology (1-4 cr)
BIO 445		Biological Psychology
BIO 469		Special Topics in Biology (1-4 cr)
BIO 479		Independent Study (1-3 cr)
BIO 489		Field/Laboratory Research (1-3 cr)

One of the following Chemistry sequences:

CHEM 110 & 111	S	Introductory Chemistry Introductory Organic Chemistry and Biochemistry
CHEM 120 & 121	S	General Chemistry I & General Chemistry II

One mathematics course:

MATH 114A	M	Precalculus A: Algebra,
MATH 114B		Precalculus B: Trigonometry
MATH 231	M	Calculus I (not required)

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.

Guidelines for selecting electives in the Biology major

Biology majors interested in pursuing post-graduate degrees should carefully consider the Biology electives, Chemistry/Geoscience/Physics, and Mathematics courses that they choose as part of their Biology Major requirements. Each post-graduate program and school has its own requirements, and we suggest that you speak with your advisor as soon as you begin to plan ahead. For beginning students, we suggest the following courses as generally helpful in gaining access to further study and training in the following areas.

Ecology/Conservation Biology

Students interested in ecology and/or conservation biology should consider taking the following courses as part of their program of study:

Biology courses (as part of the biology coursework requirement):

BIO 206	EV	Natural Communities of Wisconsin
BIO 250	EV	Environmental Biology
BIO 333	E	Ecological History of Civilization
BIO 450	E	Ecology
BIO 292		Biology Excursions
BIO 402		Cell and Molecular Biology
BIO 430		Animal Behavior

Courses outside of biology:

GEOS 206	EV	Environmental Geology
PS 352	EJ	Environmental Politics
GEOG 265	E	Environmental Conservation

Medical Science and Biomedical Graduate Programs

Students interested in medical or health-related fields should consider the following courses as part of their program of study:

Biology courses (as part of the Biology coursework requirement):

BIO 210		Anatomy and Physiology I
BIO 211		Anatomy and Physiology II
BIO 312	S	Microbiology
BIO 402		Cell and Molecular Biology
BIO 406		Medical Microbiology
BIO 408		Immunology
BIO 410		Pathology
BIO 425		Comparative Animal Physiology
BIO 469		Endocrinology

Chemistry courses (as part of the Biology coursework requirement):

CHEM 120	S	General Chemistry I
CHEM 121	S	General Chemistry II

Additional chemistry and physics courses that students interested in medical science or biomedical graduate programs should consider taking:

CHEM 321		Organic Chemistry I
CHEM 323		Organic Chemistry II
CHEM 340		Biochemistry

BIOLOGICAL SCIENCES

PHYS 130 & 131	S	General Physics I & General Physics II OR
PHYS 201 & 202	S	College Physics I & College Physics II

Chemistry courses (as part of the biology coursework requirement):

CHEM 120	S	General Chemistry I
CHEM 121	S	General Chemistry II

Additional chemistry and physics courses:

CHEM 321		Organic Chemistry I
CHEM 323		Organic Chemistry II
CHEM 340		Biochemistry
PHYS 130 & 131	S	General Physics I & General Physics II OR
PHYS 201 & 202	S	College Physics I & College Physics II

Mathematics courses:

MATH 121	M	Statistics
MATH 231	M	Calculus I
MATH 232	M	Calculus II

Biology Minor

Biology Minors are required to take 21 credits in Biology.

Biology Core Courses (11 credits):

BIO 151	ESU	General Biology: Cell Biology and Ecology OR
BIO 181	ESU	Honors General Biology: Cell Biology and Ecology
BIO 152	S	General Biology: Genetics and Evolution OR
BIO 182	S	Honors General Biology: Information Flow in Living Systems
BIO 401		Genetics

One of the following courses (4 credits):

BIO 351		Organismal Botany
BIO 352		Organismal Zoology
BIO 312	S	Microbiology

Sports Science

Students interested in physical therapy, exercise physiology, or other sports science fields should also consider the following science courses as a part of their program of study:

Biology courses (as part of the Biology coursework requirement):

BIO 210		Anatomy and Physiology I
BIO 211		Anatomy and Physiology II
BIO 220	V	Introduction to Biomechanics
BIO 312	S	Microbiology
BIO 402		Cell and Molecular Biology
BIO 410		Pathology
BIO 415		Exercise Physiology
BIO 425		Comparative Animal Physiology

Chemistry courses (as part of the Biology coursework requirement):

CHEM 120	S	General Chemistry I
CHEM 121	S	General Chemistry II

Additional chemistry and physics courses that students interested in sports medicine should consider taking:

CHEM 321		Organic Chemistry I
CHEM 323		Organic Chemistry II
PHYS 130 & 131	S	General Physics I & General Physics II OR
PHYS 201 & 202	S	College Physics I & College Physics II

Graduate School

Students interested in pursuing graduate work in biology leading to a Master's degree or Doctorate should contact their advisor to determine which Biology elective courses will best prepare them for a particular graduate program. The following list of chemistry, physics, and math courses are commonly expected for graduate admissions:

BIOLOGICAL SCIENCES

Six additional elective credits in biology from the Cell and Molecular Biology, Ecology and Evolution, and/or Organismal Biology emphases as outlined above for the Biology major.

Policies for the Biology major and minor

Students majoring or minoring in Biology should seek assistance in planning their program of study with an advisor in the department.

Transfer students must take a minimum of 12 biology credits at Edgewood College for a major and a minimum of 8 biology credits for a minor.

Students with specific goals for careers or post-graduate study may be advised to take some courses at the University of Wisconsin-Madison through Edgewood College's Collaborative Program.

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.

Broad Field Natural Science Major: Biology Concentration

Broad Field Natural Science is an interdisciplinary major in the natural sciences requiring 48 credits in the sciences plus a mathematics course:

Required Biology courses:

BIO 151	ESU	General Biology: Cell Biology and Ecology OR
BIO 181	ESU	Honors General Biology: Cell Biology and Ecology
BIO 152	S	General Biology: Genetics and Evolution OR
BIO 182	S	Honors General Biology: Information Flow in Living Systems

One of the following Chemistry sequences:

CHEM 110 & 111	S	Introductory Chemistry & Introductory Organic Chemistry and Biochemistry
CHEM 120 & 121	S	General Chemistry I & General Chemistry II

Required Geoscience courses:

GEOS 102	S	Introduction to Earth Science I
GEOS 103	S	Introduction to Earth Science II

Required Physics courses:

PHYS 130 & 131	S	General Physics I & General Physics II OR
PHYS 201 & 202	S	College Physics I & College Physics II

Sixteen additional credits in Biology to be chosen in consultation with a Biology advisor.

One Mathematics course:

MATH 114 A	M	Precalculus A: Algebra,
MATH 114B		Precalculus B: Trigonometry
MATH 231	M	Calculus I

*See Chemistry, Geoscience and Physics Department for additional concentrations that are offered in the Broad Field Natural Science Major

Please consult with your academic advisor to learn the details about how you can satisfy your COR 3 requirement.

Cytotechnology Major

Requirements for a major in Cytotechnology are as follows:

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

The following science and math courses must be completed prior to the internship:

Biology courses (30 credits):

BIO 151	ESU	General Biology: Cell Biology and Ecology
BIO 152	S	General Biology: Genetics and Evolution
BIO 210		Anatomy & Physiology I
BIO 211		Anatomy & Physiology II
BIO 312	S	Microbiology
BIO 401		Genetics
BIO 410		Pathology
BIO 402		Cell and Molecular Biology

BIOLOGICAL SCIENCES

Chemistry courses:

CHEM 120	S	General Chemistry I
CHEM 121	S	General Chemistry II

One of the following mathematics courses:

MATH 114A	M	Precalculus A: Algebra
MATH 114B		Precalculus B: Trigonometry
MATH 231	M	Calculus I

A one-year internship at State Laboratory of Hygiene, School of Cytotechnology, Madison, WI, or another approved school of Cytotechnology. During the internship, a student earns 38 credits.

Please consult with your academic advisor to learn the details about how you can satisfy your COR 3 requirement.

Policies for Cytotechnology Major

Transfer students must take a minimum of 8 biology credits at Edgewood College 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.

After showing satisfactory progress in the internship program, the student will be permitted to participate in the May commencement ceremony as an August graduate.

When the entire 38-credit internship is successfully completed in August, the student will be granted a B.S. degree in Cytotechnology from Edgewood College and will be certified by the State Laboratory of Hygiene.

The student will then be eligible to take the CT (ASCP) examination for national certification.

Biology Teaching Major

This major is designed for individuals who wish to be certified to teach biology at the secondary level (Wisconsin Department of Public Instruction [WDPI] category Early Adolescence through Adolescence, Ages 10- 21; WDPI certification 605).

This major requires completion of the requirements listed below, the Education professional requirements and the licensing requirements for teacher education (see EDUCATION).

Biology Teaching majors seeking Wisconsin certification will be required to pass PRAXIS II Exam 10435 to be eligible for certification. It is recommended that Biology Teaching majors complete the Natural Science Teaching minor to strengthen

their understanding of physics and the geosciences as defined in the “WDPI Content Guidelines for Life and Environmental Science Including Biology and Environmental Studies” and prepare for their WDPI content exam.

Thirty-six required biology credits to include:

The following required core courses:

BIO 151	ESU	General Biology: Cell Biology and Ecology
BIO 152	S	General Biology: Genetics and Evolution
BIO 251	IX	Introduction to Biology Research I
BIO 351		Organismal Botany
BIO 352		Organismal Zoology
BIO 401		Genetics
BIO 480	3	Biology Seminar

A minimum of 2 credits from the following:

BIO 206	EV	Natural Communities of Wisconsin
BIO 250	EV	Environmental Biology
BIO 430		Animal Behavior
BIO 450	E	Ecology

A minimum of 2 credits from the following:

BIO 201		Biotechnology
BIO 312	S	Microbiology
BIO 402		Cell and Molecular Biology

Additional credits from the following:

BIO 201		Biotechnology
BIO 206	EV	Natural Communities of Wisconsin
BIO 208		Nutrition
BIO 210		Anatomy and Physiology I
BIO 211		Anatomy and Physiology II
BIO 275		Dendrology
BIO 292		Biology Excursions
BIO 312	S	Microbiology
BIO 402		Cell and Molecular Biology
BIO 406		Medical Microbiology
BIO 408		Immunology
BIO 410		Pathology

BIOLOGICAL SCIENCES

BIO 430		Animal Behavior
BIO 445		Biological Psychology
BIO 450	E	Ecology
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

A two-semester sequence of chemistry:

CHEM 110 & 111	S	Introductory Chemistry & Introductory Organic Chemistry and Biochemistry
		OR
CHEM 120 & 121	S	General Chemistry I & General Chemistry II
PHYS 130	S	General Physics I
		OR
PHYS 201	S	College Physics I
GEOS 102	S	Introduction to Earth Science I
		OR
GEIS 206	S	Environmental Geology

One mathematics course from among:

MATH 114A	M	Precalculus A: Accelerated College Algebra
MATH 231	M	Calculus I
MATH 232	M	Calculus II
MATH 233	M	Calculus III

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.

NATS 250	PV	History and Philosophy of Science
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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:

The following required courses:

BIO 151	ESU	General Biology: Cell Biology and Ecology
BIO 152	S	General Biology: Genetics and Evolution
BIO 206	EV	Natural Communities of Wisconsin
BIO 250	EV	Environmental Biology
BIO 351		Organismal Botany
BIO 352		Organismal Zoology
BIO 401		Genetics
BIO 430		Animal Behavior
BIO 450	E	Ecology
BIO 480	3	Biology Seminar

A minimum of 2 credits from the following:

BIO 201		Biotechnology
BIO 312	S	Microbiology
BIO 402		Cell and Molecular Biology

BIOLOGICAL SCIENCES

Additional requirements:

A two-semester sequence in Chemistry:

CHEM 110 & 111	S	Introductory Chemistry & Introductory Organic Chemistry and Biochemistry
		OR
CHEM 120 & 121	S	General Chemistry I & General Chemistry II
PHYS 130	S	General Physics I
		OR
PHYS 201		College Physics I

One mathematics course from among:

MATH 114A	M	Precalculus A: Accelerated College Algebra
MATH 231	M	Calculus I
MATH 232	M	Calculus II
MATH 233	M	Calculus III

Seven credits of required social science courses:

PS 351		Selected Issues in Public Policy (2-4 cr)
PS 352	EJ	Environmental Politics
GEOG 265	E	Environmental Conservation
PHIL 110	EPU	Environmental Ethics

Seven credits of required geoscience courses:

GEOS 102	S	Introduction to Earth Science I
GEOS 206	EV	Environmental Geology

One semester of the methods of teaching science and accompanying practicum: NATS 459S Teaching Science in Middle/ Secondary Schools. Students must be accepted into Emergent Professional Transition and have completed their science coursework before being admitted to NATS 459S.

NATS 250	PV	Philosophy of Science.
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Completion of History and 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:

Required courses:

BIO 151	ESU	General Biology: Cell Biology and Ecology
BIO 152	S	General Biology: Genetics and Evolution
BIO 312	S	Microbiology
BIO 351		Organismal Botany
BIO 352		Organismal Zoology
BIO 401		Genetics

Additional requirements:

NATS 459	S	Teaching Science in Middle/ Secondary schools
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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 601, 605, 606, and 615).

This major requires completion of the requirements listed below, the Education professional requirements and the licensing requirements for teacher education (see EDUCATION).

BIOLOGICAL SCIENCES

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.”

Fifty-eight credits in natural science to include:

BIO 151	ESU	General Biology: Cell Biology and Ecology
BIO 152	S	General Biology: Genetics and Evolution
BIO 250	EV	Environmental Biology
BIO 312	S	Microbiology
BIO 351		Organismal Botany
BIO 352		Organismal Zoology
BIO 401		Genetics
BIO 450	E	Ecology
BIO 489		Field/Laboratory Research
CHEM 120	S	General Chemistry I
CHEM 121	S	General Chemistry II
PHYS 130 & 131	S	General Physics I & General Physics II
		OR
PHYS 201 & 202	S	College Physics I & College Physics II
GEOS 102	S	Introduction to Earth Science I
GEOS 103	S	Introduction to Earth Science II
NATS 250	PV	History and Philosophy of Science

At least six credits in mathematics:

MATH 121	M	Statistics
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And one of the following:

MATH 114A	M	Precalculus A: Accelerated College Algebra
MATH 231	M	Calculus I
MATH 232	M	Calculus II
MATH 233	M	Calculus III

One of the following social science courses:

PS 351		Selected Issues in Public Policy (2-4 cr)
PS 352		Environmental Politics
GEOG 265	E	Environmental Conservation

One semester of the methods of teaching science and accompanying practicum: NATS 459S Teaching Science in Middle/ Secondary Schools. Students must be accepted into Emergent Professional Transition before being admitted to NATS 459S.

Completion of WDPI content exam, PRAXIS Exam 10435, with a passing score.

BROAD FIELD SOCIAL STUDIES

An interdisciplinary major administered by the History and Social Science Departments

Majors

BFSS History Concentration

BFSS History Concentration with Teaching Minor

BFSS Social Science: Economics Concentration

BFSS Social Science: Political Science Concentration

BFSS Social Science: Sociology/ Anthropology Concentration

BFSS: History Concentration

Administered by the History Department

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

1. One course in each of these areas: A, B, and C (see HISTORY).
2. HIST 295 Pro-seminar: Historians, Historiography and Historical Methods
3. HIST 400/401A, B, or C, Selected Issues/ Research Paper
4. 10-12 credits of electives in History. Confirm with history advisor.
5. Students 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.

Please consult with your academic advisor to learn the details about how you can satisfy your COR 3 requirement.

BFSS: History Concentration with Teaching Minor

Administered by the History Department

The major is part of a program leading to a Wisconsin initial educator license to teach Social Studies and History at the early adolescence through adolescence level (ages 10-21). Students complete an interdisciplinary major of 60-62 credits with 44-46 in history and 16 in the social sciences distributed as follows:

1. The required courses in history are:
 - HIST 115 H plus one elective from Area A in History (see HISTORY)
 - HIST 131 and HIST 132 H
 - HIST 111 GH plus one elective from Area C in History
 - HIST 120 GH World Civilization Since 1500
 - HIST 295 Pro-Seminar
 - HIST 400/401 A, B, or C Selected Issues/ Research Paper
 - 4-6 credits of electives in History, in consultation with an advisor. Confirm with history advisor.
 - Sixteen social science credits to include ECON 255, ECON 256, SOC 201, and PS 262. Consult with an advisor.
 - Post-bacs must complete a 12 credit residency requirement with the History Department. Consult with an advisor.
2. Completion of the Education professional requirements and the licensing requirements for teacher education (See EDUCATION). A Broad Fields Social Studies - History Major with a teaching minor must be admitted to teacher education before being admitted to ED 459H; admission to teacher education is recommended as early as possible.
3. To meet Wisconsin Department of Public Instruction licensing requirements, students should take GEOG 265 E Environmental Conservation which includes coursework in conservation of natural resources and marketing and consumer cooperatives, and GEOG 266 GIS Mapping. 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.

BROAD FIELD SOCIAL STUDIES

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

6. A minimum cumulative grade point average of 2.75 is required in history and social science courses offered toward the major.

BFSS: Economics Concentration

Administered by the Social Science Department

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

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

Required courses:

Interdisciplinary Sequence in Social Science:

SS 368	U	Social Science Research Methods
SS 369		Social Science Statistics
SS 484	KX	Senior Social Science Seminar

The following courses:

ECON 255	GJ	Principles of Macroeconomics in the Global Economy
ECON 256	J	Principles of Microeconomics
ECON 350		Economics of Labor, Poverty and Income Distribution

ECON Elective

BFSS: Political Science Concentration

Administered by the Social Science Department

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

All students in Broad Fields Social Studies with concentrations in Economics, Political Science or Sociology/Anthropology

must complete the 13 credit common interdisciplinary sequence in social science.

Required courses:

Interdisciplinary Sequence in Social Science:

SS 368	U	Social Science Research Methods
SS 369		Social Science Statistics
SS 484	KX	Senior Social Science Seminar

The following courses:

PS 210	GJ	Introduction to International Relations or PS 275 GJ Introduction to Comparative Politics
PS 301		Political Ideas

PS Electives to equal 7 Credits

BFSS: Sociology/Anthropology Concentration

Administered by the Social Science Department

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

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

Required courses:

Interdisciplinary Sequence in Social Science:

SS 368	U	Social Science Research Methods
SS 369		Social Science Statistics
SS 484	KX	Senior Social Science Seminar

The following courses:

SOC 201	J	Introduction to Sociology or ANTH 222 GJ Introduction to Cultural Anthropology
SOC 402		Theories of Society

BROAD FIELD SOCIAL STUDIES

One course from the following:

SOC 323	JDQ	The Family and Society
SOC 325	JD	Health Illness and Society
SOC 324		Education and Society
SOC 345		Religion and Society
SOC 365	JQ	Women and Society

One course from the following:

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

CHEMISTRY, GEOSCIENCE, AND PHYSICS

Mission

The mission of the Chemistry 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.

Majors

Majors

Broad Field Natural Science:

- Chemistry Concentration
- Geoscience Concentration
- Physics Concentration

Chemistry:

- Professional Concentration
- Biochemical Concentration

Natural Science and Mathematics:

- Pre-Engineering Concentration

Minors

Chemistry

Earth Science

Physics

Teaching Majors and Minors

Broad Field Science Teaching Major:
Earth and Space Science

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

Broad Field Natural Science Major

An interdisciplinary major in the natural sciences requiring 52 credits, to include:

Required core courses:

BIO 151	ESU	General Biology I
BIO 152	S	General Biology II
CHEM 110 & 111	S	Introductory Chemistry & Introductory Organic Chemistry and Biochemistry OR
CHEM 120 & 121	S	General Chemistry I & General Chemistry II
GEOS 102 & 103	S	Introduction to Earth Science I & Oceans and Atmosphere
PHYS 130 & 131	S	General Physics I & General Physics II OR
PHYS 201 & 202	S	College Physics I & College Physics II

Mathematics requirement:

MATH 114A	M	Precalculus A: Accelerated College Algebra or a higher level course OR
MATH 121	M	Statistics

The student must also complete one of the following concentrations:

- a. "Biology Concentration: 16 additional credits in biology to be chosen in consultation with an advisor from the Department of Biological Sciences (See Biology p.... for requirements)"
- b. Chemistry Concentration: students must complete CHEM 120 S and CHEM 121 S plus 16 additional credits in chemistry to be chosen in consultation with an advisor from the Department of Chemistry, Geoscience and Physics
- c. Geoscience Concentration: students must complete GEOS 102 S and GEOS 103 S plus sixteen additional credits in the geosciences to be chosen in consultation with an advisor from the Department of Chemistry, Geoscience and Physics. (some coursework may need to be completed through the UW-Madison Collaborative Program).
- d. Physics Concentration: students must complete PHYS 201 S and PHYS 202 S plus 16 additional credits in physics to be chosen in consultation with an advisor from the Department of Chemistry, Geoscience, and Physics.

CHEMISTRY, GEOSCIENCE, AND PHYSICS

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 College.

Please consult with your academic advisor to learn the details about how you can satisfy your COR 3 requirement.

Chemistry Major

Requirements for the major:

Core courses (23 credits)

CHEM 120	S	General Chemistry I
CHEM 121	S	General Chemistry II
CHEM 321		Organic Chemistry I
CHEM 323		Organic Chemistry II
CHEM 351	U	Analytical Chemistry
CHEM 371		Inorganic Chemistry I
CHEM 480	K	Chemistry Seminar

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:

Additional required courses:

CHEM 361		Physical Chemistry
CHEM 370		Integrated Laboratory
CHEM 471		Inorganic Chemistry II
CHEM 489		Undergraduate Research

Six credits from the following:

CHEM 340		Biochemistry
CHEM 360		Quantum Mechanics
CHEM 431	X	Advanced Organic Chemistry

The following mathematics courses:

MATH 231	M	Calculus I
MATH 232	M	Calculus II
MATH 233	M	Calculus III

One year of physics to include:

PHYS 201	S	College Physics I
PHYS 202	S	College Physics II

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:

One additional required course:

CHEM 340		Biochemistry
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Four credits from the following:

CHEM 360		Quantum Mechanics
CHEM 361		Physical Chemistry
CHEM 370		Integrated Laboratory
CHEM 431	X	Advanced Organic Chemistry
CHEM 471		Inorganic Chemistry II
CHEM 489		Undergraduate Research

Ten credits from the following:

PHYS 130	S	General Physics I
PHYS 131	S	General Physics II
PHYS 201	S	College Physics I
PHYS 202	S	College Physics II
BIO 151	ESU	General Biology I
BIO 152	S	General Biology II
BIO 208		Nutrition
BIO 210		Anatomy and Physiology I
BIO 211		Anatomy and Physiology II
BIO 220	V	Biomechanics
BIO 312	S	Microbiology

CHEMISTRY, GEOSCIENCE, AND PHYSICS

BIO 351		Organismal Botany
BIO 352		Organismal Zoology
BIO 401		Genetics
BIO 402		Cell & Molecular Biology
BIO 410		Pathology
BIO 415		Exercise Physiology
BIO 425		Animal Physiology

One mathematics course from among:

MATH 114A	M	Precalculus A: Accelerated College Algebra
Math 231	M	Calculus I or a higher level course

Policies for the Chemistry Major

Transfer students must take a minimum of 12 chemistry credits at Edgewood College for a major and a minimum of 8 chemistry credits for a minor. All transfer courses must be approved by the department.

In order to fulfill the Chemistry Major, a student must attain a cumulative grade point average of 2.0 in chemistry courses taken at Edgewood College. If a course is retaken only the most recent grade is taken into consideration in calculating the cumulative grade point average. Any course in which a student receives a grade below “CD” will not be accepted toward the major or minor.

Please consult with your academic advisor to learn the details about how you can satisfy your COR 3 requirement.

Chemistry Minor

A minimum of 21 credits in chemistry to include:

Required courses:

CHEM 120	S	General Chemistry I
CHEM 121	S	General Chemistry II
CHEM 321		Organic Chemistry I
CHEM 323		Organic Chemistry II
CHEM 371		Inorganic Chemistry I

Three additional credits in chemistry.

Natural Science and Mathematics Major with the pre-Engineering Concentration

Students may choose the dual degree option under the existing collaborative programs with the Colleges of Engineering at UW-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 120	S	General Chemistry I
CHEM 121	S	General Chemistry II
MATH 231	M	Calculus I
MATH 232	M	Calculus II
MATH 233	M	Calculus III
MATH 331		Differential Equations
PHYS 201	S	College Physics I
PHYS 202	S	College Physics II
PHYS 350		Scientific Computing
PHYS 360		Modern Physics

Under the agreements with the Colleges of Engineering at the UW-Madison and Marquette University, students who complete the Edgewood College pre-engineering concentration with a minimum GPA of 3.0; have a 3.0 GPA in mathematics, chemistry, physics and computer science courses; have the General Education courses equivalent to the liberal arts electives required by the specific degree-granting department of the student’s choice in the College of Engineering; and have a positive recommendation from the Edgewood College 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.

CHEMISTRY, GEOSCIENCE, AND PHYSICS

Earth Science Minor

A minimum of 22 credits in earth science to include:

Required courses:

GEOS 102	S	Introduction to Earth Science I
GEOS 103	S	Introduction to Earth Science II
GEOS 301	S	Weather and Climate

Ten additional credits in earth or space science.

Physics Minor

Track 1:

A minimum of 22 credits in physics to include:

Required courses:

PHYS 201	S	College Physics I
PHYS 202	S	College Physics II
PHYS 360		Modern Physics

At least 11 additional credits from the following:

PHYS 220		Biomechanics
PHYS 250	V	Astronomy
NATS 250	PV	History & Philosophy of Science
PHYS 310		Principles of Mechanics
PHYS 320		Electromagnetism
PHYS 350		Scientific Computing
PHYS 361		Thermal Physics
PHYS 379/479		Independent Study
PHYS 489		Undergraduate Research

Track 2:

A minimum of 22 credits in physics to include:

Required courses:

PHYS 130	S	General Physics I
PHYS 131	S	General Physics II
PHYS 300		Mathematical Methods of Physics
PHYS 360		Modern Physics

At least 8 additional credits from the following:

PHYS 220		Biomechanics
PHYS 250	V	Astronomy

NATS 250	PV	History & Philosophy of Science
PHYS 310		Principles of Mechanics
PHYS 320		Electromagnetism
PHYS 350		Scientific Computing
PHYS 361		Thermal Physics
PHYS 379/479		Independent Study
PHYS 489		Undergraduate Research

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.”

Fifty-one credits in natural science to include:

GEOS 102	S	Introduction to Earth Science I
GEOS 103	S	Oceans and Atmosphere
GEOS 203	S	Historical Geology
GEOS 206	EV	Environmental Geology
GEOS 301	S	Weather and Climate
GEOS 479		Independent Study
GEOS 489		Undergraduate Research
PHYS 250	V	Survey of Astronomy
BIO 151	ESU	General Biology I
BIO 152	S	General Biology II
CHEM 120	S	General Chemistry I
CHEM 121	S	General Chemistry II
PHYS 130 & 131	S	General Physics I & General Physics II
		OR
PHYS 201 & 202	S	College Physics I & College Physics II
NATS 250	PV	History and Philosophy of Science

CHEMISTRY, GEOSCIENCE, AND PHYSICS

At least 6 credits in mathematics:

MATH 121	M	Statistics
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And one of the following:

MATH 114A	M	Precalculus A: Accelerated College Algebra
MATH 231	M	Calculus I
MATH 232	M	Calculus II
MATH 233	M	Calculus III

One semester of methods of teaching science and accompanying practicum: NATS 459S Teaching Science in Middle/ Secondary Schools. Students must be accepted into Emergent Professional Transition before being admitted to NATS 459S.

Completion of WDPI content exam, PRAXIS Exam 10435, with a passing score.

Broad Field Science Teaching Major: Physical Science Including Chemistry

This major is designed for individuals seeking certification to teach general science and chemistry at the Early Adolescence through Adolescence level (Ages 10-21; grades 7-12; WDPI licenses 610, 621, and 637).

The major requires completion of the requirements listed below, the Education professional requirements and the licensing requirements for teacher education (see EDUCATION).

Broad Field Science Teaching majors with Physical Science Including Chemistry seeking Wisconsin certification will be required to pass PRAXIS Exam 10435 to be eligible for certification. This major aligns with “WDPI Content Guidelines for Physical Science Including Chemistry.”

Fifty-three credits in natural science to include:

CHEM 120	S	General Chemistry I
CHEM 121	S	General Chemistry II
CHEM 321		Organic Chemistry I
CHEM 323		Organic Chemistry II
CHEM 351	U	Analytical Chemistry
CHEM 371		Inorganic Chemistry I
CHEM 489		Undergraduate Research
PHYS 130 & 131	S	General Physics I & General Physics II
		OR
PHYS 201 & 202	S	College Physics I & College Physics II

GEOS 102	S	Introduction to Earth Science I
GEOS 103	S	Oceans and Atmosphere
BIO 151	ESU	General Biology I
BIO 152	S	General Biology II
BIO 250	EV	Environmental Biology
		OR
GEOS 206	EV	Environmental Geology
NATS 250	PV	History and Philosophy of Science

At least 6 credits in mathematics:

MATH 121	M	Statistics
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And one of the following:

MATH 114A	M	Precalculus A: Accelerated College Algebra
MATH 231	M	Calculus I
MATH 232	M	Calculus II
MATH 233	M	Calculus III

One semester of the methods of teaching science and accompanying practicum: NATS 459S Teaching Science in Middle/ Secondary Schools. Students must be accepted into Emergent Professional Transition before being admitted to NATS 459S.

Completion of WDPI content exam, PRAXIS Exam 10435, with a passing score.

Broad Field Science Teaching Major: Physical Science Including Physics

This major is designed for individuals seeking certification to teach general science and/ or physics at the Early Adolescence through Adolescence level (Ages 10-21; grades 7-12; WDPI licenses 621, 637, and 625).

The major requires completion of the requirements listed below, the Education professional requirements and the licensing requirements for teacher education (see EDUCATION).

Broad Field Science Teaching majors with Physical Science Including Physics seeking Wisconsin certification will be required to pass PRAXIS Exam 10435 to be eligible for certification. This major aligns with “WDPI Content Guidelines for Physical Science Including Physics.”

CHEMISTRY, GEOSCIENCE, AND PHYSICS

Fifty-six credits in natural science to include:

PHYS 201	S	College Physics I
PHYS 202	S	College Physics II
PHYS 250	V	Survey of Astronomy
PHYS 310		Principles of Mechanics
PHYS 320		Electromagnetism
PHYS 360		Modern Physics
PHYS 361		Thermal Physics
PHYS 479		Independent Study
PHYS 489		Undergraduate Research
CHEM 120	S	General Chemistry I
CHEM 121	S	General Chemistry II
GEOS 102	S	Introduction to Earth Science I
GEOS 103	S	Oceans and Atmospheres
BIO 151	ESU	General Biology I
BIO 152	S	General Biology II
BIO 250	EV	Environmental Biology
		OR
GEOS 206	EV	Environmental Geology
NATS 250	PV	History and Philosophy of Science

Twelve credits in mathematics:

MATH 231	M	Calculus I
MATH 232	M	Calculus II
MATH 233	M	Calculus III
MATH 121	M	Statistics (recommended)

One semester of the methods of teaching science and accompanying practicum: NATS 459S Teaching Science in Middle/ Secondary Schools. Students must be accepted into Emergent Professional Transition before being admitted to NATS 459S.

Completion of WDPI content exam, PRAXIS Exam 10435, with a passing score.

Policies for the Broad Field Natural Science Teaching Major

Science education students must attain a cumulative grade point average of 3.0 in their natural science courses. If a course is retaken, only the most recent grade is taken into consideration in calculating the cumulative grade point average. Any natural

science or mathematics course in which a student receives a grade below “CD” will not be accepted toward the major.

Transfer students must take a minimum of 12 natural science credits (i.e. CHEM, PHYS, GEOS, BIO) at Edgewood College for these majors.

Please consult with your academic advisor to learn the details about how you can satisfy your COR 3 requirement.

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.

Thirty-four chemistry credits to include 26 required chemistry credits:

CHEM 120	S	General Chemistry I
CHEM 121	S	General Chemistry II
CHEM 321		Organic Chemistry I
CHEM 323		Organic Chemistry II
CHEM 351	U	Analytical Chemistry
CHEM 370		Integrated Chemistry Lab
CHEM 371		Inorganic Chemistry I
CHEM 480	K	Chemistry Seminar
CHEM 489		Undergraduate Research

An additional 8 credits from:

CHEM 340		Biochemistry
CHEM 360		Quantum Mechanics
CHEM 361		Physical Chemistry
CHEM 431	X	Advanced Organic Chemistry
CHEM 471		Inorganic Chemistry II

CHEMISTRY, GEOSCIENCE, AND PHYSICS

One of the following two-semester sequences in physics:

PHYS 130 & 131	S	General Physics I & General Physics II
		OR
PHYS 201 & 202	S	College Physics I & College Physics II

Additional Courses in Biology:

BIO 151	ESU	General Biology I
BIO 152	S	General Biology II

A one-year sequence in Earth Science:

GEOS 102	S	Introduction to Earth Science I
GEOS 103	S	Oceans and Atmospheres
BIO 250	EV	Environmental Biology
		OR
GEOS 206	EV	Environmental Geology

The following mathematics courses:

If taking General Physics:

MATH 114A	M	Precalculus A: Accelerated College Algebra
MATH 231	M	Calculus I
MATH 232	M	Calculus II
MATH 233	M	Calculus III
NATS 250	PV	History and Philosophy of Science

One semester of the methods of teaching science and accompanying practicum: NATS 459S Teaching Science in Middle/ Secondary Schools. Students must be accepted into the Emergent Professional Transition and have completed their science coursework before being admitted to NATS 459S.

Completion of WDPI content exam, PRAXIS Exam 10435, with a passing score.

Chemistry Teaching Minor

This minor is designed for individuals who wish to be certified to teach chemistry at the secondary level (WDPI category Early Adolescence through Adolescence, Ages 10- 21; WDPI license 610).

The minor requires completion of the requirements listed below, the Education professional requirements and the licensing requirements for teacher education (see EDUCATION).

A teaching minor in Chemistry must be combined with a Biology or Broad Field Science major for licensure to teach science in grades 6, 7, and 8 and general science in grade 9 if the applicant holds middle or middle/secondary science licenses.

Chemistry Teaching minors seeking Wisconsin certification will be required to pass PRAXIS Exam 10435 to be eligible for certification.

A minimum of 22 credits in chemistry to include:

CHEM 120	S	General Chemistry I
CHEM 121	S	General Chemistry II
CHEM 321		Organic Chemistry I
CHEM 323		Organic Chemistry II
CHEM 371		Inorganic Chemistry I

Four additional credits in chemistry.

NATS 459S Teaching Science in Middle/ Secondary Schools

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.

Thirty-two credits in natural science to include a minimum of 8 credits from each area listed below:

BIO 151	ESU	General Biology I
BIO 152	S	General Biology II
CHEM 110 & 111	S	Introductory Chemistry & Introductory Organic Chemistry and Biochemistry
		OR
CHEM 120 & 121	S	General Chemistry I & General Chemistry II
GEOS 102	S	Introduction to Earth Science I
GEOS 103	S	Oceans and Atmospheres
GEOS 301	S	Weather and Climate
PHYS 250	V	Survey of Astronomy

CHEMISTRY, GEOSCIENCE, AND PHYSICS

PHYS 130 & 131 S General Physics I & General Physics II
OR

PHYS 201 & 202 S College Physics I & College Physics II

One course of environmental science:

BIO 250 EV Environmental Biology
OR

GEOS 206 EV Environmental Geology

NATS 250 PV History and Philosophy of Science

One semester of methods of teaching science and accompanying practicum: NATS 459S Teaching Science in Middle/ Secondary Schools Students must be accepted into Emergent Professional Transition before being admitted to NATS 459S.

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.

Eight credits of integrated science:

NATS 104 S Introduction to Natural Science I

NATS 105 ES Introduction to Natural Science II

BIO 151 ESU General Biology I

GEOS 102 S Oceans and Atmospheres

Four credits of physical science from:

CHEM 110 S Introductory Chemistry

CHEM 120 S General Chemistry I

PHYS 130 S General Physics I

PHYS 201 S College Physics I

Three credits in environmental studies:

BIO 250 EV Environmental Biology
OR

GEOS 206 EV Environmental Geology

Two semesters of the methods of teaching science and accompanying practicum:

ED 427A Methods: Science & Environmental Education I

Methods:

ED 427B Science and Environmental Education II

COMMUNICATION STUDIES

Majors

Communication Studies

Minors

Communication Studies

Policies

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

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

Department Award

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

Communication Studies Major

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

Required Core Courses:

COMMS 201 Communication and Civilization

COMMS 240 Introduction to Interpersonal Communication

COMMS 311 Qualitative Communication Research Methods

COMMS 313 Quantitative Communication Research Methods

Optional Core classes (must take 4 out of 5):

COMMS 241 J Introduction to Organizational Communication

COMMS 243 Introduction to Media Studies

COMMS 312 KU Argument and Controversy

COMMS 317 D Intercultural Communication

COMMS 440 Senior Capstone

Area of Emphasis, minimum 24 credits total. Must take a minimum of 15 credits in COMMS courses. Any COMMS class not taken for the major core may count toward an emphasis.

Please consult with your academic advisor to learn the details about how you can satisfy your COR 3 requirement.

Organizational/Interpersonal Emphasis

Required:

COMMS 318 Advanced Organizational Communication

COMMS 450 Internship

Recommended:

COMMS 219 Applied Communication

COMMS 228 A Television Criticism

COMMS 250 Relational Communications

COMMS 260 X Writing for the Media

COMMS 314 Persuasion, Promotion and Advertising

COMMS 319 2 Mass Communication Campaigns

COMMS 320 Group Discussion and Team Leadership

COMMS 325 JQK Gender, Culture and Communication

COMMS 430 Special Topics in Communication Study

ANTH 222 GJ Introduction to Cultural Anthropology

BUS 301 Marketing Principles

BUS 302 Management of Human Performance

BUS 340 Management of Organizations

BUS 430 Human Resource Management

BUS 432 Consumer Behavior

BUS 435 Professional Selling and Sales Management

PHIL 103A 1P Philosophy of the Person

PSY 300 Psychology of Personality

SOC/PSY 349 Social Psychology

SOC 309 D Race and Ethnicity

COMMUNICATION STUDIES

Media and Message Emphasis

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

Required:

COMMS 260	X	Writing for the Media
COMMS 450		Internship

Recommended:

COMMS 228	A	Television Criticism
COMMS 219		Applied Communication
COMMS 225		Advanced Applied Communication
COMMS 314		Persuasion, Promotion and Advertising
COMMS 318		Advanced Organizational Communication
COMMS 319	2	Mass Communication Campaigns
COMMS 320		Group Discussion and Team Leadership
COMMS 325	JQK	Gender, Culture and Communication
COMMS 329		Radio Production
COMMS 330		Introduction to Video Production
COMMS 334		Documentary Video Production
COMMS 430		Special Topics in Communication Studies
ART 107 OR 108	B	Photography for Non-Art Majors
ART 120	B	Video
ART 152	I	Digital Art and Design for Non-Art Majors
ART 210		Graphic Design
ART 310		Layout Design
THA 226	A	Film Criticism
ENG 201		Introduction to Journalism
ENG 202		Journalism Practicum
ENG 301		Magazine Writing
ENG 309		The New Journalism
ENG 312		Topics in Journalism
ENG 314		Literary Journalism
ENG 316	B	Video Production
ENG 317	B	Photojournalism
PHIL 104	P	Ethics

THA 264 CK Oral Interpretation

THA 265 BK Acting I

Communication and Social Influence Emphasis

Required:

COMMS 314		Persuasion, Promotion and Advertising
COMMS 450		Internship

Recommended:

COMMS 228	A	Television Criticism
COMMS 260	X	Writing for the Media
COMMS 318		Advanced Organizational Communication
COMMS 319	2	Mass Communication Campaigns
COMMS 320		Group Discussion and Team Leadership
COMMS 325	JQK	Gender, Culture and Communication
COMMS 329		Radio Production
COMMS 330		Introduction to Video Production
COMMS 430		Special Topics in Communication Study
ANTH 222	GJ	Introduction to Cultural Anthropology
BUS 301		Marketing Principles
ENG 201		Introduction to Journalism
FREN 314		Language in the Media
HIST 204	DH	Social Movements in U.S. History
PHIL 105		Social and Political Philosophy
PS 350		Public Policy Process
PS 360	J	Political Parties and Interest Groups
SOC 309	D	Race and Ethnicity
SOC 322		Class, Social Change and Revolution
SOC 365	JQ	Women and Society
SOC 309	D	Race and Ethnicity
SOC 322		Class, Social Change and Revolution
SOC 365	JQ	Women and Society

COMMUNICATION STUDIES

SPAN 314 G Language in the Media

SOC/PSY 349 Social Psychology

THA 264 CK Oral Interpretation

THA 265 BK Acting I

Individually Planned Emphasis

Required:

COMMS 450		Internship
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Interdisciplinary Options

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

ANTH 222	GJ	Introduction to Cultural Anthropology
ART 107	B	Digital Photography for Non-Art Majors
ART 108	B	Photography for Non-Art Majors
ART 152	I	Digital Art and Design for Non-Art Majors
ART 210		Graphic Design
ART 310		Layout Design
ART 470		Web Design
BUS 301		Marketing Principles
BUS 302		Management of Human Performance
BUS 340		Management of Organizations
BUS 430		Human Resource Management
BUS 432		Consumer Behavior
BUS 433		Advertising and Promotion Strategy
BUS 434		Marketing Research
BUS 435		Professional Selling and Sales Management
BUS 465	3U	Social Responsibility in Business
ENG 201		Introduction to Journalism
ENG 202		Journalism Practicum
ENG 301		Magazine Writing
ENG 309		The New Journalism
ENG 312		Topics in Journalism

ENG 314 Literary Journalism

ENG 316 B Video Production

ENG 317 B Photojournalism

FREN 314/414 Language in the Media

FREN 433 Film and Society

HIST 204 DH Social Movements in U.S. History

PHIL 103A 1P Philosophy of the Person

PHIL 104 P Ethics

BUS 433 Advertising and Promotion

PHIL 105 Social and Political Philosophy

PSY 300 Psychology of Personality

PS 350 Public Policy Process

PS 360 J Political Parties and Interest Groups

PS 460 J Mass Media and Politics

SOC 309 D Race and Ethnicity

SOC 322 Class, Social Change and Revolution

SOC 349 Social Psychology

SOC 365 JQ Women and Society

SPAN 314/414 G Language in the Media

SPAN 436 G Film and Society

Communication Studies Minor

Minimum of 24 credits, with at least 18 of these credits in COMMS courses and at least 12 credits at or above the 300-level. A maximum of 6 credits may be taken outside Communication Studies, provided they contribute to a coherent program of study and are approved by the student's COMMS minor advisor.

Minor core:

COMMS 201		Communication and Civilization
COMMS 240		Interpersonal Communication

COMPUTING AND INFORMATION SCIENCES

Majors

- Computer Information Systems
- Business/Computer Information Systems
- Computer Science Teaching
- Web Development and Teaching

Minors

- Computer Information Systems
- Computer Science
- Computer Science Teaching

Computer Information Systems Major

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

Specifically, the major focuses on building an understanding of core information technologies, application development and related areas of study, preparing students for the Information Systems and Information Technology profession. Students engage in a variety of integrative activities designed to sharpen their abilities to problem solve and to work in teams. It incorporates both individual and team projects, including community outreach and a senior capstone experience.

A total of 66-68 credits as follows:

Computing and Information Sciences courses:

CS 105	I	Digital Life Through Multimedia
CS 180		Introduction to Programming
CS 220		Introduction to Networking Technologies
CS 250		IT Project Management
CS 270		Database Structures
CS 301	X	Information Systems: Analysis and Design
CS 302		Information Systems: Design and Implementation
CS 320		Professional Issues in IS & IT
CS 340		Programming for the Web
CS 430		Information Security and Network Management
CS 470		Internship in Computer Science

CS 480		Web and E-Commerce Development
CS 490		Topics in Computer Science
CS 492	3	Information Systems Project
MATH 121	M	Statistics

Business courses:

BUS 280		Financial Accounting
BUS 281		Managerial Accounting
BUS 302		Management of Human Performance
BUS 304	U	Law I

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

Course sequence for Computer Information Systems Major

Fall	Spring
Freshman	
CS 105 I CS 180 MATH 121 M	CS 220 CS 270 Job Shadow BUS 280
Sophomore	
CS 301 X CS 340 BUS 281	CS 250 CS 302 BUS 302
Junior	
CS320 CS430 BUS304 U Electives based on track	CS490 CS470 Electives based on track
Senior	
CS480	CS 492

Business-Computer Information Systems Major

All CS courses listed for the Computer Information Systems major (51-53 cr). All courses listed for the Business minor (35 cr). Students graduating with a Business/ Computer Information Systems major may need to complete more than 120 credits in order to complete their degree.

COMPUTING AND INFORMATION SCIENCES

Web Development and Design Major

The Web Design & Development Major is offered jointly by the departments of Art and Computing Information Sciences. This major provides students with a strong foundation in graphic design as well as computing related skills as preparation for jobs in the rapidly growing area of web media design and development.

A total of 65 credits as follows:

Computing and Information Sciences courses:

CS 180	Introduction to Programming
CS 250	IT Project Management
CS 270	Database Structures
CS 340	Programming for the Web
CS 490	Topics in Computer Science: Mobile Devices

Graphic Design Courses:

ART 151	I	Digital Art and Design for Art Majors
ART 200	B	Drawing I
ART 209		Digital Photography
ART 202		Two-Dimensional Design OR Three-Dimensional Design
ART 216		Three-Dimensional Design
ART 210		Graphic Design
ART 220		Typography
ART 312		Figure Drawing OR Motion Graphics
ART 460		Motion Graphics
ART 470		Web Design
ART 275	AQX	History of Graphic Design
ART 320	KU	Digital Video
ART 471		Usability Testing
ART 475		Web Design II
ART 480		Portfolio Development
ART 495 3	GD	Internship

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).

Computing and Information Sciences:

CS 105	I	Digital Life Through Multimedia
CS 180		Introduction to Programming
CS 220		Introduction to Networking Technologies
CS 270		Database Structures
CS 320		Professional Issues in IS & IT
CS 340		Programming for the Web
CS 430		Information Security and Network Management
CS 490		Topics in Computer Science

Two elective courses to be determined by the department.

A course on computers in education approved by the department.

Completion of the Education professional requirements and licensure requirements for early adolescence through adolescence (see EDUCATION). A Computer Science Teaching major must be accepted to Emergent Professional Transition before being admitted to ED 459U; progress through transition steps is recommended as early as possible.

Computer Information Systems Minor

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

A total of 22 credits as follows:

CS 105	I	Digital Life Through Multimedia
CS 180		Introduction to Programming
CS 220		Introduction to Networking Technologies
CS 270		Database Structures
CS 301	X	Information Systems: Analysis and Design
CS 302		Information Systems: Design and Implementation

COMPUTING AND INFORMATION SCIENCES

Computer Science Minor

The Computer Science minor provide students a 'behind the scenes' exploration of the computing field.

A total of 18 credits as follows:

CS 105	I	Digital Life Through Multimedia
CS 180		Introduction to Programming
CS 220		Introduction to Networking Technologies
CS 340		Programming for the Web
CS 490		Topics in Computer Science

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.

A teaching major in some field for middle/ secondary or secondary education.

A total of 18 credits in Computing and Information Sciences as follows:

CS 105	I	Digital Life Through Multimedia
CS 180		Introduction to Programming
CS 220		Introduction to Networking Technologies
CS 340		Programming for the Web
CS 490		Topics in Computer Science

A course on computers in education approved by the department.

Completion of the education professional requirements and licensure requirements for Early Adolescence through Adolescence (see EDUCATION). A Computer Science Teaching minor must be accepted into Emergent Professional Transition before being admitted to ED 459U; progress through transition steps is recommended as early as possible.

Department Policies

Due to the interactive nature of the Computing and Information Sciences curriculum, all students in the major and minor degree programs are required to use a laptop computer throughout the duration of the program. To obtain specific information about the laptop computer configuration, please contact the Chair of the Department.

A student must have a cumulative grade point average of 2.5 or higher in the three courses CS 180, CS 270 and CS 220, 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 Computing and Information Sciences at Edgewood College. A minimum of two computer science courses in the minors, one at or above the 200 level and one at or above the 300 level, must be taken in the department.

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.

Any course requirement other than the minimum residency requirement and all 400 level courses may be satisfied through examination or Credit for Prior Learning.

Courses in the department may not be taken Pass/Fail.

Courses in the Department of Computing and Information Sciences may not be audited.

COMPUTING AND INFORMATION SCIENCES

Assessment

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

Fundamental Concepts of Information and Computer Technology

Students should demonstrate the ability to efficiently use computers with end-user software to solve real life problems

Application Development

Students should demonstrate the ability to solve application problems of limited complexity

Be able to implement those solutions using current Object Oriented programming languages

Be able to use new application development methods involving Computer Aided Software Engineering (CASE)

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

Project Management

Students should demonstrate the ability to participate as a member of a project team in the solution of a real-life problem at a professional quality level (program capstone)

Be able to develop a multi-user system with audit controls and project management techniques

Be able to use accepted testing strategies

Be able to plan and implement auditing

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

Fundamental Business Concepts

Students should demonstrate comprehension of fundamental business concepts in management, accounting, finance and law (to be done in cooperation with the Business Department)

ENGLISH

Majors

English with concentrations in

- Literature
- Writing
- Journalism

English Teaching

Minors

English with concentrations in

- Literature
- Writing

English Teaching

Department Policies

Students pursuing the English–Literature, English–Writing or English–Journalism major are required to maintain at least a 2.5 GPA in English courses. English Teaching majors are required to maintain a 3.0 GPA in English courses.

Transfer students in any English major must earn at least 16 credits at Edgewood College in English at the 300/400 level. Post-baccalaureate students are exempt from this requirement.

Transfer students pursuing minors in English–Literature, English–Writing, or English Teaching must fulfill at least 12 credits in English from courses at Edgewood College. Post-baccalaureate students are exempt from this requirement.

Students choosing the English Teaching major or minor must consult with an advisor in the School of Education.

Courses required for the major are offered on a rotating basis. Students are urged to consult with the department chair or their advisors for information regarding this sequence.

English Major with a concentration in Literature

Forty-four credits beyond ENG 110 W, as follows:

At least two 200-level courses, one of which must be ENG 280 CXU Introduction to Literary Studies.

Twenty-eight credits in literature at the 300/400 level. At least two of these courses must be pre-1865 literature. Students may substitute one writing course at the 300/400 level for one of the literature courses after 1865.

One D- or G-tagged English course at the 200/300/400 level.

Other English courses to bring the total number of English credits to at least 44.

Transfer students must earn at least 16 credits in English at Edgewood from 300/400 courses. Post-baccalaureate students are exempt from this requirement.

English Major with a concentration in Writing

Forty-four credits beyond ENG 110 W, as follows:

Required courses:

ENG 201		Introduction to Journalism
ENG 205	BX	Introduction to Creative Writing
ENG 280	CXU	Introduction to Literary Studies

Four courses from the following:

ENG 301		Magazine Writing
ENG 302		Advanced Writing
ENG 305	BX	Fiction Writing
ENG 306		Poetry Writing
ENG 312		Topics in Journalism
ENG 314		Literary Journalism
ENG 406		Advanced Fiction Writing
ENG 410		Advanced Journalism
ENG 476		Advanced Writing Workshop

At least four courses in literature, of which three must be at the 300/400 level, and at least one of which must be pre-1865 literature. One must be an English COR3 seminar.

One D- or G-tagged English course at the 200/300/400 level.

Other English courses to bring the total number of English credits to at least 44.

Transfer students must earn at least 16 credits in English at Edgewood College from 300/400 courses. Post-baccalaureate students are exempt from this requirement.

English Major with a concentration in Journalism

Forty-four credits beyond ENG 110 W, as follows:

Required courses:

ENG 201		Introduction to Journalism
ENG 202		Journalism Practicum
ENG 205	BX	Introduction to Creative Writing

ENGLISH

At least three courses from the following:

ENG 301	Magazine Writing
ENG 309	The New Journalism
ENG 312	Topics in Journalism
ENG 314	Literary Journalism
ENG 316	Video Production
ENG 317	Photojournalism
ENG 410	Advanced Journalism

One D- or G-tagged English course at the 200/300/400 level.

At least five courses in English at the 300/400 level, of which at least three must be literature courses. One must be an English COR3 seminar.

Transfer students must earn at least 16 credits in English at Edgewood College from 300/400 courses. Post-baccalaureate students are exempt from this requirement.

Other English courses to bring the total number of English credits to at least 44.

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 W, as follows:

Required courses:

ENG 280	CXU	Introduction to Literary Studies
ENG 303		Introduction to the Study of Language
ENG 331a		Literary Figures: Shakespeare
ENG 401		The Teaching of Composition

At least 28 English credits at the 300/400 level. One course must be an English COR3 seminar.

One D tagged English course at the 200/300/400 level.

One G tagged English course at the 200/300/400 level.

Other English courses to bring the total number of English credits to at least 44.

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

Transfer students must earn at least 16 credits in English at Edgewood College from the 300/400 courses. Post-baccalaureate students are exempt from this requirement.

English Minor with a concentration in Literature

Twenty-four credits beyond ENG 110 W, as follows:

- Sixteen credits in English at the 300/400 level, of which at least 12 credits must be in literature.

English Minor with a concentration in Writing

Twenty-four credits beyond ENG 110 W, as follows:

Four courses from the following:

ENG 201		Introduction to Journalism
ENG 205	BX	Introduction to Creative Writing
ENG 301		Magazine Writing
ENG 302		Advanced Writing
ENG 305	BX	Fiction Writing
ENG 306		Poetry Writing
ENG 312		Topics in Journalism
ENG 314		Literary Journalism
ENG 406		Advanced Fiction Writing
ENG 410		Advanced Journalism
ENG 476		Advanced Writing Workshop

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 ENG 110 W, as follows:

Required courses:

ENG 280	CXU	Introduction to Literary Studies
ENG 303		Introduction to the Study of Language
ENG 331a		Literary Figures: Shakespeare
ED 459E		Teaching Methods--English

One additional 300/400-level literature course.

Additional credits in English to bring the total to 24.

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

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

Goals for 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 students 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 Major

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

Eight credits of intermediate French:

FREN 201	GL	Third Semester French
FREN 202	GL	Fourth Semester French

Or transferred courses (Maximum of 8 credits accepted)

Or 8 retroactive credits

Twelve credits of language from the following:

FREN 312		Third Year Conversation & Composition
FREN 313	G	Third Year Conversation & Composition
FREN 314	G	Language in the Media
FREN 316	G	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	G	Advanced Language & the Francophone World
FREN 430		Phonetics

Eight credits of literature from the following:

FREN 380/480*		Special Topics
FREN 428	CG	Introduction to French Literature–Middle Ages to Revolution
FREN 429	CG	Introduction to French Literature - 19th & 20th Centuries

FOREIGN LANGUAGE

FREN 437A	CGQ	Literary Movements of Modern France
FREN 438	CG	Francophone Literature

Four credits of culture from the following:

FREN 332	G	Contemporary Francophone Culture
FREN 333	G	Film & Society
FREN 380/480*		Special Topics
FREN 431	GH	French Civilization

Four credits in French from courses listed above and not already taken.

Computer competency requirement

Please consult with your academic advisor to learn the details about how you can satisfy your COR 3 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 L and 102 L, to include:

Eight credits of intermediate French:

FREN 201	GL	Third Semester French
FREN 202	GL	Fourth Semester French
Or transferred courses (Maximum of 8 credits accepted)		
Or 8 retroactive credits		

Twelve credits of language from the following:

FREN 312		Third Year Conversation & Composition
FREN 313	G	Third Year Conversation & Composition
FREN 314	G	Language in the Media
FREN 316	G	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	G	Advanced Language & the Francophone World
FREN 430		Phonetics

Eight credits of literature from the following:

FREN 380/480*		Special Topics
FREN 428	CG	Introduction to French Literature - Middle Ages to Revolution
FREN 429	CG	Introduction to French Literature - 19th & 20th Centuries
FREN 437A	CGQ	Literary Movements of Modern France
FREN 438	CG	Francophone Literature

Four credits of culture from the following:

FREN 332	G	Contemporary Francophone Culture
FREN 333	G	Film & Society
FREN 380/480*		Special Topics
FREN 431	GH	French Civilization

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

Seven credits in methods and phonetics

FREN 430		Phonetics
FREN/ED 459F		Methods of Teaching Foreign Language in Elementary/Middle/Secondary Schools

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

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

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

FOREIGN LANGUAGE

French Minor

Twenty credits beyond FREN 101 L and 102 L, to include:

Eight credits of intermediate French:

FREN 201	GL	Third Semester French
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FREN 202	GL	Fourth Semester French
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Or transferred courses (Maximum of 8 credits accepted)

Or 8 retroactive credits

Or substitute 8 other credits (4 language and 4 elective) from the courses below.

Four credits of language from the following:

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

FREN 332	G	Contemporary Francophone Culture
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FREN 333	G	Film & Society
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FREN 380/480*		Special Topics
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FREN 428	CG	Introduction to French Literature - Middle Ages to Revolution
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FREN 429	CG	Introduction to French Literature - 19th & 20th Centuries
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FREN 437A	CGQ	Literary Movements of Modern France
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FREN 438	CG	Francophone Literature
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FREN 431	GH	French Civilization
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FREN 479		Independent Study
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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 L and 102 L, to include:

Eight credits of intermediate French:

FREN 201	GL	Third Semester French
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FREN 202	GL	Fourth Semester French
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Or transferred courses (Maximum of 8 credits accepted)

Or 8 retroactive credits

Or substitute 8 other credits (4 language and 4 elective) from the courses below.

Four credits of language from the following:

FREN 312		Third Year Conversation & Composition
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FREN 313	G	Third Year Conversation & Composition
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FREN 314	G	Language in the Media
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FREN 316	G	Language & the Francophone World
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FREN 332	G	Contemporary Francophone Culture
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FREN 333	G	Film & Society
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FREN 380/480*		Special Topics
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FREN 412		Advanced Conversation & Composition
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FREN 413		Advanced Conversation & Composition
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FREN 414		Advanced Language in the Media
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FREN 416	G	Advanced Language & the Francophone World
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FREN 430		Phonetics
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FREN 479		Independent Study
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FOREIGN LANGUAGE

Four credits of literature or culture from the following:

FREN 380/480*		Special Topics
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FREN 428	CG	Introduction to French Literature - Middle Ages to Revolution
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FREN 429	CG	Introduction to French Literature - 19th & 20th Centuries
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FREN 437A	CGQ	Literary Movements of Modern France
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FREN 438	CG	Francophone Literature
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FREN 431	GH	French Civilization
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FREN 479		Independent Study
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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 L and 102 L, to include:

Eight credits of intermediate French:

FREN 201	GL	Third Semester French
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FREN 202	GL	Fourth Semester French
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Or transferred courses (Maximum of 8 credits accepted)

Or 8 retroactive credits

Eight credits in language from the following:

FREN 312		Third Year Conversation & Composition
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FREN 313	G	Third Year Conversation & Composition
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FREN 314	G	Language in the Media
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FREN 316	G	Language & the Francophone World
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FREN 332	G	Contemporary Francophone Culture
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FREN 333	G	Film & Society
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FREN 380/480*		Special Topics FOREIGN LANGUAGE 131
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FREN 412		Advanced Conversation & Composition
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FREN 413		Advanced Conversation & Composition
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FREN 414		Advanced Language in the Media
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FREN 416	G	Advanced Language & the Francophone World
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FREN 479		Independent Study
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Four credits in literature or culture from the following:

FREN 380/480*		Special Topics
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FREN 428	CG	Introduction to French Literature - Middle Ages to Revolution
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FREN 429	CG	Introduction to French Literature - 19th & 20th Centuries
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FREN 437A	CGQ	Literary Movements of Modern France
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FREN 438	CG	Francophone Literature
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FREN 479		Independent Study
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FREN 431	GH	French Civilization
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Four credits of French from courses listed above and not already taken.

Seven credits of phonetics and methods

FREN 430		Phonetics
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FREN/ED 459F		Methods of Teaching Foreign Language in Elementary/ Middle/ Secondary Schools (4 cr)
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Completion of the professional education requirements and licensing requirements for teacher education (See the EDUCATION listing). A French Teaching Minor must be accepted into Emergent Professional Transition 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 College.

Transfer students who intend to continue in language should consult the Foreign Language Department for assistance in

FOREIGN LANGUAGE

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 G, 314, 316 G, 412 G- 413 G, 414 G, 416 G, 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.

If the department rotation of required 300 and 400 level courses does not permit students in the major or minor to take them at the College, they may take them at UW-Madison through the Collaborative Program.

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.

Minimum credits at Edgewood College

A French major, French Teaching major or French Teaching minor must take a minimum of eight credits in French at Edgewood College 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 College 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 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 C. Up to 16 credits may be granted in Foreign Language. Only non-native speakers are eligible. See the list below for an explanation of how credit is awarded.

- 4 retroactive credits if B or higher in FREN 102 L
- No retroactive credits if BC or C in FREN 102 L
- 8 retroactive credits if B or higher in FREN 201 GL
- 4 retroactive credits if BC or C in FREN 201 GL
- 12 retroactive credits if B or higher in FREN 202 GL
- 4 retroactive credits if BC or C in FREN 202 GL
- 16 retroactive credits if B or higher in FREN 312 or a higher level French Course
- 8 retroactive credits if BC or C in FREN 312 or higher

Proficiency Tests

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

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

Spanish Major

36 credits beyond SPAN 101 L and 102 L, to include:

Eight credits of intermediate Spanish:

SPAN 201	GL	Third Semester Spanish
SPAN 202	GL	Fourth Semester Spanish
Or transferred courses (Maximum of 8 credits accepted)		
Or 8 retroactive credits		

Twelve credits of language from the following:

SPAN 312		Third Year Conversation & Composition
SPAN 314	G	Language in the Media
SPAN 318	G	Language in the Hispanic World
SPAN 380/480*		Special Topics
SPAN 412		Advanced Conversation & Composition
SPAN 414	G	Advanced Language in the Media
SPAN 418		Advanced Language in the Hispanic World
SPAN 430		Phonetics

FOREIGN LANGUAGE

Eight credits of literature from the following:

SPAN 480*		Special Topics
SPAN 424	CG	Topics in Modern Peninsular Literature
SPAN 437	CG	Spanish American Literature
SPAN 438	CG	Contemporary Literature

Four credits of culture from the following:

SPAN 331	G	Spanish Civilization
SPAN 332		Latin American Civilization
SPAN 336	G	Film & Society
SPAN 380/480*		Special Topics
SPAN 433		Contemporary Culture

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

Computer competency requirement

Please consult with your academic advisor to learn the details about how you can satisfy your COR 3 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 L and 102 L, to include:

Eight credits of intermediate Spanish:

SPAN 201	GL	Third Semester Spanish
SPAN 202	GL	Fourth Semester Spanish
Or transferred courses (Maximum of 8 credits accepted)		
Or 8 retroactive credits		

Twelve credits of language from the following:

SPAN 312		Third Year Conversation & Composition
SPAN 314	G	Language in the Media
SPAN 318	G	Language in the Hispanic World
SPAN 380/480*		Special Topics
SPAN 412		Advanced Conversation & Composition

SPAN 414	G	Advanced Language in the Media
SPAN 418		Advanced Language in the Hispanic World

Eight credits of literature from the following:

SPAN 380/480*		Special Topics
SPAN 424	CG	Topics in Modern Peninsular Literature
SPAN 437	CG	Spanish American Literature
SPAN 438	CG	Contemporary Literature

Four credits of culture from the following:

SPAN 331	G	Spanish Civilization
SPAN 332		Latin American Civilization
SPAN 336	G	Film & Society
SPAN 380/480*		Special Topics
SPAN 433		Contemporary Culture

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

Seven credits of phonetics and methods:

SPAN 430		Phonetics
SPAN/ED 459F		Methods of Teaching Foreign Language in Elementary/Middle/Secondary Schools

Study abroad, variable credit. Classes taken abroad may fulfill requirements in sections 1–5 above. Students must consult their academic advisor.

Completion of the Education professional requirements and the licensing requirements for teacher education (See the EDUCATION listing). A Spanish Teaching Major must be accepted into Emergent Professional Transition before being admitted to SPAN459F.

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

Spanish Minor

Twenty credits beyond SPAN 101 L and 102 L, to include:

Eight credits of intermediate Spanish:

SPAN 201	GL	Third Semester Spanish
SPAN 202	GL	Fourth Semester Spanish

FOREIGN LANGUAGE

Or transferred courses (Maximum of 8 credits accepted)

Or 8 retroactive credits

Or substitute 8 other credits (4 language and 4 elective) from the courses below

Four credits of language from the following:

SPAN 312		Third Year Conversation & Composition
SPAN 314	G	Language in the Media
SPAN 318	G	Language in the Hispanic World
SPAN 380/480*		Special Topics
SPAN 412		Advanced Conversation & Composition
SPAN 414	G	Advanced Language in the Media
SPAN 418		Advanced Language in the Hispanic World
SPAN 430		Phonetics

Four credits of literature or culture from the following:

SPAN 331	G	Spanish Civilization
SPAN 332		Latin American Civilization
SPAN 336	G	Film & Society
SPAN 380/480*		Special Topics
SPAN 424	CG	Topics in Modern Peninsular Literature
SPAN 433		Contemporary Culture
SPAN 437	CG	Spanish American Literature
SPAN 438	CG	Contemporary Literature

Four credits of elective from courses listed below not already taken:

SPAN 312		Third Year Conversation & Composition
SPAN 314	G	Language in the Media
SPAN 318	G	Language in the Hispanic World
SPAN 331	G	Spanish Civilization
SPAN 332		Latin American Civilization
SPAN 336	G	Film & Society
SPAN 380/480*		Special Topics
SPAN 412		Advanced Conversation & Composition

SPAN 414	G	Advanced Language in the Media
SPAN 418		Advanced Language in the Hispanic World
SPAN 430		Phonetics
SPAN 424	CG	Topics in Modern Peninsular Literature
SPAN 433		Contemporary Culture
SPAN 437	CG	Spanish American Literature
SPAN 438	CG	Contemporary Literature

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

Spanish Minor of Elementary Education Majors

Eight credits of intermediate Spanish:

SPAN 201	GL	Third Semester Spanish
SPAN 202	GL	Fourth Semester Spanish

Or transferred courses (Maximum of 8 credits accepted)

Or 8 retroactive credits

Or substitute 8 other credits (4 language and 4 elective) from the courses below

Four credits of language from the following:

SPAN 312		Third Year Conversation & Composition
SPAN 314	G	Language in the Media
SPAN 318	G	Language in the Hispanic World
SPAN 380/480 *		Special Topics
SPAN 412		Advanced Conversation & Composition
SPAN 414	G	Advanced Language in the Media
SPAN 418		Advanced Language in the Hispanic World
SPAN 430		Phonetics

Four credits of literature or culture from the following:

SPAN 331	G	Spanish Civilization
SPAN 332		Latin American Civilization
SPAN 433		Contemporary Culture
SPAN 435		Film & Society

FOREIGN LANGUAGE

SPAN 380/480*		Special Topics
SPAN 424	CG	Topics in Modern Peninsular Literature
SPAN 437	CG	Spanish American Literature
SPAN 438	CG	Contemporary Literature
Six credits of Spanish from courses listed above and not already taken.		

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

Spanish Teaching Minor

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

It requires 31 credits beyond SPAN 101 L and 102 L, to include:

Eight credits of intermediate Spanish:

SPAN 201	GL	Third Semester Spanish
SPAN 202	GL	Fourth Semester Spanish

Or transferred courses (Maximum of 8 credits accepted)

Or 8 retroactive credits

Eight credits of language from the following:

SPAN 312		Third Year Conversation & Composition
SPAN 314	G	Language in the Media
SPAN 318	G	Language in the Hispanic World
SPAN 380/480*		Special Topics
SPAN 412		Advanced Conversation & Composition
SPAN 414	G	Advanced Language in the Media
SPAN 418		Advanced Language in the Hispanic World

Four credits of literature from the following:

SPAN 380/480*		Special Topics
SPAN 424	CG	Topics in Modern Peninsular Literature
SPAN 437	CG	Spanish American Literature
SPAN 438	CG	Contemporary Literature
Four credits of Spanish from courses listed above and not already taken.		

Seven credits of phonetics and methods:

SPAN 430		Phonetics
SPAN/ED 459F		Methods of Teaching Foreign Language in Elementary/Middle/Secondary Schools

Study abroad, variable credit. Classes taken abroad may fulfill requirements in sections 1-5 above. Students must consult their academic advisor.

Completion of the Education professional requirements and licensing requirements for teacher education (See the EDUCATION listing). A Spanish Teaching Minor must be accepted into Emergent Professional Transition before being admitted to SPAN 459F.

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

Spanish Program Policies

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

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

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

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

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

If the department rotation of required 300 and 400 level courses does not permit students in the major or minor to take them at the College, they may take them at UW-Madison through the Collaborative Program.

FOREIGN LANGUAGE

Study Abroad

Spanish Teaching majors and Spanish Teaching minors are required to have an intensive language experience, either through residence in a Spanish-speaking country or through an immersion program of at least five weeks. It is strongly recommended that to acquire the minimum necessary language skills for future employment, Spanish majors participate in residence abroad or an immersion program. All options for intensive language experience must be approved by the Foreign Language Department, the Center for Global Education, and the Registrar's Office.

Minimum Credits at Edgewood College

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

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

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

Retroactive Credit

Credits may be granted for foreign language skills acquired through high school study, immersion experience in the target language, or other means of prior learning. Level of language proficiency will be determined 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 C. Up to 16 credits may be granted in Foreign Language. Only non-native speakers are eligible. See the list below for an explanation of how credit is awarded.

- 4 retroactive credits if B or higher in SPAN 102 L
- No retroactive credits if BC or C in SPAN 102 L
- 8 retroactive credits if B or higher in SPAN 201 GL
- 4 retroactive credits if BC or C in SPAN 201 GL
- 12 retroactive credits if B or higher in SPAN 202 GL
- 4 retroactive credits if BC or C in SPAN 202 GL
- 16 retroactive credits if B or higher in SPAN 312 or a higher level Spanish Course
- 8 retroactive credits if BC or C in SPAN 312 or higher

Placement into foreign language classes is determined by the College.

Proficiency Tests

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

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

HISTORY

Major

History

BFSS History Concentration (see Broad Field Social Studies for requirements)

BFSS History Concentration with Teaching Minor (see Broad Field Social Studies for requirements)

Minors

History

History Teaching, Elementary/Middle Education

History Teaching, Middle/Secondary Education

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

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

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

Competence in research, critical reading of sources, communicating, writing, reasoning and analyzing.

The basic skills of the historian, to include historical method and historiography.

Competence in historical knowledge, historical periodization and historical geography.

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

History Major

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

In addition to HIST 295 Proseminar: Historians, Historiography and Historical Method, two courses from each area:

Area A: European History

HIST 108	H	Medieval Europe, 410-1500
HIST 110	H	Beginnings of Modern Europe, 1500 to the Eve of the French Revolution
HIST 115	H	Europe and the World
HIST 211	H	History of Modern Germany from Unification to Nazification
HIST 271	H	Selected Topics
HIST 325	H	Germany and the Rise of the Nazi Party
HIST 341	H	European Holocaust
HIST 375		World War II

Area B: United States History

HIST 131	H	American History I
HIST 132	H	American History II
HIST 204	DH	Social Movements in U.S. History
HIST 207		Recent U.S. History (Since 1945)
HIST 238		Who Built America? Everyday People
HIST 271	H	Selected Issues
HIST 342		American Foreign Policy
HIST 359	D	African-American History
HIST 360		The History of Women in North America
HIST 363		Native American History

Area C: East Asian History

HIST 111	GH	East Asian Civilization
HIST 112		Chinese Philosophy
HIST 117	GH	Modern China
HIST 221	GH	Modern Japan
HIST 249	GH	U.S. and East Asia
HIST 271	H	Select Issues
HIST 284	GH	People's Republic of China
HIST 310A & B	2GH	China: Tradition and Transformation
HIST 312	GHU	China and the West

HISTORY

One of the following two-semester sequences:

HIST 400A/401A	Selected Issues in European History/Research Paper
HIST 400B/401B	Selected Issues in American History/Research Paper
HIST 400C/401C	Selected Issues in East Asian History/Research Paper

Elective courses in history to complete the 42-44 credit total, to be chosen by the student in consultation with a History Department advisor. Confirm choice with history advisor.

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 information.

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

Majors must earn 28 credits at the 200-level or above in history.

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

Please consult with your academic advisor to learn the details about how you can satisfy your COR 3 requirement.

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 advisor. At least 12 credits in history must be earned at Edgewood College.

History Teaching Minor; Middle/Secondary Education

Secondary Education or Middle/Secondary Education

A teaching major in some field for middle/secondary education.

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
ED 459H	History Teaching and Social Studies
A HIST 400/401 two-semester sequence	

Completion of the Education professional requirements and the licensing sequence in either middle/secondary or secondary education. A course in national, state, and local

government, typically PS 262 J is required (see EDUCATION). A History Teaching minor must be accepted into Emergent Professional Transition before being admitted to ED 459H; To meet Wisconsin Department of Public Instruction licensing requirements, students should take GEOG 265 E Environmental Conservation, a course in conservation of natural resources and marketing and consumer cooperatives. Students are advised to check carefully the certification requirements of the state in which they plan to teach.

Minors must earn at least 12 credits in history at Edgewood College.

Minors must earn at least 16 credits at the 200-level or above in history.

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

History Teaching Minor: Elementary/Middle Education

An elementary/middle level education major.

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	

Completion of the Education professional requirements and the licensing sequence in either elementary or elementary/middle education (see EDUCATION).

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

INTERNATIONAL RELATIONS

International Relations Major

1. Interdisciplinary core of 36-37 credits:

Political Science:

PS 210	GJ	Intro to International Relations
PS 275	GJ	Intro to Comparative Politics (or upper level comparative politics course)
PS 342		American Foreign Policy

Economics:

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

Other Social Science:

ANTH 222	GJ	Introduction to Cultural Anthropology
SS 200	I	Data Analysis for Social Science
SS 368	U	Social Science Research Methods
SS 484	KX	Senior Social Science Seminar

Other:

One comparative humanities course in art, music, literature, theatre, history, or religious studies to be approved by the student's advisor. (Chosen from list below)

- Language Proficiency: two years of college-level study of one foreign language (16 credits) or equivalent.
- A Minor in one of the following disciplines: sociology, business, economics, French, history, political science, environmental studies, women's and gender studies or Spanish.

Courses selected for a minor must meet the requirements of the department or program through which the minor is offered.

Policies

An International Relations major must take a minimum of twelve credits of the interdisciplinary core coursework in residence at Edgewood College or through the Collaborative Program, not including courses taken solely for the minor.

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

Comparative humanities courses:

ART 124		Global Perspectives in the Visual Arts
ART 250	AGU	Art of Africa, Americas, & Oceania
ENG 270	CG	Intro to World Literature
ENG 370B	CGX	Post-Colonial Literature
ENG 470		Focused Study of World Literature
FREN 316/416	G	(Advanced) Language & the Francophone World
FREN 429	CG	Intro to French Literature
FREN 431	GH	French Civilization
FREN 432		Contemporary Culture
FREN 433		Film and Society
FREN 437A	CGQ	Literary Movements of Modern France
FREN 438	CG	Francophone Literature
HIST 111	GH	East Asian History
HIST/PHIL 112		Chinese Philosophy
HIST 117	GH	Modern China
HIST 221	GH	Modern Japan
HIST 240	H	The Middle East
HIST 284	GH	People's Republic of China
HIST 325	H	Germany and the Rise of the Nazi Party
HIST 341	H	European Holocaust
HIST 375		World War II
HIST 401A		Research Paper in European History
HIST 401C		Research Paper in East Asian History
MUS 155	AGX	World Music
PHIL 306		Philosophy of Peace and Justice
RS 225	GR	Intro to Major Religious Traditions
RS 265		Religious Traditions of the East
RS 456		Selected Topics: Islam
SPAN 424	CG	Topics in Modern Peninsular Literature
SPAN 431	G	Spanish Civilization
SPAN 432		Latin American Civilization
SPAN 433		Contemporary Culture
SPAN 436	G	Film and Society
SPAN 437	CG	Latin American Literature
SPAN 438	CG	Contemporary Literature

MATHEMATICS

Mathematics and mathematics teaching majors are designed to prepare students to enter a wide variety of career trajectories—such as teaching, actuarial science, business, and pre-engineering—as well as graduate school. In addition to preparation in core areas of mathematics, students will develop habits of precision and logical thinking, acquire an appreciation for and understanding of the aesthetic qualities and historical development of mathematics, and gain an appreciation for and understanding of mathematical concepts and techniques that are applicable to areas outside of mathematics.

The department has identified four goals for students majoring in mathematics and mathematics teaching:

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 include the interplay of mathematics with other disciplines and the history of mathematics.

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.

Proof

Students should demonstrate the ability to critically examine mathematical arguments and produce proofs that are both mathematically and stylistically correct.

Communication

Students should be able to communicate mathematics effectively in oral and written form using formal definitions, appropriate mathematical terminology and symbolism.

The Mathematics faculty assesses how well students are meeting the goals through final exams on departmental course goals, projects, oral and written presentations. Students participate in assessment through regular coursework and by taking the MFAT shortly before graduation.

Majors

Mathematics

Mathematics Teaching

Minors

Mathematics

Mathematics Teaching

Mathematics Teaching for Elementary/Middle School

Mathematics Major

Forty-four credits in mathematics, including:

Required courses:

MATH 231	M	Calculus I
MATH 232	M	Calculus II
MATH 233	M	Calculus III
MATH 301	U	Problem Solving and Proof
MATH 341		Linear Algebra
MATH 351		Probability
MATH 485	X3	Mathematics Seminar

At least five additional mathematics courses with at least 19 credits from the following list, chosen with the consent of the student's academic advisor, to include at least one from each of the three pairings. Majors planning to go to graduate school should take both courses in all three pairings.

MATH 331		Differential Equations
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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

MATHEMATICS

A minimum GPA of 2.5 in the above mathematics courses.

Mathematics majors are recommended to take a computer programming course. Majors planning to pursue a career in actuarial science should consult with their advisor regarding additional recommendations.

Mathematics Teaching Major

The major is part of a program leading to a Wisconsin initial educator license to teach mathematics at the Early Adolescent through Adolescent level (Ages 10-21).

Forty-eight credits in mathematics including:

Required courses:

MATH 121		Statistics
MATH 231	M	Calculus I
MATH 232	M	Calculus II
MATH 233	M	Calculus III
MATH 301	U	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 in Middle/ Secondary School Mathematics
MATH 459		Middle/Secondary Math Methods (Cross-listed with ED 459M)
MATH 461		Geometry
MATH 485	X3	Mathematics Seminar

A minimum GPA of 2.5 in the above mathematics courses.

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.

Mathematics teaching majors are recommended to take a computer programming course.

Mathematics Teaching for Elementary/Middle School 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.

Thirteen credits in mathematics (beyond those required for the education major), including:

A major in Middle Childhood through Early Adolescence Education.

Required courses:

MATH 121	M	Statistics
MATH 451		Explorations in Middle/ Secondary Mathematics

At least one of the following courses:

MATH 222	M	Calculus with Business Applications
MATH 231	M	Calculus I

At least one of the following courses, in consultation with minor advisor:

MATH 122		Finite Mathematics
MATH 232	M	Calculus II

A minimum GPA of 2.5 in the above courses.

Completion of the Education professional requirements and licensure requirements for teacher education (see EDUCATION). Progress through the transition steps is recommended as early as possible.

Mathematics Minor

Twenty-four credits in mathematics including:

Required courses:

MATH 121	M	Statistics
MATH 231	M	Calculus I
MATH 232	M	Calculus II
MATH 301	U	Problem Solving and Proof
MATH 341		Linear Algebra

At least two of the following with at least 7 credits:

MATH 233	M	Calculus III
MATH 331		Differential Equations
MATH 351		Probability
MATH 431		Real Analysis
MATH 432		Complex Analysis
MATH 441		Abstract Algebra I
MATH 442		Abstract Algebra II

MATHEMATICS

MATH 461	Geometry
MATH 462	Topology

A minimum GPA of 2.5 in the above mathematics courses.

Mathematics Teaching Minor

The minor, together with a licensing major (Early Adolescent through Adolescent), is part of a program leading to a Wisconsin initial educator license to teach mathematics at the Early Adolescent through Adolescent level.

A teaching major in some field for Early Adolescent through Adolescent Education.

Twenty-eight credits in mathematics including:

Required courses:

MATH 231	M	Calculus I
MATH 232	M	Calculus II
MATH 301	U	Problem Solving and Proof
MATH 341		Linear Algebra
MATH 451		Explorations of in Middle/ Secondary School Mathematics
MATH 459		Middle/Secondary Math Methods (Cross-listed with ED 459M)
MATH 461		Geometry

Choose one of the following:

MATH 121	M	Statistics
MATH 351		Probability

A minimum GPA of 2.5 in the above mathematics courses.

Completion of the Education professional requirements and licensure requirements for Early Adolescence through Adolescence (see EDUCATION). Progress through the transition steps is recommended as early as possible.

Mathematics Policies

A student must have a cumulative grade point average of 2.5 or above in courses required for the major or minor.

A student pursuing any major within the Mathematics Department must take at least three mathematics courses at or above the 300 level at Edgewood College. A student pursuing any minor within the Mathematics Department must take at least two mathematics courses approved by the department at Edgewood College.

Students intending to major or minor in mathematics or mathematics teaching should take MATH 301 U Problem Solving and Proof concurrently with or as soon as possible after MATH 232 M Calculus II since it is a prerequisite for most of the mathematics courses at the 300 and 400 levels.

Courses in mathematics may not be audited.

Courses in the department may be taken Pass/Fail only with the consent of both the instructor and the Department Chair.

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 mathematics and mathematics teaching majors and minors (with the exception of MATH 485 X and MATH 459) 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 or minor should not plan to take upper division mathematics courses during the semester in which they are student teaching.

Student Development Opportunities

The Mathematics Department supports a number of student development opportunities, including participation in the Edgewood College Research Conference, summer research experiences, and St. Norbert's annual Pi Mu Epsilon Conference. Any full-time member of the Department can provide details.

Internships and Careers in Mathematics

A number of careers are open to students majoring in mathematics. Some students proceed to graduate school in an advanced mathematical, professional, or technical field; other students move directly into the work force including teaching 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 College's Career Services office to help the student successfully chart a path beyond graduation.

MUSIC

Majors

Music

Music: Business Emphasis

Music Education

- General Music: Early Childhood – Adolescence*
- Choral Music: Early Adolescence – Adolescence*
- Instrumental Music: Early Childhood – 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 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, rubrics, and juried performance reviews.

Opportunities for non-Music Majors

Non-majors are encouraged to take music courses, a number of which require no previous musical experience. Performing ensembles are available to all students regardless of major. Some ensembles and upper-division courses require an audition. Some of the assessment strategies outlined above are also used for non-majors.

The Music Department offers general education courses that cover the following tags: A, B, D, G, I, K, Q, X.

Music Major

33 credits required in the following courses:

MUS 140	B	Introduction to the Language of Music (or proficiency)
MUS 141B & 142		Theory I & Ear Training and Solfege I
MUS 143 & 144		Theory II & Ear Training and Solfege II
MUS 155	AGX	World Music

MUS 158	AQX	Women in Music
MUS 191	I	Computer Applications in Music
MUS 241 & 242		Theory III & Ear Training and Solfege III
MUS 344		Conducting
MUS 355 & 356		Music History sequence
MUS 481	K	Senior Recital

In addition:

Private Lessons: Students must register for private lessons each semester they are enrolled at Edgewood College; at least two semesters must be taken at the 300 level with a grade of “C” or better, and two semesters must be taken at the 400 level with a grade of “C” or better.

Performing Organization: Students must be registered for a performing ensemble each semester they are enrolled at Edgewood College. Students should contact the department chair prior to registration for placement information.

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. Students must register for MUS 104 (with consent of instructor) the semester they complete the requirement.

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. 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.

Students will turn in a portfolio after four semesters of study at Edgewood College. A final portfolio review is required prior to graduation. Music education portfolios fulfill Wisconsin Department of Public Instruction requirements.

Transfer students should see the Department Chair for portfolio deadlines.

GPA Requirements: Majors need to attain the following GPA requirements by the end of their sophomore year, and must maintain them to remain in good standing and to be approved for graduation. In addition, a music course in which a student receives a grade below “C” will not be accepted toward the major.

Cumulative GPA of 2.75

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Music history/theory course GPA of 2.5

All music GPA of 3.0

Following their second semester of study, each music major will be given a performance/progress review by the Music Faculty to determine their potential for success as a Music Major. Students are not officially accepted Music Majors until this review is successfully completed and they have filled out their Declaration of Major form.

Please consult with your academic advisor to learn the details about how you can satisfy your COR 3 requirement.

Music Major with Business Emphasis

In addition to the core music course requirement detailed above, students selecting a Music Business Emphasis must complete the following:

Twenty-nine credits, to include:

BUS 280		Financial Accounting
BUS 281		Managerial Accounting
BUS 301		Marketing Principles
BUS 302		Management of Human Performance
BUS 304	U	Business Law
MATH 121	M	Statistics
MATH 122		Finite Math
PHIL 104	P	Ethics
ECON 256	J	Principles of Microeconomics
MUS 491		Internship in an approved arts administration area

Music Education Major with certification in General, Choral, and 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)

Students must complete the core music course requirements, including the senior recital. Music Education students are not expected to take private lessons or perform in a major performing ensemble during the student-teaching semester.

Music Education majors are required to pass the PRAXIS I exam and report scores to the Department Chair as a prerequisite for 200-level Music Education courses.

In the School of Education, 28 credits to include the following: ED 200D, 201, 215J, 303, 304, 306, 307, 384C, 401, 476, COR 3

In Music Education, 20-24 credits to include the following, depending on area of certification:

General Music Certification: Early Childhood – Adolescence

MUS 275A & 275F	Folk Instruments & Vocal Pedagogy
MUS 343	Arranging
MUS 345	Advanced Conducting
MUS 456, 457	Methods of Teaching Music
MUS 489A	Student Teaching: General Music

Choral Music Certification: Early Adolescence – Adolescence

MUS 275A & 275F	Folk Instruments & Vocal Pedagogy
MUS 343	Arranging
MUS 345	Advanced Conducting
MUS 456, 457	Methods of Teaching Music
MUS 489b	Student Teaching: Choral Music

Instrumental Music Certification: Early Childhood – Adolescence

MUS 275	b Brass, c Woodwind, d String, e Percussion Pedagogy
MUS 343	Arranging
MUS 345	Advanced Conducting
MUS 456, 457	Methods of Teaching Music
MUS 489C	Student Teaching: Instrumental Music

Music Minor

Twenty-seven credits, to include 20 in the following required courses:

MUS 140	B	Introduction to the Language of Music (or proficiency)
MUS 141	B	Theory I Ear Training and Solfege I
MUS 143 & 144		Theory II & Ear Training and Solfege II

One of the following music appreciation courses:

MUS 155 OR 158	AGX	World Music or Women in Music
MUS 344		Conducting
MUS 355 OR 356		Music History

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In addition:

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 with a grade of “C” or better.

Performing Organization (4 credits): Students must complete four credits of performing organizations. Contact the Department Chair prior to registration for placement.

Additional Requirements for the Minor:

All students who study privately will concurrently enroll in a performance class (MUS 000), and will participate in a juried review during final examination week.

Music minors must pass 3 semesters of MUS 000. Any music minor 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 in MUS 191 I, Computer Applications in Music, which satisfies the general education computer competency requirement.

Applied Music Private Study

Additional fees are assessed for private lessons. Contact the College Business Office for current rates.

Contact the Department Chair for current information regarding subsidization of lesson fees for music majors, minors, and members of designated performing ensembles.

Credits for applied music are granted on the basis of one credit per semester. Lessons falling on days when classes at the College are suspended or when lessons are canceled by the student will not be rescheduled. Lessons canceled by the teacher will be rescheduled.

Lesson material is designed to give the student a foundation in technical development and music literature according to course level. Students are to perform in MUS 000 Performance Class and in a juried performance at the end of each semester. To progress from the 200 level to the 300 level, a student must receive a grade of “C” or better in MUS 141B (if a music major/minor), be approved by the appropriate applied instructor, and receive official recommendation from the music faculty following the most recent juried performance. Students must be

registered at the 300 or 400 level in order to present a recital and must register for MUS 381 K or MUS 481 K.

Audit Policy

Private lessons and performing groups may not be audited.

Credit for Prior Learning

In extraordinary circumstances, students may apply for credit for prior learning experiences. These artistic or professional experiences should parallel music course work and indicate mastery of the knowledge and/or skills in a particular course of study. Decision to award credit will be made after formal application and submission of portfolio and audition/ interview. Contact the Music Department Chair for details.

Temporary Suspension of Studies

To assure a positive learning experience, students returning after a three-year interruption of studies toward the major must take placement exams to determine if theoretical and performance-based skills have been maintained at an appropriate level.

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 College. All music majors must register for a major performing ensemble each semester they are enrolled at Edgewood College. 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 College.

Transfer students will normally submit a portfolio for review at the end of two semesters of study at Edgewood College and prior to graduation. All transfer students should check with the Department Chair for deadline details. Music Performance Grants and Scholarships

Fine Arts Grant in Music

For first-time freshmen and transfer students. Open to music majors and non-majors. To audition, a student must perform two works in contrasting styles. Award amounts are based on the

MUSIC

audition results and need. The grant is renewable for up to four years based on the recommendation of the Music Department, taking into consideration the student's contribution to a performing organization.

Sister E. Blackwell Music Scholarship

Offered on a competitive basis to qualified undergraduate students who attain sophomore status or above and who participate in a performing ensemble and are also taking private lessons. Interested students should contact the Financial Aid Office and the Music Department Chair. The Music Department will supply information regarding audition requirements and deadlines. The award is based on leadership, scholarship and performance in music courses as well as audition results.

Ken and Diane Ballweg Music Scholarship

Offered to an undergraduate student who is a declared music major who intends to make music his or her profession. The audition requires the student to perform intermediate through advanced level works (as determined by the Music Department) for a duration of 20 minutes. The scholarship is not automatically renewable, and is not automatically given each year. Interested students should contact the Financial Aid Office and the Chair of the Music Department.

Battcock Scholarship

Awarded to qualified students based on potential as a piano student

DeEte Beilfuss-Eager Scholarship

Restricted to a student who is in good academic standing as a music major, and studying advanced piano or is determined by the Music Department to have a high potential as a piano student.

Malmquist Scholarship

Awarded to qualified students based on academic promise, musical leadership, and contribution to the department and respective ensemble.

Vernon and Anja Sell Choral Scholar Endowment

Awarded each year to one or more qualified students who have been active members of the Chamber Singers for at least one year; demonstrated continued growth in choral/ chamber singing and musicianship; shown exceptional interpersonal leadership skills; and are in good academic standing with the appropriate GPA. The award is based solely on merit rather than financial need and is awarded yearly. Recipients may receive the award in successive years.

PHILOSOPHY

Minor

Philosophy

Requirements for the minor:

18 credits selected in consultation with the Chair of the department, including PHIL 479.

A minimum of 9 credits must be completed at the College.

Students who minor in Philosophy will demonstrate a breadth of knowledge in the major areas of philosophical study and an in-depth understanding of at least one philosophical theme or one philosopher. They will also give evidence of an ability to apply and to practice engaged philosophy in a life of service for a just and peaceful world.

Departmental course offerings:

PHIL 101	T	Logic: the Practice of Critical Thinking is offered every semester and the summer.
PHIL 101A	PT	Critical Thinking: Mass Media and Democracy
PHIL 101B	PT	Critical Thinking and Popular Culture
PHIL 102		Foundations of Philosophy
PHIL 103	P	Philosophy of the Person
PHIL 104	P	Ethics
PHIL 104A	PQU	Ethics of Sex, Love and Marriage
PHIL 105		Social and Political Philosophy
PHIL 106	PQ	Philosophy and Gender
PHIL 107		Philosophy of the Earth
PHIL 250	PV	History and Philosophy of Science
PHIL 305		Philosophy Themes
PHIL 306	GP	Philosophy of Peace
PHIL 307	2DP	Philosophy of Martin Luther King
PHIL 400		Metaphysics
PHIL 401		Selected Philosophers
PHIL 479		Independent Study

PHIL 101, 101A, 102 and 104 are offered every semester.

PHIL 103 and 106 are usually offered in the fall.

Courses at the 300 and 400 level are offered according to need and interest. Contact Department Chair for upcoming offerings.

PSYCHOLOGY

Majors

Psychology

Psychology with concentrations in:

- Clinical Counseling
- Human Services
- Substance Abuse Counseling

Minor

Psychology

Department Policies

Minimum GPA

For Admission to the Psychology major, students must have at least a C in each of the following three courses and a 2.5 average in all three: PSY 101; PSY 340; and BIO 151 (or equivalent). A student may declare the psychology major after completion of the above three courses. For graduation, students must have a 2.5 average in all psychology major requirements, and at least a C in PSY 498, the capstone course. A course in which a student receives a grade below CD will not be counted toward the major or minor. IF a student repeats a course, the better grade will be counted toward the GPA for purposes of admission to the major, graduation, and inclusion in the minor. Transfer course grades will be counted toward the GPA for purposes of admission to the major and graduation.

Residence Requirements for major and minor

A minimum of three courses toward the major and two courses toward the minor must be taken at Edgewood College.

Required courses for the major and minor

For the psychology major and each psychology major concentration, the courses required are listed in the catalogue. There is no minimum number of credits. Students need to complete the required courses for the major or major concentration. For the psychology minor, five courses in psychology are required, which must include General Psychology or equivalent transfer course.

Psychology Major

The psychology major seeks to assist students in developing a critical knowledge of psychology as a science and psychology as a means to promote human welfare. These goals reflect the College's mission and identity statements, which promote

educating students for meaningful professional lives of service and a lifelong search for truth

General Education course required by the Psychology Department:

BIO 151	ESU	General Biology: Cell Biology and Ecology
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Required major courses:

PSY 101	J	General Psychology
PSY 340		Abnormal Psychology
PSY 369		Social Science Statistics
PSY 375		Research Methods in Psychology
PSY 445	V	Biological Psychology
PSY 495		Guided Experiential Learning Internship
PSY 497	3	Psychology Internship COR 3 Module
PSY 498	UXK	Evaluating Psychological Research

Human Development (at least one from the following):

PSY 210		Child Psychology
PSY 220		Adolescent Psychology
PSY 345		Lifespan Development
PSY 440		Psychology of Adulthood and Aging

Foundations of Psychology (at least two from the following):

PSY 230		Psychology of Human Learning
PSY 300		Psychology of Personality
PSY 349		Social Psychology
PSY 388		Perception, Memory, and Cognition
PSY 430	S	Animal Behavior

Topics in Culture, Gender, and Relationships (at least one from the following):

PSY 287		Psychology of Gender
PSY 310		Psychology of Intimate Relationships
PSY 315	2G	Parent-Child Relationships
PSY 382		Multicultural Counseling
PSY 387		Human Sexuality
PSY 389	2Q	Psychology of Men and Masculinities

PSYCHOLOGY

Applications of Psychology (at least one from the following):

PSY 350		Substance Use, Abuse, and Dependence
PSY 360		Assessment and Treatment of Substance Abuse
PSY 380		Introduction to Psychotherapies
PSY 386		Psychological Assessment
PSY 390		Group Psychotherapy
PSY 487		Introduction to Family Therapy

This concentration earns 45 credits if all courses for the concentration are taken at Edgewood College.

PSY 285, 385, 485 (Topics in Psychology) may fulfill a requirement for one of the areas above if the topic falls within the subject matter for that area. This would be determined and announced by the Psychology Department.

Psychology Major with a 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.

General Education course required by the Psychology Department:

BIO 151	ESU	General Biology: Cell Biology and Ecology
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Required major courses:

PSY 101	J	General Psychology
PSY 300		Psychology of Personality
PSY 340		Abnormal Psychology
PSY 369		Social Science Statistics
PSY 375		Research Methods in Psychology
PSY 380		Introduction to Psychotherapies
PSY 445	V	Biological Psychology
PSY 495		Guided Experiential Learning Internship (a maximum of 6 credits can be counted toward the major)
PSY 497	3	Psychology Internship COR 3 Module
PSY 498	UXK	Evaluating Psychological Research

Human Development (at least one from the following):

PSY 210		Child Psychology
PSY 220		Adolescent Psychology
PSY 345		Lifespan Development
PSY 440		Psychology of Adulthood and Aging

Foundations of Psychology (at least one from the following):

PSY 230		Psychology of Human Learning
PSY 349		Social Psychology
PSY 388		Perception, Memory, and Cognition
PSY 430	S	Animal Behavior

Topics in Culture, Gender, and Relationships (at least one from the following):

PSY 287		Psychology of Gender
PSY 310		Psychology of Intimate Relationships
PSY 315	2G	Parent-Child Relationships
PSY 387		Human Sexuality
PSY 389	2Q	Psychology of Men and Masculinities

Applications of Clinical/Counseling Psychology (three from the following; at least two must be higher than PSY 380):

PSY 350		Substance Use, Abuse, and Dependence
PSY 360		Assessment and Treatment of Substance Abuse
PSY 382		Multicultural Counseling
PSY 386		Psychological Assessment
PSY 390		Group Psychotherapy
PSY 487		Introduction to Family Therapy

This concentration earns 57 credits if all courses for the concentration are taken at Edgewood College.

PSY 285, 385, 485 (Topics in Psychology) may fulfill a requirement for one of the areas above if the topic falls within the subject matter for that area. This would be determined and announced by the Psychology Department.

PSYCHOLOGY

Psychology Major with a Human Service 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 take the social work certification exam through the Wisconsin Department of Safety and Professional Services. Graduates passing the exam are allowed to hold employment as entry-level social workers in the state of Wisconsin.

General Education course required by the Psychology Department:

BIO 151	ESU	General Biology: Cell Biology and Ecology
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Required major courses:

PSY 101	J	General Psychology
PSY 340		Abnormal Psychology
PSY 369		Social Science Statistics
PSY 375		Research Methods in Psychology
PSY 445	V	Biological Psychology
PSY 495C		Human Services Internship
PSY 497	3	Psychology Internship COR 3 Module
PSY 498	UXK	Evaluating Psychological Research

Human Services Professional Courses (all of the following are required):

PSY 301		Case Management
HS 302		Social Welfare and Policy
HS 303		Advanced Social Change Skills
HS 304		Group Methods
HS 305		Human Behavior and Social Development

Foundations of Psychology (at least two from the following):

PSY 230		Psychology of Human Learning
PSY 300		Psychology of Personality
PSY 349		Social Psychology
PSY 388		Perception, Memory, and Cognition
PSY 430	S	Animal Behavior

Topics in Culture, Gender, and Relationships (at least one from the following):

PSY 287		Psychology of Gender
PSY 310		Psychology of Intimate Relationships
PSY 315	2G	Parent-Child Relationships
PSY 382		Multicultural Counseling
PSY 387		Human Sexuality
PSY 389	2Q	Psychology of Men and Masculinities

Applications of Psychology (at least one from the following):

PSY 350		Substance Use, Abuse, and Dependence
PSY 360		Assessment and Treatment of Substance Abuse
PSY 380		Introduction to Psychotherapies
PSY 386		Psychological Assessment
PSY 390		Group Psychotherapy
PSY 487		Introduction to Family Therapy

This concentration earns 64 credits if all courses for the concentration are taken at Edgewood College.

PSY 285, 385, 485 (Topics in Psychology) may fulfill a requirement for one of the areas above if the topic falls within the subject matter for that area. This would be determined and announced by the Psychology Department.

Psychology Major with a Substance Abuse Counseling Concentration

The Substance Abuse Counseling Concentration is designed to educate students in the assessment, treatment, and prevention of substance abuse problems utilizing the Biopsychosocial Model of Addiction.

General Education course required by the Psychology Department:

BIO 151	ESU	General Biology: Cell Biology and Ecology
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Required major courses:

PSY 101	J	General Psychology
PSY 340		Abnormal Psychology
PSY 369		Social Science Statistics
PSY 375		Research Methods in Psychology

PSYCHOLOGY

PSY 445		Biological Psychology
PSY 496G		Professional Seminar and Internship I
PSY 496H		Professional Seminar and Internship II
PSY 497	3	Psychology Internship COR 3 Module
PSY 498	UXK	Evaluating Psychological Research

Human Development (at least one course from the following):

PSY 210		Child Psychology
PSY 220		Adolescent Psychology
PSY 345		Lifespan Development
PSY 440		Adulthood and Aging

Foundations of Psychology (at least two from the following):

PSY 230		Psychology of Human Learning
PSY 300		Psychology of Personality
PSY 349		Social Psychology
PSY 388		Perception, Memory, and Cognition
PSY 430	S	Animal Behavior

Topics in Culture, Gender, and Relationships (at least one from the following):

PSY 287		Psychology of Gender
PSY 310		Psychology of Intimate Relationships
PSY 315	2G	Parent-Child Relationships
PSY 382		Multicultural Counseling
PSY 387		Human Sexuality
PSY 389	2Q	Psychology of Men and Masculinities

Substance Abuse Counseling courses (all of the following are required):

PSY 301		Case Management
PSY 350		Substance Use, Abuse, and Dependence
PSY 360		Assessment and Treatment of Substance Abuse
PSY 380		Introduction to Psychotherapies
PSY 386		Psychological Assessment

This concentration earns 61 credits if all courses for the concentration are taken at Edgewood College.

PSY 285, 385, 485 (Topics in Psychology) and may fulfill a requirement for one of the areas above if the topic falls within the subject matter for that area. This would be determined and announced by the Psychology Department.

The curriculum and internship program in this major meet the state requirements for Alcohol and Drug (AODA) certification.

RELIGIOUS STUDIES

Majors

Religious Studies

Minors

Religious Studies

Mission

Rooted in the Catholic and Dominican traditions where “faith seeks understanding,” Religious Studies provides opportunities to examine the religious experience and its multiple expressions. Through academic inquiry, scholarly research, community-based learning, and intellectual reflection, students explore the religious dimensions of human experience, harmonize their own religious commitments and traditions with their intellectual, critical, and cultural development, and deepen their own spiritualities with a vision toward justice and peace. At the same time, all are called to develop a genuine respect and appreciation for the truths and values expressed in the traditions and spiritualities of others.

Policies

Students planning a major or minor in Religious Studies should consult with an advisor in the Religious Studies Department at the beginning of their program. Normally, a minimum of 20 credits for the major or 10 credits for the minor must be taken in Religious Studies at Edgewood College. Any transfer of religious studies credits is subject to evaluation by the department.

Focus Areas

Students may wish to focus their coursework in one of the following areas: Biblical Studies, Religious Traditions, Eco-Spirituality, Social Justice, or Pre-Theological Studies. An advisor in the Religious Studies department will assist you in choosing appropriate courses.

Students interested in youth, campus, family, pastoral, liturgical, social justice, or other specialized ministries are encouraged to supplement their Religious Studies major with appropriate minors or concentrations in disciplines related to this work. The RS advisor will assist in exploring and choosing among the options.

The Religious Studies curriculum at Edgewood includes three areas of investigation:

- Scriptures and Sacred Texts
- Religious Traditions & Theologies
- Religion in the Human Community

Religious Studies Major

A minimum of 40 credits, to include:

Two foundational courses (8 credits) from Scriptures & Sacred Texts:

RS 210	RU	Jesus and the Gospels
RS 310	RU	God and the Hebrew Bible OR
RS 314	RU	New Testament Christianity

Two foundational courses (8 credits) from Religious Traditions & Theologies:

RS 225	GR	Religious and Spiritual Traditions of the World
RS 324	RXU	Exploring Christian Thought OR
RS 330	GR	The Evolution of Global Christianity OR
RS 341		Catholic Theology for the 21st Century

Two courses (8 credits) from Religion in the Human Community:

RS 101	1ER	Spirituality and Ecology OR
RS 147	1R	Spirituality and Justice OR
RS 248	2R	Spirituality for the 21st Century
RS 498		Religious Studies Senior Seminar

In addition to these courses, students chose a minimum of 16 additional credits* selected from the three areas of study:

Scriptures & Sacred Texts (0 to 12 additional credits selected from):

RS 310	RU	God and the Hebrew Bible
RS 314	RU	New Testament Christianity
RS 414		Scripture: Advanced Study
RS 416		Oral Interpretation and Biblical Preaching

Approved Biblical Courses offered through the UW-Madison Collaborative Program.

RELIGIOUS STUDIES

Religious Traditions & Theologies (0 to 12 additional credits selected from):

RS 220		Jewish Life and Thought
RS 250		Catholicism
RS 265		Religious Traditions of the East
RS 324	RXU	Exploring Christian Thought
RS 330	GR	The Evolution of Global Christianity
RS 341		Catholic Theology for the 21st Century
RS 356	2GR	Challenge of Islam
RS 357/358	2GR	Christian-Muslim Dialogue
RS 422		Reformation and Counter-Reformation
RS 455		Topics in Religious Studies

Religion in the Human Community (0 to 12 additional credits selected from):

RS 201/202	2ER	Living Sustainably in a Dominican Studium
RS 218	CR	Images of Faith: Story, Screen, and Spirit
RS 240	RU	Personally Morality and Social Justice
RS 248	2R	Spirituality for the 21st Century
RS 307	2GR	Liberation Theologies in Latin America
RS 308/309	2DR	Liberation Theology and The Dismantling of Racism I & II
RS 322	2QR	Contemporary Jewish Life and Thought: Judaism & Feminism
RS 327		Religions and Contemporary Issues
RS 328		Strong Religion: Fundamentalism
RS 331		Christian Worship
RS 343		Women and Religion
RS 345		Religion and Society
RS 406	3	Learning, Beliefs & Action for the Common Good
RS 431		Sacramental Celebrations
RS 442	RU	Moral Responsibility and Ethics of Health
RS 450	3V	Perspectives on Religion and Science
RS 452		Topics in Religious Studies

Independent Research & Writing (0 to 6 additional credits from):

RS 279		Independent Reading and Research
RS 379		Independent Reading and Research
RS 499		Workshop in Religious Studies

*Note: the total of 40 credits normally includes a minimum of 16 credits in one area, a minimum of 8 in each of the other two areas, including Senior Seminar. The remaining 8 credits are also selected from any of the three areas. Professional courses (for example, teaching methods, practica, and internships) are taken in addition to the minimum of 40 credits in academic courses.

In addition to the 40 credits, all students majoring in Religious Studies will:

- Prepare an Academic Portfolio to be reviewed by the Religious Studies faculty at the end of each academic year.
- Submit at least one major research paper for presentation at an Edgewood College Student Research, Religious Studies, or similar conference during their last 4 semesters.
- Complete the minimum 120 credits required by the College with a cumulative GPA of at least 2.85.

Please consult with your academic advisor to learn the details about how you can satisfy your COR 3 requirement.

Religious Studies Minor

A minimum of 20 credits in Religious Studies with a minimum of one 4-credit course chosen from each of the three areas of investigation: Scriptures and Sacred Texts, Religious Traditions and Theologies, and Religion in the Human Community

Remaining courses are to be chosen in consultation with a RS advisor.

SOCIAL SCIENCE

Majors

Criminal Justice

Economics with concentrations in:

- Applied Economics
- Business Economics

Human Services Concentration in Criminal Justice

Human Services Concentration in Sociology

International Relations

Political Science with concentrations in:

- Comparative/Global Politics
- American Politics
- Law and Politics
- Political Communication

Sociology

Broad Field Social Studies

Minors

Economics

Political Science

Social Studies Teaching

Sociology

Expectations of the Social Science Scholar

The Social Science Department offers coursework in diverse programs. However, the Department considers certain goals and objectives common to all majors offered in Social Science.

The Department's mission is to provide an opportunity for students to learn about 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 will be called upon to recognize and analyze the distinctions and relationships between the fields of science, religion, morality, and technology and the use of power. They are challenged to a critical reflection on the local and global structuring of relationships with respect to race, class, gender and other social categories. Study in the social sciences should enliven the search for truth and deepen the concern for justice.

All Social Science majors are expected to gain experience in the formulation of hypotheses and models to explore social,

economic, political and cultural relationships and change. Further, they should gain skills in using and evaluating diverse research methods, including sampling procedures and statistical analysis; census and survey data analysis; questionnaire development and interviewing; field work and participant observation; as well as the use of written documents, research monographs and secondary sources.

With these common goals in mind, all students with majors in Criminal Justice, Economics, Political Science and Sociology are required to complete the following interdisciplinary sequence of courses.

Social Science Interdisciplinary Sequence (12 credits)

SS 368	U	Social Science Research Methods
SS 369		Social Science Statistics
SS 484	KX3	Senior Social Science Seminar

Policies

Students majoring in the Social Science Department must maintain a cumulative grade point average of 2.0 in courses in their respective major. If a student receives more than one grade below CD in major courses, he/she must repeat one of these courses (or an approved equivalent) and receive a grade of CD or above in order to successfully complete the major.

Courses required for the majors may not be taken Pass/Fail.

Twelve credits of the major must be earned at Edgewood College: at least four of those credits must be in the major discipline.

Majors should consult with their advisor about appropriate courses to fulfill their Math (M) and Information and Technological Literacy (I) requirements.

A minimum of four credits of a minor in the department of social science must be completed at Edgewood College.

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.

SOCIAL SCIENCE

The interdisciplinary major in criminal justice consists of:

The Social Science Interdisciplinary Sequence (12 credits)

SS 368	U	Social Science Research Methods
SS 369		Social Science Statistics
SS 484	3KX	Senior Social Science Seminar

Additional Required Courses: (19 credits)

SOC 201	J	Introduction to Sociology
PHIL 104	P	Ethics
CJ 232	J	Introduction to the Criminal Justice System
CJ/SOC 340		Theories of Deviance
CJ 355		Introduction to Criminal Law

A choice of one course of the following: (4 credits)

SOC 309	D	Race and Ethnicity
SOC 322		Class, Social Change and Revolution
SOC 365	JQ	Women and Society

A choice of one of the following: (4 credits)

CJ/SOC 236		Juvenile Delinquency
CJ 337		Policing in Contemporary Society
CJ 338		Prisons and Corrections in Society

A choice of one of the following: (4 credits)

CJ 342		Capital Punishment
CJ 343	Q	Violence and Victimization

A choice of two of the following: (8 credits)

SS 371-374		Field Experience/Internship
ECON 255	J	Principles of Macroeconomics in the Global Economy
		OR
ECON 256	GJ	Principles of Microeconomics
PS 262	J	Introduction to the American Political Process
PSY 101	J	General Psychology
PSY 340		Abnormal Psychology

Field Experience courses (SS 371 COR II, SS 372, SS373, SS374) 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. Students interested in the Field Experience option are responsible for their own application and placement with an appropriate agency in consultation with the Criminal Justice Program Coordinator. All potential Field Experience opportunities must be approved by the Program Coordinator prior to the student beginning the position with the agency.

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 372-374 Field Experience. Criminal Justice major transfer students must earn at least 12 credits of coursework in the major program at Edgewood, with at least 4 of those credits from a criminal justice course (those with a CJ prefix).

Economics Major

The major in economics is designed for students who want a broad exposure to economic institutions and the international economy. Students must choose a concentration in Applied Economics or Business Economics.

Applied Economics Concentration

The Social Science Interdisciplinary Sequence (12 credits)

SS 368	U	Social Science Research Methods
SS 369		Social Science Statistics
SS 484	3KX	Senior Social Science Seminar

Required economics courses (16 credits):

ECON 255	GJ	Principles of Macroeconomics in the Global Economy
ECON 256	J	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

SOCIAL SCIENCE

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 231 M Calculus I is recommended for students with ambitions of graduate work in economics.

Business Economics Concentration

The Social Science Interdisciplinary Sequence (12 credits)

SS 368	U	Social Science Research Methods
SS 369		Social Science Statistics
		OR
MATH 121	M	Statistics
SS 484	3KX	Senior Social Science Seminar

Required economics courses (24 credits):

ECON 255	GJ	Principles of Macroeconomics in the Global Economy
ECON 256	J	Principles of Microeconomics
ECON 290	GJ	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.

Required business courses (13 credits):

BUS 280		Financial Accounting
BUS 281		Managerial Accounting
BUS 303		Corporate Finance
BUS 304		Business Law I

Political Science Major

Forty-one to 50 credits, to include:

The Social Science Interdisciplinary Sequence (12 credits)

SS 368	U	Social Science Research Methods
SS 369		Social Science Statistics
SS 484	3KX	Senior Social Science Seminar

One of the following four concentrations:

Comparative/Global Politics Concentration

Required courses:

PS 210	GJ	Introduction to International Relations
PS 262	J	Introduction to the American Political Process
PS 275	GJ	Introduction to Comparative Politics
PS 301		Political Ideas

Any eight credits from the following:

PS 342		American Foreign Policy
PS 380	GJ	Politics of Latin America
PS 381	GJ	Politics of Europe
PS 383		International Law and Organization
PS 384	GJ	Politics of the Middle East
PS 481		Seminar in International Relations

Six additional credits of any political science elective.

American Politics Concentration

Required courses:

PS 262	J	Introduction to the American Political Process
PS 275	GJ	Introduction to Comparative Politics
PS 301		Political Ideas
SS 371	2	Field Experience 1-4 credit
		OR
SS 372		Field Experience 1-4 credit

Any 12 credits from the following:

PS 342		American Foreign Policy
PS 343		Constitutional Politics
PS 350		Public Policy Process

SOCIAL SCIENCE

PS 351		Selected Issues in Public Policy
PS 352	EJ	Environmental Politics
PS 353	EJ	Politics of Sprawl: Land Use & Transportation Policy
PS 360	J	Political Parties and Interest Groups
PS 361	J	The President and Executive Branch
PS 362	J	Congress and Legislative Politics
PS 364		State and Local Politics
PS 460	J	Media and Politics
PS 480		Seminar in Political Science
Four additional credits of any political science electives.		

Law and Politics Concentration

Required courses:

PS 262	J	Introduction to the American Political Process
PS 301		Political Ideas
PS 343		Constitutional Politics
SS 371	2	Field Experience 1-4 credit
		OR
SS 372		Field Experience 1-4 credit
PS 210	GJ	Introduction to International Relations

One course from the following:

CJ 355		Introduction to Criminal Law (or equivalent)
BUS 304	U	Business Law (or equivalent)
PS 383		International Law and Organization

Any eight credits from the following:

PS 350		Public Policy Process
PS 351		Selected Issues in Public Policy
PS 352	EJ	Environmental Politics
PS 353	EJ	Politics of Sprawl: Land Use & Transportation Policy
PS 360	J	Political Parties and Interest Groups
PS 361	J	The President and Executive Branch
PS 362	J	Congress and Legislative Politics
PS 364		State and Local Politics

PS 460	J	Media and Politics
PS 480		Seminar in Political Science

Political Communication Concentration

Required courses:

PS 262	J	Introduction to the American Political Process
PS 301		Political Ideas
PS 460	J	Media and Politics
PS 210	GJ	Introduction to International Relations
		OR
PS 275	GJ	Introduction to Comparative Politics
SS 371	2	Field Experience 1-4 credit
		OR
SS 372		Field Experience 1-4 credit
COMMS 314		Persuasion, Promotion and Advertising

One course from the following:

ENG 201		Journalism
COMMS 319		Mass Communication Campaigns
Eight additional political science credits.		

Sociology Major

Students majoring in Sociology gain understanding of the ways individuals are affected by each other and the groups to which they belong. They explore the importance of traits such as race, class, gender, and age in the workings of society as well as the possibility of social changes. Sociological knowledge, research and analytical skills are applied in a variety of community business and institutional settings.

Thirty-eight credits in sociology to include:

The Social Science Interdisciplinary Sequence (12 credits)

SS 368	U	Social Science Research Methods
SS 369		Social Science Statistics
SS 484	3KX	Senior Social Science Seminar

Required Sociology courses (8 credits):

SOC 309	D	Race and Ethnicity
SOC 402		Theories of Society

SOCIAL SCIENCE

Courses in the following three areas (10 to 12 credits):

One course from the following:

SOC 201	J	Introduction to Sociology
ANTH 222	GJ	Introduction to Cultural Anthropology

One course from the following:

SOC 323	DJQ	The Family and Society
SOC 324		Education and Society
SOC 325	2DJ	Health and Illness and Society
SOC 365	JQ	Women and Society

One course from the following:

SOC 322		Class, Social Change and Revolution
SOC/CJ 340		Theories of Deviance
SOC 349		Social Psychology

Elective courses in Sociology, Anthropology, Criminal Justice or Social Science selected in consultation with the major advisor 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 concentration in Human Services.

Completion of this concentration enables students to take the social work certification exam through the Wisconsin Department of Safety and Professional Services. Graduates passing the exam are allowed to hold employment as entry-level social workers in the state of Wisconsin.

The requirements for the Human Services concentration are:

A major in sociology or criminal justice. Sociology majors must include SOC 220 Alcohol and Drug Abuse.

A 17-22 credit professional sequence* in Human Services courses:

HS 300	Methods of Human Service
HS 302	Social Welfare and Policy
HS 303	Advanced Social Change Skills
HS 304	Group Methods
HS 305	Human Behavior and Social Environment
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.

PHIL 104	P	Ethics
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Elective courses in sociology, criminal justice or anthropology to complete the 38 credit minimum.

Economics Minor

Eighteen credits in economics, to include:

ECON 255	GJ	Principles of Macroeconomics in the Global Economy
ECON 256	J	Principles of Microeconomics
ECON 350		Economics of Labor, Poverty and Income Distribution or equivalent

The particular sequence of courses is to be developed by the student in consultation with an advisor in the Social Science Department. Individuals who wish to obtain a minor in Economics along with a major in Business may count ECON 255 GJ and ECON 256 J for their minor and major requirements.

Political Science Minor

Eighteen credits in political science with the particular sequence of courses to be developed by the student in consultation with an advisor in the Social Science Department.

Sociology Minor

Eighteen credits in sociology, anthropology and/or criminal justice with the particular sequence of courses to be developed by the student in consultation with an advisor in the Social Science Department. Criminal Justice majors minoring in sociology will be required to take at least 12 credits of sociology in addition to the sociology courses required for their major.

SOCIAL SCIENCE

Social Studies Teaching Minor

A major in elementary or elementary/ middle level education.

The following courses:

ANTH 222	GJ	Introduction to Cultural Anthropology
SOC 201	J	Introduction to Sociology
SOC 309	D	Race and Ethnicity
SOC 324		Education and Society
PS 262	J	Introduction to the American Political Process
GEOG 265	E	Environmental Conservation

One of the following:

ECON 255	GJ	Principles of Macroeconomics in the Global Economy
ECON 330	GJ	Comparative Economic Systems

One of the following:

HIST 131	H	American History I
HIST 132	H	American History II

Completion of the Education professional requirements and the licensing requirements for teacher education in elementary or elementary/middle level education (see EDUCATION).

THEATRE ARTS

Majors

Theatre Arts
Theatre Education

Minors

Theatre Arts
Theatre Education
Film Studies

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.

1. All majors are required to attend regularly scheduled Theatre Assembly meetings, all theatre productions and studios, and at least one audition per academic year.
2. All majors are required to keep a portfolio of their work, to be reviewed annually after students have earned 30 credits.
3. Courses required for the Theatre Arts majors are regularly offered on a rotating basis, normally within a two-year cycle. Students are urged to consult the Department of Theatre Arts website for information regarding this sequence or their advisor in theatre arts, so that requirements may be fulfilled within the normal pattern.
4. Theatre Arts majors and Theatre Education majors are required to maintain at least a 2.75 GPA in their theatre courses.

Theatre Arts Major

A minimum of 40 core credits, including

THA 265	BK	Acting I
THA 269	ADU	Script Analysis
THA 290		Stagecraft I
THA 292		Theatre Practicum for majors (9 cr)
THA 336	C	Development of Dramatic Arts I
THA 337	A	Development of Dramatic Arts II
THA 338		Modern and Contemporary Drama
THA 370	BX	Directing I
THA 390	B	Theatre Design Elements
THA 470		One-Act Play Production
THA 499	B3	Senior Project

The major includes a minimum of 9 credits beyond the core within one specialized area, to be selected from Theatre Studies Technical/Design, Theatre for Youth, Performance or Musical Theatre emphases.

Theatre Studies Emphasis (9 credits minimum):

Minimum of three courses from the following:

THA 122	1AG	Perspectives in Puppetry
THA 239		Survey of History of Musical Theatre
THA 264	CK	Oral Interpretation
THA 276	BG	Drama in Education
THA 270		Stage Management
THA 301A	BD	Tap Dance: Technique and Cultural Perspective
THA 365		Acting II
THA 366		Musical Theatre Performance
THA 367	BK	Improvisation in Performance
THA 376	2B	Theatre for Young Audiences
THA 379		Independent Study, Theatre Arts
THA 385		Special Topics in Theatre
THA 391		Tech and Design in Theatre
THA 392		Costume Design
THA 393		Lighting Design
THA 394		Scenic Design
THA 395	B	Makeup Design
THA 445		Playwriting
THA 465		Acting III
THA 466		Acting IV
ENG 331	CX	Literary Figures (Topic option for Theatre: Shakespeare only)
GS370 & GS371	2AG	London: Theatre, Art and Culture

Technical/Design Emphasis (9 credits minimum):

Minimum of three courses from the following:

THA 270		Stage Management
THA 385		Special Topics (in Technical Design)
THA 391		Tech and Design
THA 392		Costume Design

THEATRE ARTS

THA 393		Lighting Design
THA 394		Scenic Design
THA 395	B	Makeup Design
THA 490		Advanced Design

Theatre for Youth Emphasis (10 credits minimum):

Requirements:

THA 276	BG	Drama in Education
THA 459P		Methods in Teaching Theatre Arts
THA 376	2B	Theatre for Young Audiences

One course from the following

ED 200	D	Education in a pluralistic society
ED 271	P	Introduction to Philosophy of Education
ED 301		Introduction to Child life

Performance Emphasis* (9 credits minimum):

Required course:

THA 365		Acting II
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Two courses from the following:

THA 367	BK	Improvisation in Performance
THA 385		Special Topics: Performance
THA 465		Acting III
THA 466		Acting IV

Musical Theatre Emphasis* (10 credits minimum):

Required courses:

THA 239		Survey of History of Musical Theatre
THA 366		Musical Theatre Performance
MUS 141A	B	Music Structures
MUS 142		Ear Training and Solfege I

*Majors who specialize in Performance or Musical Theatre must include:

A minimum of two credits in Dance, Movement, or the equivalent to be selected from:

THA 266		Introduction to Contemporary Dance
		OR
THA 301A	BD	Tap Dance: Technique and Cultural Perspective
THA 368		Movement for Actors
		OR
THA 385		Special Topics (in Performance/ Movement)

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

MUS 130A	B*	Women's Choir
		AND/OR
MUS 130B	B*	Women's Choir
MUS 221		Private Voice
MUS 330		Community Chorus
MUS 121		Introductory Voice Class
MUS 122		Advanced Voice Class
THA 264	CK	Oral Interp (Performance emphasis only)
THA 385		Special Topics (in voice)

*B tag only awarded if both semesters are taken

Theatre Minor

A minimum of 21 credits in theatre art courses (excluding film courses) including:

THA 265	BK	Acting I
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One of the following:

THA 290	B	Stagecraft I
THA 390	B	Theatre Design Elements

Three credits of:

THA 292		Theatre Practicum
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THEATRE ARTS

Theatre Education Major

The major is part of a program leading to a Wisconsin initial educator license to teach theatre at the Early Childhood through Adolescence level (Birth –21), and has these requirements:

All the requirements of the Theatre Arts Major.

The following requirements in Theatre Education preparation:

THA 264	CK	Oral Interpretation and Communication
THA 276	BG	Drama in Education
THA 379	2B	Theatre for Young Audiences
THA 459P		Methods in Teaching Theatre Arts

For certification, students must also complete the Professional Education Core requirements and secondary education requirements. Students choosing the Theatre Education Major must consult with an advisor in the Education Department in order to be informed about admission and licensing requirements. See EDUCATION.

Theatre Education Minor

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

A minimum of 24 credits, including:

THA 264	CK	Oral Interpretation and Communication
THA 265	BK	Acting I
THA 276		Drama in Education
THA 338		Modern and Contemporary Drama
THA 370	BX	Directing I
THA 376	2B	Theatre for Young Audiences
THA 459P		Methods in Teaching Theatre Arts

Three credits of:

THA 292		Theatre Practicum
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One of the following:

THA 290		Stagecraft I
THA 390	B	Theatre Design Elements

For certification, students must complete a teaching major in another field and Professional Education Core requirements. Students must also fulfill licensing requirements as they apply. Students choosing the Theatre Arts Teaching Minor must consult with an advisor in the Education Department in order to be informed about admission and course requirements. See EDUCATION.

Film Studies Minor

The Film Studies minor will require a minimum of 18 credits, to include:

Required courses:

THA 226	A	Film Criticism
THA 326	A	Film in Society

Select one from the following:

ART 120		Video
THA 265	BK	Acting I
THA 370	BX	Directing I
THA 290		Stagecraft I
THA 390	B	Theatre Design Elements

Electives: Select a minimum of 3 courses from the following:

THA 426		Special Topics: Gender and Race in Film
THA 385		Special Topics: Acting for Film*
THA 386		Special Topics in Film
COMM 330		Introduction to Video Production
COMM 334		Documentary Video Production
ENG 391		Literary Genres (Screwball Comedy)
ENG 477		Screen writing
FREN 433		Film and Society
SPAN 436	G	Film and Society

*prereq of THA 265 F3 Acting I

For the Film Studies Minor, students must complete a minimum of 9 credits in the minor at Edgewood College.

THEATRE ARTS

Theatre Arts Grants and Scholarships

Fine Arts Scholarships in Theatre

Fine Arts Scholarships in Theatre are for first-time freshmen and transfer students not necessarily majoring or minoring in theatre. Grants are for \$500 to \$1500 based on need and are renewable for up to four years based on the recommendation of the Theatre Arts faculty. Recommendation for renewal for the third and fourth year will be limited to majors and minors. For information, contact the Admissions Office and the Chair of the Department of Theatre Arts.

Mary Frances Green Scholarship

Awarded to a Theatre Arts major who has attained junior standing. The scholarship recipient must have demonstrated all around excellence in several of the following areas: growth in chosen area, breadth of knowledge, a strong academic interest, collaborative working skills, an excellent work ethic, and leadership skills. In addition, the scholarship recipient will demonstrate financial need and exhibit great enthusiasm for and dedication to his/her chosen field.

Sister Marie Aileen Klein Scholarship

Awarded to a major or minor in Theatre Arts or Theatre Education who demonstrates financial need. This award may be offered to a current student or an underclassman entering Edgewood College. The student must show exceptional achievement or potential for exceptional achievement in some or all of the following areas: collaborative working skills, dependability, work ethic, growth in knowledge, high academic interest, and classroom work.

Martie Kaump Award

Awarded to a student who has demonstrated outstanding artistic achievement and student leadership. The criteria for this award includes the following: student is able to work independently, uses research tools in academic work, is able to formulate long-range goals, is reasonably successful in mentoring less experienced students, has completed 70 credits and maintained a grade point of 3.2 or higher.

The David A. Raagas “Big Kahuna” Memorial Award

The David A. Raagas “Big Kahuna” Memorial Award is to be awarded to students interested in the arts, theatre, film, and/or creative writing. The award is named in memory of David A. Raagas to provide financial support for students who share his love and passion for the arts. The awardee will be determined by the theatre arts department and receive the award at the annual Theatre Department Banquet.

**SCHOOL OF
BUSINESS**

SCHOOL OF BUSINESS

As an integral part of Edgewood College, the School of Business annually educates approximately 250 undergraduates, as well as returning adults and graduate students. Our vision is to be recognized as a premier program that prepares students to become successful ethical and entrepreneurial business and community leaders.

The School of Business is fully accredited by ACBSP and has a twenty five year tradition of teaching business principles and has evolved over time to adapt to our dynamic world economy. Ten full-time faculty and over twenty adjunct faculty teach a broad array of courses relevant to what the future will demand in terms of ethical leadership, global business and technical knowledge. We provide quality innovative teaching and scholarship emphasizing ethics, entrepreneurship and sustainability throughout the curriculum.

We offer undergraduate majors in accounting, finance, management, marketing, general business, business/computer information systems, and business teaching. Recognizing the obvious global interconnectedness of today's business world, we are increasingly integrating global perspectives as well as emphasis on entrepreneurialism and organizational sustainability in all of our programs and curriculum.

The College's general education requirements are integral to the business curriculum so that students have a well-rounded educational experience that includes science, mathematics, humanities, and the arts. In addition, the program has a requirement for each student to complete a 100-hour internship (this may be up to 400 hours for accounting majors) as an experiential transition from the classroom to the world of business.

Students will also have opportunities to actively participate in professional service organizations such as the Edgewood College Rotaract Club (the student division of International Rotary), and the Accounting Club.

Mission

Through innovative teaching and scholarship in an intimate, caring environment, students in the School of Business become lifelong learners and exceptional, ethical leaders in a global economy.

Majors

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

Accounting with the option of concentrations in Finance, Management or Marketing

Business and Information Technology Teaching

Business/Computer Information Systems

Minor

Business

Graduate Programs

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

Prerequisites for Admission

Admission to the School of Business requires a GPA of at least 2.0 (a grade letter of C) in the following pre-business courses:

- Econ 255
- Math 121, 122
- CS 150
- Comm Studies 100
- Phil 101

BUS 301 and 302 may be taken concurrently with Econ 255. The pre-business requirement must be satisfied before registering for 300 level business courses (except 301 and 302).

SCHOOL OF BUSINESS

Policies

- Eighteen credit rule for all Business majors: For students earning a major, a minimum of 18 credits in Business courses numbered 300 or above must be earned at Edgewood College.
- Eighteen credit rule for all Accounting majors: For students earning an Accounting major, a minimum of 18 credits in Accounting courses numbered 300 or above must be earned at Edgewood College.
- Twelve credit rule for the minor: For students earning a minor, a minimum of 12 credits in Business courses numbered 300 or above must be earned at Edgewood College.
- Business residency rule: Once enrolled at Edgewood College, all coursework to be applied to a Business major or minor must be taken at Edgewood College. Exceptions to this rule will occur only in extreme circumstances and require prior written permission of both the student's academic advisor and the School of Business Dean.
- Specific courses have prerequisites that must be satisfied prior to enrollment. See course descriptions in the catalogue.
- During their junior year, students must complete the Declaration of Major form with assistance from their advisor, and submit it to the Registrar.

Business Major

The Business major requires completion of two sets of courses:

- Required Courses
- A Concentration in One Area (student selected)

Required Courses:

CS 150	I	Introduction to Information Systems
MATH 121	M	Statistics
MATH 122		Finite Mathematics
MATH 222	M	Business Calculus
ECON 255	GJ	Principles of Macroeconomics in a Global Economy
ECON 256	J	Principles of Micro-Economics
BUS 280		Financial Accounting
BUS 281		Managerial Accounting
BUS 301		Marketing Principles
BUS 302		Organizational Behavior
BUS 303		Corporate Finance
BUS 304	U	Law I
BUS 305		Operations Management
BUS 306	KX	Professional Communication

BUS 475		Business Internship
BUS 499	3U	Business Capstone

Concentration Areas

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

Accounting Concentration

The following courses are required:

BUS 380	Intermediate Accounting I
BUS 381	Intermediate Accounting II

Students must take three of the following:

BUS 385	Cost Accounting I
BUS 723	Business Law II
BUS 481	Auditing
BUS 483	Accounting Systems
BUS 485	Income Tax Accounting I
BUS 495	Income Tax Accounting II

Finance Concentration

The following courses are required:

BUS 380	Intermediate Accounting I
BUS 381	Intermediate Accounting II
BUS 411	Intermediate Corporate Finance
BUS 412	Investments
BUS 414	Money, Banking, Markets

Management Concentration

The following courses are required:

BUS 340	Management of Organizations
BUS 430	Human Resource Management
BUS 440	Improving Organizational Effectiveness
BUS 445	Organizational Sustainability & Innovation
BUS 462	Principles of Leadership

SCHOOL OF BUSINESS

Marketing Concentration

The following courses are required:

BUS 431	Marketing Strategies
BUS 432	Consumer Behaviors
BUS 433	Advertising and Promotion Strategy
BUS 434	Market Research and Analysis
BUS 435	Professional Selling and Sales Management

General Business

In addition to the required courses, students must complete 12 credits of business courses numbered above BUS 306 KX (excluding BUS 475 and 499 these courses are required for all business majors). The course plan must be approved by the student's business advisor.

Please consult with your academic advisor to learn the details about how you can satisfy your COR 3 requirement.

Accounting Major

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

1. Four-year program: students will complete a minimum of 120 credits, including 24 credits of accounting. They will still need a minimum of 30 additional credits to sit for the Certified Public Accounting (CPA) exam.

2. Five-year Program: students will apply to the Graduate School's Master of Science in Accountancy program at the end of their junior year. In their senior year, they will complete the requirements for their Bachelor's degree in Accounting and take up to nine credits of graduate course work. Undergraduates who take courses in the Graduate Program may count those courses toward their undergraduate degree or their graduate degree, but not both. Students should confer with an accounting advisor. In their fifth year, they will complete the requirements for the Master of Accountancy degree, and fulfill the 150 credits needed to sit for the CPA exam.

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

Required Courses as indicated under the Business major.

The following Accounting Courses:

BUS 380	Intermediate Accounting I
BUS 381	Intermediate Accounting II
BUS 385	Cost Accounting I
BUS 481	Auditing

BUS 483	Accounting Systems
BUS 485	Income Tax Accounting I
BUS 495	Income Tax Accounting II

One of the following graduate courses:

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

Accounting Major with a Concentration in Finance, Marketing or Management:

Concentration Areas:

In addition to completing the required courses for the Accounting Major, students complete the courses in one of the following concentration areas: finance, management or marketing, as follows.

Finance Concentration

The following courses are required:

BUS 411	Intermediate Corporate Finance
BUS 412	Investments
BUS 414	Money, Banking, Markets

Management Concentration

The following courses are required:

BUS 340	Management of Organizations
BUS 430	Human Resource Management
BUS 440	Improving Organizational Effectiveness
BUS 445	Organizational Sustainability & Innovation
BUS 462	Principles of Leadership

SCHOOL OF BUSINESS

Marketing Concentration

The following courses are required:

BUS 431	Marketing Strategies
BUS 432	Consumer Behaviors
BUS 433	Advertising and Promotion Strategy
BUS 434	Market Research and Analysis
BUS 435	Professional Selling and Sales Management

Accounting Bachelor's and Master's Degrees: Five-Year Program

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

Required Courses as indicated under the Business major

The following Accounting courses:

BUS 380	Intermediate Accounting I
BUS 381	Intermediate Accounting II
BUS 385	Cost Accounting
BUS 476	Professional Accounting Internship
BUS 481	Auditing
BUS 483	Accounting Information Systems
BUS 485	Income Tax Accounting I
BUS 495	Income Tax Accounting II

Graduate work fulfilling the Master of Accountancy degree as follows:

The following two sets of graduate courses are required:

The following graduate courses:

BUS 601	Executive Communications
BUS 616	Business Ethics
BUS 714	Cost Accounting II
BUS 723	Business Law II
BUS 726	Advanced Accounting
BUS 727	Government and Not-for-profit Accounting
BUS 756	Fraud and Forensic Accounting
BUS 798	Strategic Financial Management

Two of the following graduate courses:

BUS 603	Organizational Development and Behavior
BUS 604	Operations Management
BUS 605	Statistics for Managers
BUS 606	Strategic Marketing
BUS 607	Corporate Finance

Advisory notes for the Accounting Majors:

The following two courses are recommended to fulfill the general education requirement of COR 2:

BUS 307	Volunteer Income Tax Assistance I
BUS 308	Volunteer Income Tax Assistance II

Students are advised to plan carefully to fulfill all prerequisites for accounting courses. Undergraduate students pursuing the Five-Year Program by also completing the Master of Accountancy are required to complete a minimum of 30 graduate credits.

Most accounting courses are offered only once each year. Planning for the completion of these courses is especially important.

Well-prepared students may complete the Accounting major in 120 credits; others may require more than 120 credits. 150 credits are required to sit for the CPA exam in Wisconsin. Discuss the options and course scheduling with an accounting advisor.

During their junior year, students must complete a Declaration of Major form, with the assistance of an advisor, and submit it to the Registrar's Office.

Business/Computer Information Systems Major

See School of Business academic advisor for a list of required business courses (35 credits).

All specific courses listed for the Computer Information Systems major (64 credits).

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

SCHOOL OF BUSINESS

Business and Information Technology Teaching

CS 150	I	Introduction to Information Systems
CS 220		Data Communications Theory
MATH 121	M	Statistics
MATH 122		Finite Mathematics
ECON 255	GJ	Principles of Macro-Economics
ECON 256	J	Principles of Micro-Economics
BUS 280		Financial Accounting
BUS 281		Managerial Accounting
BUS 301		Marketing Principles
BUS 302		Organizational Behavior
BUS 304	U	Law I
BUS 306	KX	Professional Communications
BUS 475		Internship
BUS 499	3U	Capstone Course

Teaching majors must complete professional requirements and appropriate licensure requirements in the School of Education for the Secondary Education minor. (See EDUCATION). The Business Teaching major is part of a program leading to a Wisconsin initial educator license to teach business at the early childhood through adolescence level (Birth-age 21).

A Declaration of Major form is to be completed by the student and business advisor, and submitted to the Registrar.

Business Minor

The Business minor requires the completion of four core courses and two elective courses, for a total of 18 credits.

The following core courses are required:

BUS 220	Business Economics
BUS 280	Financial Accounting
BUS 301	Marketing Principles
BUS 302	Organizational Behavior

In addition to completing the required core courses, students must complete two additional business courses as listed under the business major. Please note you must meet all prerequisites to be eligible to take the course.

Advisory notes on the Business Minor:

A Declaration of Minor form is to be completed by the student and business advisor, and submitted to the Registrar.

SCHOOL OF EDUCATION

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Early Childhood Through Middle Childhood Teaching Majors

Early Childhood: Special Education

Early Childhood: Special and Regular Education

Elementary Education with Early Childhood Minor

Elementary Education

Early Childhood Through Adolescence Teaching Majors

Art and Design Teaching

Business and Technology Teaching

French Teaching/Spanish Teaching

Music Education

Theatre Education

Early Adolescence Through Adolescence Teaching Majors

(Requirements for these Teaching Majors are listed in the Departments)

Biology Teaching

Biology Teaching with Environmental Science

Broad Field Science Teaching

Broad Field Science Teaching with Earth & Space Science

Broad Field Science Teaching with Life & Environmental Science including Biology and Environmental Science

Broad Field Science Teaching with Physical Science including Chemistry

Broad Field Science Teaching with Physical Science including Physics

Broad Fields Social Studies: History Concentration with Teaching Minor

Business and Technology Teaching

Chemistry Teaching

Computer Science Teaching

English Teaching

Mathematics Teaching

Non-Licensing Majors

Child Life

Studies in Education

Minors

Computer Science Teaching

Mathematics Teaching

Middle/Secondary Education

Teaching English Language Learners: ESL

Teaching English Language Learners: ESL/Bilingual Education

Early Childhood

SCHOOL OF EDUCATION

Mission

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

Vision

The School of Education envisions that candidates for licensing as initial educators should be both reflective and effective practitioners committed to student learning and continuing professional development in a dynamic world. Candidates will 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 both a reflective and effective practitioner, the School of Education has as a central purpose the preparation of teachers who have a solid general education, who develop an awareness and functional understanding of the methods and content of inquiry in recognized fields of the arts and sciences, who acquire effective professional knowledge and skills, who receive professionally appropriate experiences for teaching children and youth, who value a commitment to service, and who are assessed against professional standards.

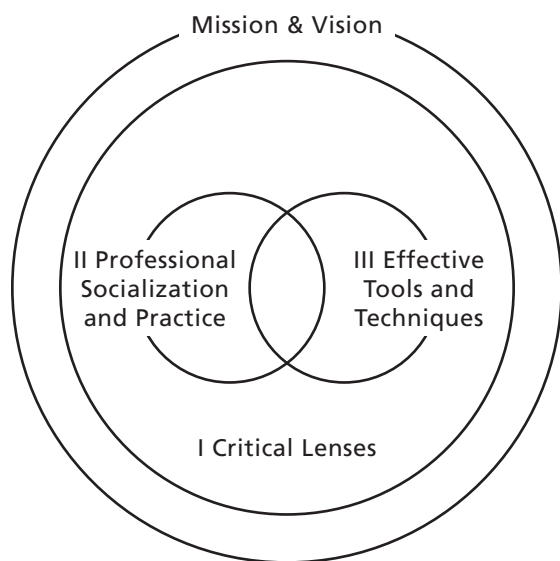
In such a context, the central purpose of the teacher education program is based on four core beliefs:

- 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.

The School of Education Conceptual Framework

The School of Education's Conceptual Framework can be thought of as expressing our commitment to three interdependent components: (I) Critical Lenses, (II) Professional Socialization and Practice, and (III) Effective Tools and Techniques.

In the spirit of the Mission and Vision of Edgewood College, the School of Education's Conceptual Framework commits its programs to provide (I) Critical Lenses that involve inquiry into the historical, social, and philosophical roots of existing practice in order to engage with it and press ahead into innovative and creative practices working toward a multi-cultural and socially just vision of what education can be. School of Education programs will involve (II) Professional Socialization and Practice incorporating field work, practicum, and immersion experiences in partnership communities and socially diverse settings where candidates will acquire (III) Effective Tools and Techniques involving best practices that promote the science and art of teaching, research, and administration.



Standards and Objectives

Full implementation of PI 34 for teacher and administrator licensing in Wisconsin took effect September 1, 2004. All candidates completing programs for licensing after August 31, 2004, must meet new licensing and license-renewal rules applicable to the respective programs, including PRAXIS I and II testing and a performance-based portfolio assessment. The Teacher Education Program Approval and Licensing rules that structure teacher education, educator licenses, and professional development for practicing educators in Wisconsin are based on the ten Wisconsin Teacher Standards with related knowledge, skills and dispositions. To receive a license to teach in Wisconsin, the candidate must complete an approved program

and demonstrate proficient performance in the knowledge, skills, and dispositions under all of the following ten standards:

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

Assessment and Transitions

The **Transition Step Assessment System** is designed to track candidates' pathways through the undergraduate teacher license degree programs in order to realize the conceptual framework and ensure key professional and legal DPI standards are met in the areas of teaching performance, subject matter, dispositional commitment, and level of academic accomplishment. To do this, various tools are used in order to assess and monitor proficiency and adequacy. These can be divided into (I) formally set standards and criteria and (II) the program opportunities for candidate teachers to show their knowledge, skill and disposition:

I. Formally Set Standards and Criteria of Proficiency or Adequacy	II. Program Opportunities for Demonstrating Knowledge Skill and Disposition
DPI Teaching Standards of Knowledge, skills and dispositions	Student Portfolio System
Other educational standards from appropriate professional organizations	Course Assignments
DPI informed standards of background criminality	Practicum and diverse community experience
DPI set Praxis I and II target levels	Student Teaching
Language Proficiency test target level	GPA Targets

The Transition Step System integrates instructor reviews of the candidate portfolio, course assessments, cooperating teacher and candidate student teaching supervisor assessments, and advisor approvals. These assessments and approvals are based on the ten Wisconsin Teacher Standards and structured to take place along five transitional steps that are designed to comprise a developmentally sensitive sequence. All candidates in licensing programs leading to the initial educator license follow the same five transition steps in the teacher education admission process.

Candidate performance is assessed in relation to the standards through multiple measures over time and with developmental expectations over the five transition steps. Rubrics guide the assessment process at each step. Results of the assessments are shared with each candidate 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.

A critical part of admission as a candidate into the School of Education is the assignment of a professional advisor. In close

consultation with advisors and faculty, the path to full licensure endorsement, there are five transition points for continued admission to the School of 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 candidate. An approved application for each respective transition point is required for continuation in the program.

The five transition steps are:

- **Preliminary Entry** follows admission as a candidate teacher and an initial course experience. Candidates maintain contact with advisors to receive timely notice of program requirements and developments.
 - **Aspiring Professional Transition** is required in order to take courses beyond ED 330 and for continued 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 candidate prepares during passage through the program.
 - **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.
 - **Preparation for Student Teaching Transition** is required in order to be admitted to student teaching and ED 402.
 - **Licensure Endorsement Transition** is required for program completion and for the college to certify and recommend your application 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 statements, and other artifacts which the student prepares during passage through the program.
- Each transition step is designed to raise the level of professional accomplishment and commitment toward being licensed as an Initial Educator. The Aspiring Professional step is required for continued admission to teacher education; and the Emergent Professional and Preparation for Student Teaching steps for admission to student teaching.

SCHOOL OF EDUCATION

The chart below lays out the Transition Step System showing the relationship between (1) courses, (2) field experiences (3) portfolio, and (4) advising. In addition, there is another component not represented on the table, (5) a Transition Step Committee (TSC), that oversees the maintenance of the whole system, handles candidate teacher anomalous cases and waivers, and directs and archives special interventions.

The following acronyms stand for categories of course work undertaken at Edgewood College. CS = Communication Skills, GE = General Education, CK = Content Knowledge, and TE = Teacher Education.

*Course sequence may vary slightly according to specific licensing programs.

Students will take ED 210, ED 215 or ED 220 depending on their program.

Courses*		Transition Step Assessment System			
SOE Professional Core Courses	SOE Non-Core Courses	Clinical Experience		Portfolio Instructor Reviews	Advisor Approvals
ED 200: Education in a Pluralistic Society* D Tag		Community Experience		Beginning the Portfolio: Portraying the Educator	
ED 201: Teacher as Inquirer I	ED 271: Philosophy of Education P Tag	Initial Level Practicum	Step 1: Preliminary (Blue)	Portfolio Content Review Portfolio Discussion Reflective Paper: Who am I? Who am I now? Practicum Reflection	<ul style="list-style-type: none"> • Background Check • Portfolio Structure Review • Handbooks /Program Requirements received • Overall GPA • Program or Degree Plan
ED 302: Instructional Resources and Media I Tag ED 330: Teaching and Learning I X Tag		Orientation Experience	Step 2: Aspiring (Gold)	Portraiture Review 1: Educator as Researcher	<ul style="list-style-type: none"> • Portfolio Structure Review • Practicum Evaluations • Practicum Initial Endorsement • GPA: CS, GE, CK, TE • Praxis I
	ED 210: Infancy and Childhood J Tag ED 215: Infancy through Young Adulthood J Tag ED 220: Preadolescence, Adolescence and Young Adulthood J Tag	Intermediate Level Practicums		Practicum Reflection Review	
ED 306: Exceptional Children and Youth K Tag ED 307: ELL in the Mainstream K Tag		Intermediate Level Practicums Community Experience	Step 3: Emergent (Pink)	Portraiture Review 2: Educator as Advocate	<ul style="list-style-type: none"> • Portfolio Structure Review • Practicum Endorsement • Human Relations Endorsement • GPA: CS, GE, CK, TE • Initial Content Endorsement • Praxis II
ED 401: Teacher as Inquirer II COR 3*	License Specific Methods Courses	Advanced Level Practicums Community Experience	Preparation of Student Teaching and Step 4	Portraiture Review 3: Educator as Craftsperson Portraiture Review 4: Educator as Professional (Researcher, Advocate, Craftsperson)	<ul style="list-style-type: none"> • Application for Student Teaching (Deadlines Fall: 2/1; Spring: 9/15; Summer: 4/1) • Background Check
ED 402		Student Teaching		Step 4: Lincensure (Green)	Final Portfolio Assemblage

SCHOOL OF EDUCATION

Portfolio and Resources For Learning

As a candidate passes through the five 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, candidates 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 candidate's portfolio is required at each of the five 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 candidate 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.

More specific information can be obtained by contacting the School of Education.

Licensing Sequences

Early Childhood: Special Education

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

Early Childhood: Regular Education

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

Early Childhood–Middle Childhood: Regular Education

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

Early Childhood–Adolescence: Regular Education

To teach at the early childhood through adolescence level, birth through age 21, 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 and Information Technology Teaching
- French Teaching/Spanish Teaching
- Music Education
- Theatre Education

Middle Childhood – Early Adolescence: Regular Education

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

Middle Childhood – Early Adolescence: Special Education

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

Early Adolescence – Adolescence: Special Education

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

Early Adolescence – Adolescence: Regular Education

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

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

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

Teaching English Language Learners: ESL

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

Teaching English Language Learners: ESL/ Bilingual License

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

Degree Plans

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

Professional Core Requirements:

All candidates in initial licensing programs must complete the set of courses that comprise the professional core:

ED 200	D	Education in a Pluralistic Society: Connecting Past and Present
ED 201		Teacher as Inquirer I: Reflective Practitioner
ED 302	I	Instructional Resources and Media
ED 330	X	Teaching and Learning OR
ED 303 & 304	X	Teaching and Learning I & Teaching and Learning II

ED 306		Exceptional Children and Youth
ED 307	K	English Language Learners (ELL) in the Mainstream Classroom
ED 401	U	Teacher as Inquirer II
ED 402	COR 3	Reflective Practitioner

Early Childhood: Special Education Major

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

Within the General Education Curriculum the following courses are required or recommended, as noted.

- MATH 101 M Introduction to Problem Solving is required.
- A course in art fundamentals, typically ART 106 B Art Structure
- A course in basic concepts of music theory and application, typically MUS 141 B Music Structure
- A course in national, state, and local government, typically PS 262 J Introduction to the American Political Process is recommended
- Coursework in biological and physical science: NATS 108 ES/109 ES 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 271 P Philosophy of Education is recommended

Professional Core Requirements:

All candidates in initial licensing programs must complete the set of courses that comprise the Professional Core (above):

Requirements for the Major:

ED 210	J	Infancy and Childhood
ED 324		The Helping Relationship
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

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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:SE

Licensing Transition Steps:

All students must progress satisfactorily through the five transition steps. (See Chart of Progression, page ____). In addition, candidates for this license should have the following:

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- PRAXIS II: Test Code 0014 or 5014; Passing Score: 147
- Exit GPA

Early Childhood: Special and Regular Education Major

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

Within the General Education Curriculum the following courses are required or recommended, as noted.

MATH 101	M	Introduction to Problem Solving is required.
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A course in art fundamentals, typically

ART 106	B	Art Structure
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A course in basic concepts of music theory and application, typically

MUS 141A	B	Music Structure
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A course in national, state, and local government, typically

PS 262	J	Introduction to the American Political Process
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Coursework in biological and physical science:

NATS 108 ES /109 ES		is recommended
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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 271	P	Philosophy of Education is recommended
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Professional Core Requirements:

ED 200	D	Education in a Pluralistic Society: Connecting Past and Present OR
ED 198A	1D	Ethos, Ecology and Self: Education Reconsidered
ED 201		Teachers as Inquirer I: Reflective Practitioner
ED 302	I	Technology Literacy and Education Applications
ED 303	X	Teaching and Learning I: Curriculum Design and Assessment
ED 304		Teaching and Learning II: Learning Environments
ED 306		Exceptional Children and Youth- 3 cr
ED 307	K	English Language Learners

Requirements for the Major

ED 210	J	Infancy and Childhood
ED 324		The Helping Relationship
ED 340		Language Development and Disorders
ED 381		Pre-Reading and Literature for the Young Child
ED 382	C	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

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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: SE

Requirements for the Major:

ED 210	J	Infancy and Childhood
ED 311		Wellness in Education
ED 382	C	Literature for Childhood through Early Adolescence
ED 422		Methods of Teaching Fine Arts
ED 423		Methods of Teaching Social Studies
ED 425		Methods of Teaching Reading And Language Arts
ED 427A		Methods of Science and Environmental Education I
ED 427B		Methods of Science and Environmental Education II
ED 428		Methods of Teaching Mathematics
ED 483		Student Teaching: 1-9 OR
ED 485A		Student Teaching Internship-Elementary

Requirements for the Minor:

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

Licensing Transition Steps:

All students must progress satisfactorily through the five transition steps. See Chart of Progression, page 119. In addition, candidates for this license should have the following:

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- PRAXIS II: Test Code: 0014 or 5014; Passing Score: 147
- Exit GPA

Licensing Transition Steps:

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

Elementary Education Major with Early Childhood Minor

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

Within the General Education Curriculum the following courses are required, as noted.

- MATH 101 M Introduction to Problem Solving is required
- A course in art fundamentals, typically ART 106 B Art Structure
- A course in basic concepts of music theory and application, typically MUS 141A B Music Structure
- A course in national, state, and local government, PS 262 J Introduction to the American Political Process is recommended
- Coursework in biological and physical science: typically NATS 108 ES/109 ES is required
- 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 271 P Philosophy of Education is recommended

Professional Core Requirements:

All candidates in initial licensing programs must complete the set of courses that comprise the Professional Core. (See Professional Core Requirements, page 121).

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Elementary Education Major

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

Within the General Education Curriculum the following courses are required, as noted.

MATH 101	M	Introduction to Problem Solving
MATH 102		Arithmetic Structures
MATH 103		Geometric Structures

A course in art fundamentals, typically:

ART 106	B	Art Structure
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A course in basic concepts of music theory and application, typically:

MUS 141A	B	Music Structure
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A course in national, state, and local government, typically:

PS 262	J	Introduction to the American Political Process
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Coursework in biological and physical science:

NATS 104/105		
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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 271	P	Philosophy of Education is recommended
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Professional Core Prerequisites:

All candidates in initial licensing programs must complete the set of courses that comprise the Professional Core. (See Professional Core Requirements, page 121.)

Requirements for the Major

ED 210	J	Infancy and Childhood
ED 311		Wellness in Education
ED 382	C	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

A teaching minor or a minor in a field of study is required. See SCHOOLS, DEPARTMENTS AND PROGRAMS

Licensing Transition Steps:

All students must progress satisfactorily through the five transition steps. See Chart of Progression, page 119. In addition, candidates for this license should have the following:

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- PRAXIS II: Test Code 0146; Passing Score: 146
- Exit GPA

Art and Design Teaching Major

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

Requirements for the Art and Design Teaching Major. See ART DEPARTMENT

Within the General Education Curriculum the following courses are required or recommended, as noted.

A course in national, state, and local government, typically:

PS 262	J	Introduction to the American Political Process
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Coursework in biological and physical science:

NATS 108 ES/109 ES		is recommended
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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 271	P	Philosophy of Education is recommended
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Professional Core Prerequisites:

All candidate in initial licensing programs must complete the set of courses that comprise the Profession Core. (See Professional Core Requirements, page 121.)

Requirements for the Specialization in Early Childhood - Adolescence:

ED 215	J	Infancy through Young Adulthood (recommended) OR
ED 210 & 220	J	Infancy and Childhood & Preadolescence, Adolescence and Young Adulthood
ED 384	C	Literature for Childhood through Young Adulthood (recommended) OR
ED 382 & 383	C	Literature for Childhood through Early Adolescence & Literature for Adolescence through Young Adulthood
ED 453		Methods of Teaching Art and Design: Early Childhood-Early Adolescence/ Art 466
ED 458		Methods of Teaching Art and Design: Early Adolescence – Adolescence/Art 468
ED 476		Reading and Literacy Development in the Content Areas
ED 488		Student Teaching: Art & Design EC-A

Licensing Transition Steps:

All students must progress satisfactorily through the five transition steps. See Chart of Progression, page 119. In addition, candidates for this license should have the following:

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- PRAXIS II: Test Code: 0133; Wisconsin Passing Score: 155
- Exit GPA

Business and Technology Teaching Major

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

1. Requirements for the Business Teaching Major. See SCHOOL OF BUSINESS.
2. Within 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 262 J Introduction to the American Political Process
 - Coursework in biological and physical science: NATS 108 ES/109 ES is recommended.
 - Courses work in wester 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 271 P Philosophy of Education is recommended

Professional Core Requirements

All candidate in initial licensing programs must complete the set of courses that comprise the Profession Core. (See Professional Core Requirements, page 121.)

Requirements for the Specialization in Early Childhood - Adolescence:

ED 215	J	Infancy through Young Adulthood (recommended) OR
ED 210 & 220	J	Infancy and Childhood & Preadolescence, Adolescence and Young Adulthood
ED 384	C	Literature for Childhood through Young Adulthood (recommended) OR
ED 382 & 383	C	Literature for Childhood through Early Adolescence & Literature for Adolescence through Young Adulthood
ED 453		Methods of Teaching Art and Design: Early Childhood-Early Adolescence/ Art 466
ED 458		Methods of Teaching Art and Design: Early Adolescence – Adolescence/Art 468

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ED 476	Reading and Literacy Development in the Content Areas
ED 484	Student Teaching: Middle-Secondary OR
ED 485C	Student Teaching Internship-Middle/ Secondary

Licensing Transition Steps:

All students must progress satisfactorily through the five transition steps. See Chart of Progression, page 119. In addition, candidates for this license should have the following:

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- PRAXIS II: Test Code 0101; Wisconsin Passing Score: 580
- Exit GPA

French and Spanish Teaching Majors

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

1. Requirements for a major in French Teaching or Spanish Teaching (See FOREIGN LANGUAGE DEPT.)
2. Within 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 262 J Introduction to the American Political Process
 - Coursework in biological and physical science: NATS 108 ES/109 ES is recommended.
 - Courses work in wester 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 271 P Philosophy of Education is recommended

Professional Core Requirements

All candidate in initial licensing programs must complete the set of courses that comprise the Profession Core. (See Professional Core Requirements, page 121.)

Requirements for the Specialization in Early Childhood - Adolescence:

ED 215	J	Childhood to Young Adulthood OR
ED 210 & 220	J	Infancy and Childhood & Preadolescence, Adolescence and Young Adulthood
ED 384	C	Literature for Childhood through Young Adulthood (recommended) OR
ED 382 & 383	C	Literature for Childhood through Early Adolescence & Literature for Adolescence through Young Adulthood
ED 431		Secondary Teaching: Principles and Practices
ED 459F FREN		Methods of Teaching Foreign Language OR
ED 459F SPAN		Methods of Teaching Foreign Language
ED 476		Reading and Literacy Development in the Content Areas
ED 490		Student Teaching: Middle- Secondary OR
ED 485	C	Student Teaching Internship-Middle/ Secondary

Licensing Transition Steps:

All students must progress satisfactorily through the five transition steps. See Chart of Progression, page 119. In addition, candidates for this license should have the following:

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- WPT, OPI
- Exit GPA

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Music Education Major

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

- Requirements for the Music Education Major (See MUSIC DEPT)
- Within 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 262 J Introduction to the American Political Process
 - Coursework in biological and physical science: NATS 108 ES/109 ES is recommended.
 - Courses work in wester 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 271 P Philosophy of Education is recommended

Professional Core Requirements:

All candidate in initial licensing programs must complete the set of courses that comprise the Profession Core. (See Professional Core Requirements, page 121.)

- Requirements for the Specialization in Early Childhood - Adolescence:

ED 215	J	Childhood to Young Adulthood OR
ED 210 & 220	J	Infancy and Childhood & Preadolescence, Adolescence and Young Adulthood
ED 384	C	Literature for Childhood through Young Adulthood (recommended) OR
ED 382 & 383	C	Literature for Childhood through Early Adolescence & Literature for Adolescence through Young Adulthood
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 456		Methods of Teaching Music K-8/ MUS 456
ED 457		Methods of Teaching Music 6-12/ MUS 457
ED 476		Reading and Literacy Development in Content Areas
ED 489		Student Teaching: Music A. General Music B. Choral Music C. Instrumental

Licensing Transition Steps:

All students must progress satisfactorily through the five transition steps. See Chart of Progression, page 119. In addition, candidates for this license should have the following:

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- PRAXIS II
- Exit GPA

Theatre Education Major

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

- Requirements for a Theatre Education Major (See THEATRE ARTS DEPT.)
- Within 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 262 J Introduction to the American Political Process
 - Coursework in biological and physical science: NATS 108 ES/109 ES is recommended.
 - Courses work in wester 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 271 P Philosophy of Education is recommended

Professional Core Requirements

All candidate in initial licensing programs must complete the set of courses that comprise the Profession Core. (See Professional Core Requirements, page 121.)

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- Requirements for the Specialization in Early Childhood - Adolescence:

ED 215	J	Childhood to Young Adulthood OR
ED 210 & 220	J	Infancy and Childhood & Preadolescence, Adolescence and Young Adulthood
ED 384	C	Literature for Childhood through Young Adulthood (recommended) OR
ED 382 & 383	C	Literature for Childhood through Early Adolescence & Literature for Adolescence through Young Adulthood
ED 431		Secondary Teaching: Principles and Practices
ED/THA 459	P/Q	Methods
ED 493		Student Teaching: Middle-Secondary OR
ED 485C		Student Teaching Internship - Middle/Secondary

Licensing Transition Steps:

All students must progress satisfactorily through the five transition steps. See Chart of Progression, page 119. In addition, candidates for this license should have the following:

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- PRAXIS II: Test Code: 0640; Wisconsin Passing Score: 600
- Exit GPA

Child Life Major

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

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

- Course requirements for the major:

ED 210	J	Infancy and Childhood
ED 220	J	Preadolescence, Adolescence and Young Adulthood
ED 301		Introduction to Child Life
ED 302	I	Technology Literacy and Education Applications
ED 306		Exceptional Children and Youth
ED 311		Wellness in Education
ED 324		The Helping Relationship
ED 360		Medical Terminology for Child Life
ED 370		Psychosocial Care of Hospitalized Children and Adolescents
ED 372		Materials and Methodology for Child Life
ED 375		Pediatric Conditions
ED 376		Crisis Intervention in Child Life
ED 384	C	Literature for Childhood through Young Adulthood OR
ED 382 & 383	C	Literature for Childhood through Early Adolescence & Literature for Adolescence through Young Adulthood
ED 475		Child Life Field Experience

Recommended courses:

ART 240	G	Introduction to Art Therapy,
BUS 302		Management of Human Performance
ECON 315		Health Care Economics

Transition Steps:

Child Life student should have the following:

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

Please consult with your academic advisor to learn the details about how you can satisfy your COR 3 requirement.

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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.

20 credits at or about 300-level, including the following:

1. A minimum of two courses in psychological foundations:

ED 210	J	Infancy and Childhood OR
ED 220	J	Preadolescence, Adolescence and Young Adulthood OR
ED 215	J	Infancy through Young Adulthood
ED 306		Exceptional Children and Youth

2. A minimum of two courses in social policy foundations:

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

Additional credits from:

ED 271	P	Philosophy of Education OR
SOC 324		Education and Society OR
ED 307	K	English Language Learners

3. Minimum of two courses in teaching and learning foundations:

ED 302	I	Instructional Resources and Media
ED 330	X	Teaching and Learning

4. Electives to include:

- 8 credits of education courses
- 12 additional credits in education, appropriate psychology or social science courses, as approved by major advisor
- Minimum of 20 credits at 300/400 level

Secondary Education Minor

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

A teaching major: Biology Teaching, Broad Field Science Teaching, Broad Fields Social Studies–History Teaching, Computer Science Education, English Teaching, History Teaching, Mathematics Teaching. See SCHOOLS, DEPARTMENTS AND PROGRAMS.

Professional Core Prerequisites:

All candidates in initial licensing programs must complete the set of courses that comprise the Professional Core. (See Professional Core Requirements, page 121.)

Within 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 262 J Introduction to the American Political Process
- Coursework in biological and physical science: NATS 108 ES/109 ES is recommended.
- Courses work in wester 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 271 P Philosophy of Education is recommended

Requirements for the Secondary Education Minor:

ED 220	J	Preadolescence, Adolescence and Young Adulthood
ED 383		Literature for Adolescence through Young Adulthood
ED 459	H/E/S/M	Methods
ED 476		Reading and Literacy Development in the Content Areas
ED 487A		Student Teaching: Middle- Secondary

Licensing Transition Steps:

All students must progress satisfactorily through the five transition steps. See Chart of Progression, page 119. In addition, candidates for this license should have the following:

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- Passing score on the appropriate content PRAXIS II

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Teaching English Language Learners: ESL Minor

This minor is designed to prepare students for licensing to teach English language learners and is attached to a licensing program such as Early Childhood: Special and Regular Education or Middle-Childhood Through Early Adolescence: Regular Education. For other combinations, consult a School of Education advisor.

1. Twenty-four credits, as follows:

ED 260	Study of Language and Linguistics
ED 261	Second Language Acquisition
ED 262	Foundations of ESL/Bilingual Education
ED 432	Content Based Literacy Development
ED 450	ESL Methods
ED 451	ESL/Bilingual Assessment
ED 472	ESL Practicum

Three additional credits in approved elective to support the minor.

2. English Language Proficiency:

- “C” or better grades in ENG 110 W and COMMS 100 O, 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.

Licensing Transition Steps:

All students must progress satisfactorily through the five transition steps. See Chart of Progression, page 119. In addition, candidates for this license should have the following:

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 173
- PRAXIS II: Test Code: 0361; Wisconsin Passing Score: 143
- Exit GPA

Teaching English Language Learners: ESL/Bilingual Minor

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

1. Twenty-four credits, as follows:

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

Three additional credits in approved elective to support the minor.

2. English Language Proficiency: “C” or better grades in ENG 110 W and COMMS 100 O, or approved equivalency.

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

Licensing Transition Steps:

All students must progress satisfactorily through the five transition steps. See Chart of Progression, page 119. In addition, candidates for this license should have the following:

- PRAXIS I: Reading Passing Score: 175; Writing Passing Score: 174; Mathematics Passing Score: 174
- PRAXIS II: Test Code: 0361; Wisconsin Passing Score: 143
- Exit GPA

SCHOOL OF EDUCATION

Title II Compliance Report

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

www.title2.org/title2dr/CompleteReport.as

SCHOOL OF INTEGRATIVE STUDIES

SCHOOL OF INTEGRATIVE STUDIES

The School of Integrative Studies (SoIS) is home to many of Edgewood College's interdisciplinary, experiential, and community-based academic programs. In all its programs, SoIS seeks to develop creative, intellectually-engaged, and ethical problem-solvers through inquiry and action for social justice and the public good. Considering issues from multiple perspectives, learning to thrive in cross-cultural contexts, and linking ideas and action to important issues facing our world today are among the experiences and skills that students can expect from SoIS programs.

SoIS offers a variety of programs aimed at providing relevant and rigorous academic experiences for students. Currently, SoIS offers majors/minors in the following areas:

- Environmental Studies (minor)
- Ethnic Studies (major and minor)
- Global Studies (minor)
- Latin American Studies (minor)
- Women's and Gender Studies (minor)

Because some students are interested in academic areas for which the college does not have a major or minor, Edgewood College offers a process for students to design their own academic program. SoIS coordinates this process for students:

- Individualized Major (student-designed)
- Individualized Minor (student-designed)

The Individualized Major/Minor Program offers students the opportunity to create an academic program plan around their own academic interests and goals. Students use the Individualized Program to develop integrative majors or minors that Edgewood does not offer, or they use the program to add a specialized, integrative minor to a current major. Students interested in this opportunity should contact the Dean of the School of Integrative Studies for more information.

In addition to these minor and major options for students, a number of other SoIS programs exist that enrich students' education. The COR Program (component of General Education), the Honors Program, Study Abroad, a number of civic leadership programs, the Writing Center, and institutional courses (IC) all represent pathways that students choose to deepen and personalize their college education.

Employers and experts agree – success in the future will require the abilities to integrate and synthesize ideas from different perspectives; to identify and clarify real problems and questions; and to engage with and appreciate differences among others. Majors, minors, and experiences in SoIS programs offer students numerous opportunities to develop and apply those abilities essential to meaningful personal and professional lives: critical thinking, ethical reasoning, problem-solving, interdisciplinary analysis, communication, reflective practice, and leadership and community engagement.

ENVIRONMENTAL STUDIES

Environmental Studies Program

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

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

Coursework for Minor

A minimum of 20 credits is required, including:

1. Required core courses (10 credits):

ENVS/PHIL110	EPU	Environmental Ethics
ENVS/BIO 250	EV	Environmental Biology
ENVS/PS 352	EJ	Environmental Politics

2. An additional 10 credits from the following courses, with at least 3 credits in the natural sciences.

ENVS 301	2	Roots and Shoots
ENVS 330	2EG	Sustainability: Global-Local Connections
ENVS/BIO 206	EV	Natural Communities of Wisconsin
ENVS/BIO 275		Dendrology
ENVS/BIO 333	E	Ecological History of Civilization
ENVS/BIO 450	E	Ecology
ENVS/ECON 325		Environmental Economics
ENVS GEOG 265	E	Environmental Conservation
ENVS/GEOS 206	EV	Environmental Geology
ENVS/PS 201	E	Debating the Earth
ENVS/PS 353	EJ	Politics of Sprawl: Land Use and Transportation Policy
BIO/GEOS/ NATS 292		Excursions
ENG 250	CEX	Wilderness & Literature of the American West

ENG 395	CEX	Environmental Literature
NATS 105	ES	Introduction to Natural Science for Education II
NATS 109	ES	More Real World Science
ENVS/RS 101	1ER	Spirituality and Ecology
ENVS/RS 201/202	2ER	Living Sustainably in a Dominican Studium (2 credits each semester)
BUS 450		Organizational Sustainability & Innovation
BIO 102	1E	Food: You Are What You Eat
GEOG 266		Mapping Wisconsin

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

Service Activities

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

Capstone Experience

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

- COR III courses or projects with an environmental focus
- Senior seminar projects with an emphasis on environmental studies
- Capstone projects associated with independent research, field courses, or study abroad

ETHNIC STUDIES

Ethnic Studies Program

Ethnic Studies at Edgewood College integrates multiple perspectives and disciplines to study the historical and contemporary experiences of African American, Latino American, Asian and Pacific American, and Native American peoples and other historically marginalized racial and ethnic groups in the United States within a global and postcolonial context. Our curriculum promotes critical thinking, creative analysis, and civic engagement by examining issues of race and ethnicity as they intersect with class, gender, sexuality, religion, and nation. Combining academic excellence with a commitment to social justice, our interdisciplinary undergraduate major and minor prepare students for ethical leadership and personal fulfillment in an increasingly multicultural, transnational, and globalized society.

The program offers a number of courses that fulfill both Multicultural Perspectives and many other General Education requirements. Ethnic Studies courses also complement many majors in the humanities, social sciences, the arts, and education, such as English, History, Religious Studies, Psychology, Sociology, Art, Communication Studies, and various Education or Teaching majors. It is often possible to pair an Ethnic Studies major with a more traditional major represented in the program.

A background in ethnic studies provides a strong foundation for a career in the fields of diversity and inclusion, education, health care services, business, advertising and marketing, advocacy, journalism, community organizing, social services, psychology, counseling, and a wide variety of civil service positions in all levels of government, as well as graduate study in a number of disciplines.

The program is administered by the Center for Multicultural Education in the School of Integrative Studies.

The goals of the program are for students to:

- Develop knowledge and understanding of the historically marginalized racial and ethnic groups in the U.S. in their historical and cultural contexts, and their contributions to society
- Articulate the ways in which racial categories and racialized experiences shape U.S. social life
- Critically examine the intersections of race and ethnicity with class, gender, sexuality, religion, and nation in identity constructions
- Understand and apply different conceptual approaches to race and ethnicity, including historical, literary, cultural, sociological, and others
- Integrate academic inquiry and civic engagement, and reflect on one's own role in building just, compassionate communities
- Develop multicultural competence for lifelong learning.

Requirements for Major

A minimum of 40 credits are required and must include:

Required Courses:

ETHS 201	DJ	Introduction to Ethnic Studies (4 cr)
ETHS 390	UK	Theories and Methods in Ethnic Studies (4 cr)
ETHS 480		Integrative Seminar in Ethnic Studies (4 cr) **
ETHS 490		Ethnic Studies Senior Seminar (4 cr)

To declare an Ethnic Studies major, students must have completed or be currently enrolled in ETHS 201. For ETHS 480 Integrative Seminar courses, see the minor.

A minimum of 24 additional credits in approved electives:

ANTH/ETHS 222	GJ	Introduction to Cultural Anthropology (4 cr)
ART/ETHS 264	ADU	Multicultural Art in the U.S.A. (4 cr)
ART/ETHS 362	ADX	Native American Art (4 cr)
COMMS/ETHS 317	D	Intercultural Communication (3 cr)
COMMS/ETHS 430B		Comm. in Afro American Communities (3 cr)
ED/ETHS 200	D	Education and Identity in a Pluralistic Society (3 cr)
ED/ETHS 262		Foundations of Bilingual/Bicultural Education (3 cr)
ED 307/ETHS 401A	K	English Language Learners (3 cr)
ENG/ETHS 242	CDX	Literature of American Minorities (4 cr)
ENG/ETHS 325A	CDQ	Asian American Writers (4 cr)
ENG/ETHS/WS 415A	CDQ	Black Women Writers (4 cr)
ENG 443		Focused Study of Ethnic American Literature (4 cr)
ENG 480A/ETHS 481/WS 480	CGQ	Contemporary Global Feminisms (4 cr)
ETHS 250		Themes and Issues in Ethnic Studies (3-4 cr)

ETHNIC STUDIES

ETHS 401		Topics in Ethnic Studies (3-4 cr)
ETHS 479		Independent Study (1-4 cr) *
ETHS 495		Internship (1-4 cr)*
HIST/ETHS 204	DH	History of American Social Movements (4 cr)
HIST 251/ETHS 271	2DH	Asian American Experience (4 cr)
HIST/ETHS 359	D	African American History (4 cr)
PSY 382/ETHS 401B		Multicultural Counseling (4 cr)
SOC/ETHS 309	D	Race and Ethnicity (4 cr)
Other Approved Course*		

The electives should be chosen from two or more disciplinary fields cross-listed with Ethnic Studies, with no more than four courses from one of these fields. At least 12 credits of the electives must be at the 300-400 level.

Requirements for Minor

A minimum of 20 credits are required and must include:

Introduction (4 cr):

ETHS 201	DJ	Introduction to Ethnic Studies (4 cr)
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A minimum of 12 additional credits in approved electives:

ANTH/ETHS 222	GJ	Introduction to Cultural Anthropology (4 cr)
ART/ETHS 264	ADU	Multicultural Art in the U.S.A. (4 cr)
ART/ETHS 362	ADX	Native American Art (4 cr)
COMMS/ETHS 317	D	Intercultural Communication (3 cr)
COMMS/ETHS 430B		Comm. in Afro American Communities (3 cr)
ED/ETHS 200	D	Education and Identity in a Pluralistic Society (3 cr)
ED/ETHS 262		Foundations of Bilingual/Bicultural Education (3 cr)
ED 307/ETHS 401A	K	English Language Learners (3 cr)
ENG/ETHS 242	CDX	Literature of American Minorities (4 cr)

ENG/ETHS 325A	CDQ	Asian American Writers (4 cr)
ENG/ETHS/WS 415A	CDQ	Black Women Writers (4 cr)
ENG 443		Focused Study of Ethnic American Literature (4 cr)
ENG 480A/ETHS 481/WS 480	CGQ	Contemporary Global Feminisms (4 cr)
ETHS 250		Themes and Issues in Ethnic Studies (3-4 cr)
ETHS 390	UK	Theories and Methods in Ethnic Studies (4 cr)
ETHS 401		Topics in Ethnic Studies (3-4 cr)
ETHS 479		Independent Study (1-4 cr) *
ETHS 495		Internship (1-4 cr)*
HIST/ETHS 204	DH	History of American Social Movements (4 cr)
HIST 251/ETHS 271	2DH	Asian American Experience (4 cr)
HIST/ETHS 359	D	African American History (4 cr)
PSY 382/ETHS 401B		Multicultural Counseling (4 cr)
SOC/ETHS 309	D	Race and Ethnicity (4 cr)
Other Approved Course*		

At least 3 credits of the electives must be at the 300-400 level.

Integrative Seminar (4 cr):

ETHS 480		Integrative Seminar in Ethnic Studies
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Topics may be cross-listed with a variety of courses and tags, as listed below

ETHS 480A/COR 380	2DC	Immigrant Narratives: Migration, Border, and I Identities (4 cr)
ETHS 480B/HIST 361	3D	Freedom Rides: The Civil Rights Era (4 cr)
ETHS 480C/PHIL 307	2DP	Philosophy of Martin Luther King, Jr. (4 cr)
ETHS 480D/RS 356	2GR	The Challenge of Islam (4cr)

ETHNIC STUDIES

ETHS 480E/SOC 377		Sem 1: Bridging Borders: U.S./Mexican Immigration and Interdependency (3 cr)
ETHS 480F/SOC 378	2DG	Sem 2: Bridging Borders: U.S./Mexican Immigration and Interdependency (1 cr)
ETHS 480G/ART 352/	2DG	Mexican and Mexican Am. Art Music & Culture MUS 352 (4 cr)
ETHS 480H/RS 308		Sem 1: Liberation Theology and the Dismantling of Racism (2 cr)
ETHS 480I/RS 309	2DR	Sem 2: Liberation Theology and the Dismantling of Racism (2 cr)

Notes:

*Please see Ethnic Studies Program Director for approval.

**The ETHS 480 requirement can also be met by another approved COR 2 course cross-listed with Ethnic Studies. For two-session courses, students must complete both semesters to satisfy the ETHS 480 requirement.

***Ethnic Studies majors are required to maintain at least a 2.5 GPA in Ethnic Studies courses. An Ethnic Studies course in which a student receives below a "CD" will not be accepted toward the major.

****Transfer majors and minors must earn at least 12 credits in Ethnic Studies at Edgewood College. Documentation, such as catalog descriptions and/or syllabi, may be required for transfer credit approval.

GLOBAL STUDIES

Global Studies Program

The Global Studies Minor is an interdisciplinary program that analyzes global issues and cultures, societies, histories, and political and economic systems in a comparative, global context. It is designed to enhance students' understanding of diverse cultures, global issues, and other languages. It seeks to prepare students to live in and contribute to the complex, interconnected world of the 21st century by providing them with the knowledge, skills, and attitudes to understand and serve others. To meet this objective, the minor will integrate language competency and global/intercultural studies to give students the tools they need to become engaged citizens in the local/national/global communities they enter after graduation. This minor adds an international perspective to any major.

Requirements for Minor

A minimum of 23 credits is required.

Required Courses (8 credits)

GS 101	GU	Introduction to Global Studies World Language
World Language (like French, Spanish) 201	GL	Third semester or higher; or show equivalent proficiency

Interdisciplinary Electives (minimum 15 credits) * :

A minimum of 4 courses in at least 3 of these thematic areas:

Global Culture & Arts:

ART 126	AG	Art of the Western World
ART 250	AGU	The Arts of Africa, Oceania, & the Americas
ART 254	AGX	Modern Art
ART 271	AG	History of Photography
ART 352/ MUS 352	2DG	Mexican & Mexican-American Art, Music, & Culture: The Development of Ethnic Identities
ENG 270	CGX	Introduction to World Literature
ENG 270A	CGX	World Literatures in English: Studies in the Epic
ENG 370A	CGX	World Literatures in English: Modern Irish Literature
ENG 370B	CGX	World Literatures in English: Postcolonial Fiction

ENG 470		Focused Study of World Literature
FREN 429	CG	Introduction to French Literature (19th & 20th C.)
FREN 332	Q	Contemporary Francophone Culture
FREN 437A	CGQ	Literary Movements of Modern France
FREN 438	CG	Francophone Literature
GS/WS 235	G	Women in World Cinema
GS 370, 371	2G	London: Theater & Art History
MUS 155	AGX	World Music
SPAN 433		Contemporary Culture
SPAN 437	CG	Latin American Literature
SPAN 438	CG	Contemporary Literature
SPAN 480	CGQ	Special Topics: Women Writers of Spain

Other approved courses

Global Society & Tradition:

ANTH 222	GJ	Introduction to Cultural Anthropology
ANTH 346		Myth and Shamanism
ANTH 366		Anthropology of Sex and Gender
FREN 314/414		(Advanced) Language in the Media
FREN 316/416	G	(Advanced) Language & the Francophone World
FREN 333		Film and Society
FREN 431	GH	French Civilization
GS 211		Latin American Women
HIST 111	GH	East Asian History
HIST 112		Foundation of Chinese Philosophy
HIST 115	H	Europe and the World
HIST 117	GH	Modern China
HIST 120	GH	World Civilization
HIST 221	GH	Modern Japan
HIST 240	H	The Middle East
HIST 284	GH	People's Republic of China
HIST 310A		China: Tradition & Transformation; 310B 2GH
HIST 312	GHU	China and the West
HIST 375		World War II

GLOBAL STUDIES

RS 225	GR	Religious & Spiritual Traditions of the World
RS 330	GR	The Evolution of Global Christianity
RS 356	2GR	Challenge of Islam
RS 365		Religions of the East
SPAN 314 G/414	G	(Advanced) Language in the Media
SPAN 318 G/418		(Advanced) Language & the Hispanic World
SPAN 331	G	Spanish Civilization
SPAN 332		Latin American Civilization
SPAN 336	G	Film and Society
SPAN 380	G	Special Topics: México ayer y hoy
SPAN 480	DG	Special Topics: Immigration & Social Change
WS 480	GQ	Senior Seminar: Women & Gender (Contemporary Global Feminisms)

Other approved courses

Global Economy & Politics:

ECON 255	G	Principles of Economics in a Global Economy
ECON 290	GJ	The Global Economy
ECON 310	G	Special Topics: Development & Social Policy in Modern Mexico
ECON 325		Environmental Economics
ECON 330	GJ	Comparative Economics
ECON 450		International Economics
ECON 460		Money, Banking, & Capital Markets
GS 115	1G	Many Mexicos
GS/LAS 380, 381	2G	El Salvador: The Land and It's People
PHIL 109	GP	Human Rights: The Global Struggle
PHIL 306		Philosophy of Peace and Justice
PS 210	GJ	Introduction to International Relations
PS 275	GJ	Introduction to Comparative Politics
PS 342		American Foreign Policy
PS 380	GJ	Politics of Latin America
PS 381	GJ	Politics of Europe
PS 384	GJ	Politics of the Middle East

PS 481		Seminar in International Relations
RS 307	2GR	Liberation Theologies in Latin America
SOC 378/HI 308/ ETHS 482	2G	Bridging Borders: U.S./Mexican Immigration and Interdependence

Other approved courses

Global Science & Sustainability:

BIO 333		Ecological History of Civilization
BIO 369	2EG	Special Topics: Galapagos
ENVS 330	2EG	Sustainability: Global-Local Connections
GEOS 102	S	Introduction to Earth Science
GEOS 103	S	Oceans and Atmosphere
GEOS 206	EV	Environmental Geology
NRS 415-416	G	Transcultural Communication in Health Care: Guatemala

Other approved courses

*In consultation with an advisor, students will select the Interdisciplinary Electives.

With pre-approval, students are encouraged to use study abroad courses to partially fulfill the Minor.

Students may also take pre-approved UW courses through the Collaborative Program.

Policies

This minor requires that students take a minimum of eight credits at Edgewood College.

Information

For more information, contact Andrea Byrum in the Center for Global Education:

byrum@edgewood.edu, telephone 608 663-2261.

LATIN AMERICAN STUDIES

Latin American Studies Program

The Latin American Studies Minor offers students the opportunity for an interdisciplinary study of the social, cultural, political, and economic traditions and contemporary realities of Latin American countries and peoples. It draws on faculty expertise from disciplines like art, biology, economics, nursing, political science, religious studies, music, sociology, and Spanish language and culture. Students will develop broad knowledge through courses offered in several disciplines or programs, as well as language training. The minor is appropriate for students in any major who want a complementary concentration in the region.

Requirements for Minor

Required Courses (8 credits):

GS 111	G	Introduction to Latin American Studies
Intermediate Spanish/Portuguese Language 4 credits (Spanish 202 GL Fourth Semester Spanish or show equivalent proficiency. Since Edgewood doesn't offer Portuguese, students must transfer in a fourth semester college course or show equivalent proficiency. Spanish majors/minors need one 300-level language class)		

Interdisciplinary Electives:

A minimum of 3 courses (12 credits minimum*) chosen from the following:

ART 352/ MUS 352	2DG	Mexican and Mexican-American Art, Music & Culture: The Development of Ethnic Identities
BIO 369	2EG	Special Topics: Galapagos
ECON 320	G	Special Topics: Development and Social Policy in Modern Mexico
ENVS 330	2EG	Sustainability: Global – Local Connections
ETHS 480E/ SOC 377		Sem 1: Bridging Borders: U.S./Mexican Immigration and Interdependency
ETHS 480F/ SOC 378	2G	Sem 2: Bridging Borders: U.S./Mexican Immigration and Interdependency
GS 115	1G	Many Mexicos
GS 211		Latin American Women

LAS/GS 380-381	2G	El Salvador: The Land & the People
NRS 415-416	G	Transcultural Communication in Health Care: Guatemala
PS 380	GJ	Politics of Latin America
RS 307	2GR	Liberation Theologies in Latin America

*Students (e.g., native or heritage speakers) who show language proficiency without ever taking a language class at Edgewood will need 16 credits of elective.

Spanish majors/minors can take one of the following courses in the Spanish Program, to count as an Interdisciplinary Elective for the Latin American Studies Minor:

SPAN 332		Latin American Civilization
SPAN 336	G	Film and Society
SPAN 380		Special Topics: México ayer y hoy
SPAN 437	CG	Latin American Literature
SPAN 433		Contemporary Culture (depending on topic)
SPAN 438	CG	Contemporary Literature (depending on topic).
SPAN 480B	DG	Special Topics: Immigration and Social Change

Other approved courses.

With pre-approval, students may use study abroad courses to partially fulfill the Minor.

Students may also take pre-approved UW courses through the Collaborative Program.

Policies

The Latin American Studies Minor requires that students take a minimum of eight credits at Edgewood College.

Information

For more information, contact Andrea Byrum in the Center for Global Education at byrum@edgewood.edu or 608.663.2261.

WOMEN'S AND GENDER STUDIES

Women's and Gender Studies Program

The Women's and Gender Studies Program is administered in the School of Integrative Studies.

Women's and Gender Studies is an interdisciplinary program developed to study the history, experiences, and contributions of women to various fields of learning, feminist theoretical perspectives, and the critical role of gender in human life.

The Women's and Gender Studies program is both interdisciplinary and integrative, engaging students, faculty, and staff through coursework, community-based learning, and campus-wide programming. Each March, the program offers a range of programming and activities in celebration of Women's History Month. In addition, the Women's and Gender Studies Program promotes various year-round co-curricular initiatives, sometimes in conjunction with other departments and programs.

Women's and Gender Studies offers a minor consisting of designated courses in several departments and within the program.

The program enables students to demonstrate knowledge of:

1. Roles, contributions, experiences, and perspectives of diverse women.
2. Theories of gender and ways that gender shapes human experience.
3. Ways in which race, class, ethnicity, sexual orientation, and other social positions affect how gender is experienced.

Women's and Gender Studies Minor

Twenty credits, to include:

1. WS 201 or WS 202 or WS 203 or WS 204 Q Introduction to Women's and Gender Studies
2. WS 480 GQ Senior Seminar
3. Twelve additional credits selected in consultation with an advisor.

Students earning the minor must earn a minimum of six credits in the Women's and Gender Studies program at Edgewood College.

SCHOOL OF
NURSING

SCHOOL OF NURSING

The School of Nursing offers a major leading to the BS degree. There are 128 credits required for graduation, of which 49 are in the Nursing major. The program is accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the Wisconsin Board of Nursing.

Mission

The School of Nursing reflects the Mission Statement of Edgewood College by locating professional nursing within the context of a Catholic, liberal arts college with a Dominican heritage. The mission of the College is to develop intellectual competence and a sense of responsibility for service and to further personal development.

Nursing is a profession built on knowledge from nursing theory, research and practice, the humanities, and the natural and behavioral sciences. Nursing values the systematic and purposeful application of the nursing process to promote the optimal health of clients. Caring is essential to professional nursing practice and includes appreciation of human diversity and respect for the rights of others.

Students are unique individuals who enter nursing with diverse characteristics and experiences. It is the responsibility of the student to actively pursue knowledge and experience and to develop intellectual curiosity with a spirit of inquiry as a basis for lifelong learning.

The faculty develops, implements and evaluates the curriculum to provide a broad and rich foundation for nursing practice. Faculty foster the professional development of students by offering learning challenges, promoting opportunities to think critically and creatively and exhibiting collegiality in the teaching-learning relationship.

Teaching and learning is a dynamic and interactive process designed to integrate knowledge and research with professional nursing practice. Teaching and learning are facilitated when both students and faculty are actively engaged in the process.

The nursing graduates of Edgewood College are knowledgeable, accountable, responsible, ethical and culturally sensitive as they provide quality nursing care. Undergraduate education provides the knowledge and experience to practice as professional nurses. Graduate education builds on undergraduate education and prepares nurse leaders committed to improving nursing practice.

Prerequisites for Admission

Admission to the nursing program requires a cumulative GPA of at least 2.75 in all courses that satisfy Edgewood College degree requirements and at least a 2.75 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.

Once admitted into the School of Nursing, students will be required to maintain a cumulative GPA of 2.5 in all nursing courses and earn no lower than a C in any nursing course to progress in the major.

Students are admitted to the nursing program in both Fall and Spring semesters. Students hoping to begin the program for the Spring Semester must complete their application between August 15 and October 1. Students hoping to begin the program for the Fall Semester must complete their application between November 15 and February 1. Candidates for admission are required to submit applications through the Nursing Centralized Application Service (NursingCAS) at <http://nursingcas.org/>. Students must submit all official transcripts and reference information to NursingCAS directly.

Applicants must have either completed or be currently enrolled in 45 or more college credits in the semester they apply to the School of Nursing.

These 45 credits must include the courses (or their transfer equivalent) listed below:

- ENG 110 College Writing
- MATH 121 Statistics
- Two semesters of college level foreign language (or two years of high school foreign language with a C average)
- PSY 101 General Psychology

Four of the following science courses (or their transfer equivalent) listed below:

- CHEM 110 Introductory Chemistry or equivalent (this course must be completed at time of application)
- BIO 155 Human Cell Biology and Genetics, or equivalent (this course must be completed or in progress at time of application)
- BIO 210 Anatomy & Physiology I
- BIO 211 Anatomy & Physiology II
- BIO 312 Microbiology, including lab component

Students who possess a baccalaureate degree in another field from an regionally accredited institution are considered to have fulfilled all of Edgewood College's General Education requirements, except foreign language, religious studies, and COR 3. Post-baccalaureate students must meet all School of Nursing requirements for support courses in the major.

SCHOOL OF NURSING

Policies for Admission

All students who are admitted to the Nursing program must have successfully completed a certified nursing assistant (CNA) course and have passed the certification examination. Students must have completed the course within the past 2 years or have recent experience as a CNA.

Admission to the nursing program is a two step process. Students are first admitted to the College as either a "Nursing" or "Nursing Interest" major. They then apply for full admission to the nursing program following the completion of certain prerequisite courses. Admission to the College does not imply or guarantee admission to the nursing program.

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 written statements. Students may later be disqualified from the program if their cumulative or science/math GPA drops below the required minimum in the semester before admission.

Admission to the program is competitive; even students who meet the minimum requirements may not be admitted. Because of enrollment limits in the major, the School of Nursing may deny admission to qualified students.

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 Freshman

Step One

Students who need to complete all prerequisites for the nursing program will be admitted to the College as a nursing major if they meet the following criteria until a pre-selected number of openings are filled:

- High school math through Algebra II with grade of C or better
- ACT scores of 18 or better in the following subcategories: English and Science Reasoning
- ACT scores of 19 or better in the Math subcategory (or placement into Math 101, 121, 114A, or 231 through the Edgewood College Math Placement Test)
- High School GPA of at least 3.0

Students 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 meeting course and GPA eligibility requirements. 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 2.75 GPA in college courses.
- Maintain at least a 2.75 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. Students are admitted to the nursing program in both Fall and Spring semesters. Students hoping to begin the program for the Spring Semester must complete their application between August 15 and October 1. Students hoping to begin the program for the Fall Semester must complete their application between November 15 and February 1. Candidates for admission are required to submit applications through the Nursing Centralized Application Service (NursingCAS) at <http://nursingcas.org/>. Students must submit all official transcripts and reference information to NursingCAS directly.

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 or September 15 for Spring enrollment. Most traditional students will begin the nursing program in Spring semester of the sophomore year. Applications are available in the School of Nursing or online.

Admission to Nursing for Transfer Students

Step One

New transfer students who need to complete prerequisites for the nursing program will be admitted to Edgewood College as nursing majors if they have earned a cumulative GPA of 2.75 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.

SCHOOL OF NURSING

Step Two

Apply for full admission to the nursing program the semester before they are eligible to begin nursing studies. Students are admitted to the nursing program in both Fall and Spring semesters. Students hoping to begin the program for the Spring Semester must complete their application between August 15 and October 1. Students hoping to begin the program for the Fall Semester must complete their application between November 15 and February 1. Candidates for admission are required to submit applications through the Nursing Centralized Application Service (NursingCAS) at <http://nursingcas.org/>. Students must submit all official transcripts and reference information to NursingCAS directly.

Progression in the Major

In order to progress in the nursing major, students must maintain an academic cumulative GPA of 2.5, a cumulative GPA of 2.5 in all nursing courses, 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 School of Nursing and all clinical agencies under contract to the School require that every student and faculty member have a background check completed by the Criminal Justice Department of Wisconsin. Background Information Disclosure forms must be completed by students before entry into the nursing major. Students are responsible for notifying the School of Nursing of any criminal charges or convictions that occur while they are progressing through the program. Students who have been convicted of certain types of offenses may not be able to participate in clinical placements and therefore will not be eligible to earn a degree in nursing. It is also possible that a student may not be eligible for licensure by the State of Wisconsin or another state licensing authority if certain types of criminal offenses are identified in the background check.

Random alcohol and drug checks may be done in clinical agencies throughout the duration of a student’s clinical experiences.

Policies for Repeating Courses

In accordance with college policy, a student may choose to repeat a course taken at Edgewood College to improve a poor or failing grade. Both earned grades are included in the GPA computation by the College and both appear on the student’s transcript. Repeated courses are counted only once in total credits earned.

If a nursing or “nursing interest” student repeats a required science or math course, the most recent grade will be used to compute the science/math GPA for entrance or progression in the nursing major. A cumulative GPA of 2.75 and 2.75 GPA in required science and math courses are required for admission. A 2.5 in both GPA categories is required for progression in the nursing major.

In accordance with college policy, if a student repeats a course at Edgewood College that was previously accepted for credit at the time of transfer, the transferred credits are removed from the student’s record. The repeated course grade is used to compute the GPA for the nursing major. A course required for the nursing major may be repeated only once for GPA calculation in the nursing GPA.

Individuals may appeal to the School of Nursing any decisions affecting their progression in the nursing major.

Assessment

The School of Nursing participates in an assessment process that compares Edgewood College 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.

SCHOOL OF NURSING

Goals for the Major

The graduate will:

- Establish therapeutic relationships with clients that demonstrate caring.
- Demonstrate critical thinking skills and practices to promote, maintain and restore health.
- Synthesize knowledge from nursing theory, research and practice, the humanities and the natural and behavioral sciences to provide a basis for professional nursing practice.
- Respond to environmental factors that influence the health of individuals, families and communities.
- Collaborate with clients and colleagues in the process of identifying and organizing resources for the effective provision of health care.
- Demonstrate professional behaviors that reflect accountability and commitment in nursing practice

Professional Major Requirements

Courses that support the major.

CHEM 110	S	Introductory Chemistry
BIO 155	SU	Human Cell Biology and Genetics
BIO 210		Anatomy & Physiology I
BIO 211		Anatomy & Physiology II (Must be completed concurrently with or prior to NRS 210/211)
BIO 312	S	Microbiology with Lab (Must be completed concurrently with or prior to NRS 210/211)

Additionally, the following:

BIO 410		Pathology (Must be completed concurrently with or prior to NRS 310/311)
PSY 101	J	General Psychology (Prerequisite for NRS 210/211)
PSY 345		Lifespan Development (Must be completed concurrently with or prior to NRS 340/341)

Nursing courses in the major:

NRS 210		Foundations of Professional Nursing
NRS 211	U	Caring: Nursing Assessment & Intervention
NRS 310		Professional Nursing: Adult Health
NRS 311		Caring: Adult Health Nursing
NRS 312		Pharmacology
NRS 315		Caring: Nursing Skills
NRS 340		Professional Nursing: Long Term Health Issues
NRS 341		Collaborative Practice in Long Term Care
NRS 390		Research in Professional Nursing
NRS 410		Professional Nursing: Families in Transition
NRS 411		Caring: Families in Transition
NRS 412	X	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

**SCHOOL OF
GRADUATE &
PROFESSIONAL STUDIES**

SCHOOL OF GRADUATE & PROFESSIONAL STUDIES

The School of Graduate and Professional Studies (GPS) strives to prepare students for a life of responsible service to society in their chosen professions. The programs offered through the School of GPS nurture leaders in the professions within an intellectual environment that encourages ethical and spiritual reflection as well as professional and technical growth. Our graduate programming and undergraduate accelerated degree options are designed to provide professionals with the practical skills needed for career transitions and leadership growth.

The Deming Way Campus is an adult-friendly facility located on Madison's west side and serves as the primary location for the School of Graduate and Professional Studies. The adult accelerated undergraduate programs are housed at this location, as are a number of graduate courses in Business, Education, and Nursing.

Flexible scheduling is a hallmark of the programs offered in the School of Graduate and Professional Studies. Our courses are offered on evenings and weekends to accommodate the busy schedules of working adults. Small class sizes promote a sense of community and facilitate individualized instruction.

Accelerated Bachelors Degree Completion Program

The School of GPS offers top-quality accelerated degree programs and certificates designed for working adults. Courses are taught by an experienced and energetic faculty who blend fundamental principles with practical workplace experience. They are experts in their fields and are recognized for their ability to create classroom environments that meet the unique needs of adult learners. Skills learned in the classroom can immediately be put to use in the professional environment.

Degrees

Bachelor of Business Administration (BBA)

- Concentrations in Management, Accounting, and Marketing

Computer Information Systems (CIS)

Organizational Behavior and Leadership

Bachelor of Science in Nursing

Certificates

Organizational Behavior and Leadership Undergraduate Certificates in

- Leadership Development
- Performance Improvement
- Organization Development

Post-Baccalaureate Certificate in Fundamentals of Accounting

Graduate Degree Programs

Excellence in teaching, enhanced by scholarship, service, and research, has always been the first priority for the graduate programs offered at Edgewood College. The curriculum in each of our graduate programs emphasizes the role of research as a strong theoretical basis for professional practice. Coursework in ethics and the integration of ethics issues into the curriculum provide a foundation for future leaders in each graduate program. Every course is taught by an experienced, highly qualified professor or instructor and small classes create an atmosphere of personal attention and instruction.

Business

Evening MBA Program

Master of Science in Accountancy

Dual Degree – MBA and Master of Science in Accountancy

Dual Degree – MBA and Master of Science in Nursing

Graduate Certificates in

- Accounting
- Applied Finance
- Management
- Marketing
- Sustainability Leadership

SCHOOL OF GRADUATE & PROFESSIONAL STUDIES

Education

Master of Arts in Education with concentrations in

- Educational Leadership
- Special Education
- Teaching and Learning
- Professional Studies
- Reading Administration: Reading Specialist
- Teaching English to Speakers of Other Languages
- Bilingual Teaching and Learning
- Sustainability Leadership
- Adult Learning

Doctor of Education in Educational Leadership with concentrations in

- District Administration with Superintendent License
- Higher Education Administration

License Completion Programs

- Early Adolescence–Adolescence: Regular Education
- Accelerated Secondary License Program
- ESL
- Bilingual Education
- Program Coordinator
- Principal
- Director of Instruction
- Director of Special Education and Pupil Services
- School Business Administrator
- Instructional Technology Coordination
- Program Coordinator

Athletic Administration

- Cross Categorical: Cognitive Disability
- Cross Categorical: Emotional/ Behavioral Disability
- Cross Categorical: Learning Disability
- Reading Specialist
- Reading Teacher

Institutional Certificates

- Dual Language Immersion
- Coaching

Nursing

Master of Science in Nursing (concentrations in Administration and Education)

Dual Degree – Master of Science in Nursing/Master of Business Administration

Post-Masters Graduate Nursing Certificate (Administration or Education)

Marriage and Family Therapy

Master of Science in Marriage and Family Therapy

Organizational Development

Master of Science in Organization Development

Sustainability

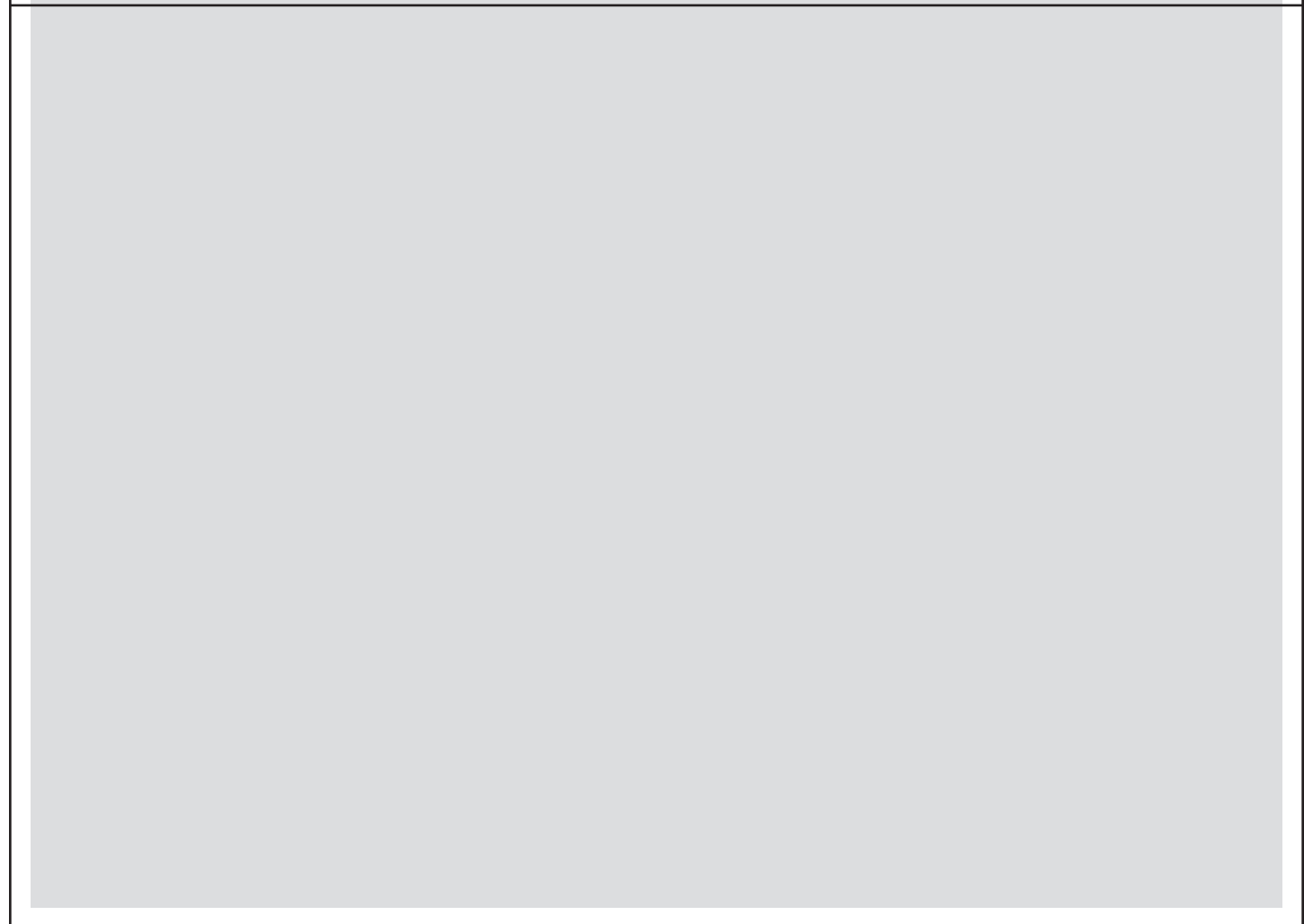
Graduate Certificate – Sustainability Leadership

Please contact the School of Graduate and Professional Studies Admissions Office for assistance with admission and for more information about specific program offerings.

Edgewood College
School of Graduate and Professional Studies
1255 Deming Way
Madison, WI 53717

Telephone: (608) 663-3297
Fax: (608) 663-3496
E-mail: gps@edgewood.edu
www.edgewood.edu

**COURSE
DESCRIPTIONS**



ANTH – ART

Anthropology (ANTH)

ANTH 222 GJ INTRO TO CULTURAL ANTHROPOLOGY 4 cr

This course provides an introduction to the nature and diversity of human society and culture through an examination of specific cross-cultural cases. It includes a comparative study of social, political and economic organization, patterns of religious and aesthetic orientations, gender issues, relations with the natural environment, as well as the process of sociocultural persistence and change. Special consideration will be given to the circumstances faced by contemporary small-scale societies. Cross-listed with ETHS 222.

Prerequisites: None.

ANTH 310 SELECTED TOPICS IN ANTHROPOLOGY 4 cr

A course which will examine vital areas of contemporary concern in anthropology. The topic or problem of the course changes each semester.

Prerequisites: None.

ANTH 346 MYTH AND SHAMANISM 4 cr

A cross-cultural approach to the study of belief systems with a focus on the use of myth and the practice of shamanism. Emphasis will be placed on hunter-gatherer and horticultural experiences, but consideration will also be given to the use of myth and shamanism in post-industrial societies.

Prerequisites: None.

ANTH 366 ANTHROPOLOGY OF SEX AND GENDER 4 cr

An exploration of cultural variation in the categorization of persons by sex and the operation of gender in social life, especially in small-scale societies. Special consideration will be given to women's position in non-Western societies.

Prerequisites: None.

ANTH 379 INDEPENDENT STUDY - ANTHROPOLOGY VAR cr

Topics and credits arranged.

Prerequisites: Consent of instructor.

ANTH 380 SEMINAR IN ANTHROPOLOGY VAR 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.

Prerequisites: None.

ANTH 479 INDEPENDENT STUDY - ANTHROPOLOGY VAR cr

Topics and credits arranged.

Prerequisites: Consent of instructor.

ANTH 480 SEMINAR IN ANTHROPOLOGY VAR 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.

Prerequisites: None.

Art (ART)

ART 101 1A ART MATTERS 4 cr

This course explores what it means to be an artist in our contemporary world. What do artists do, and for whom? In this course we will focus on meanings of creativity and art in diverse cultural contexts; connections between art and life; art as an expression of individual and collective values, beliefs, and identities; relationships between artists and their audiences; and ways that artists strive to build a more just and compassionate world. In addition, as we consider ways of understanding the visual language of artistic expression, students will be able to apply their learning to the expression of their own identities, values, and beliefs through art. Along with our classroom activities, we will experience Madison's art scene as we reflect upon our central question: does art matter?

Prerequisites: This course is for first semester freshmen or freshmen transfer students.

ART 102 B WATERCOLOR 3 cr

Watercolor introduces students to the basic traditional watercolor painting techniques as well as exploration into some more non-traditional methods. Once painting techniques are mastered, themes and concepts will require research into aesthetics and imagery of other cultures of the world. This research will serve as inspiration for student's own work. Previous experience in drawing is strongly recommended.

Prerequisites: None.

\$30 course fee.

ART 106 B ART STRUCTURE 3 cr

Art structure is a studio introduction to the visual arts for non-art majors and minors. Students explore a wide variety of media and styles that are then added to creating works of art that reflect an aesthetic awareness of various cultures around the world.

Prerequisites: None.

\$30 course fee.

ART 107 B DIGITAL PHOTO - NON ART MAJORS 3 cr

A beginning course in digital photography with emphasis on technical operation of the camera, along with the connection to emerging software technologies. Both black and white and color photographs will be printed during the class. Each student must have a digital camera.

Prerequisites: None.

\$35 course fee.

ART 108 B PHOTOGRAPHY - NON ART MAJORS 3 cr

Fundamentals of darkroom photography, beginning with the camera and continuing with basic technical skills in developing and printing of black and white film. Each student must have a 35mm single lens reflex camera.

Prerequisites: None.

\$35 course fee.

ART 114 B DRAWING - NON ART MAJORS 3 cr

Drawing for non-art majors is an exploration of varied drawing techniques and media. Students are taught to 'see' as an artist sees and express oneself effectively. Through drawing and research into artistic

ART

traditions of other world cultures students will create imagery that reflects their personal style.

Prerequisites: None.

\$30 course fee.

ART 117 B CERAMICS FOR NON ART MAJORS 3 cr

An introduction to ceramics for non-art majors. This course involves basic hand building, throwing and glazing techniques. Technical investigation of clay, glaze chemistry and kiln/firing concepts will be presented throughout the course.

Prerequisites: None.

\$40 course fee.

ART 120 B VIDEO ART 3 cr

Introduction to the video camera as a creative tool. Emphasis will be on video film-making, based on assignments, self-direction, and group critique. Students will also learn editing strategies. (F/S)

Prerequisites: None.

\$35 course fee.

ART 126 AG ART OF THE WESTERN WORLD 4 cr

This course provides an introduction to the art of the Western World, with emphasis on ways that art and architecture is related to the historical, social, and cultural contexts in which it was created. We consider such questions as: How do architectural and figural traditions established in ancient near Eastern, Egyptian, Aegean, and Roman cultures inform the development of the arts of the Middle Ages, Renaissance, Baroque, Neo-Classical, Romanticist, and Realist eras in Western Europe? What role does the patron and audience play in the stylistic developments initiated in these various cultures? Readings, class discussion, group inquiry projects, and other written and oral assignments will emphasize the development of reflective, creative, and critical approaches to the study of these visual arts traditions.

Prerequisites: None.

ART 151 I DIGITAL ART & DESIGN - MAJORS 3 cr

Students use computers and a mix of industry standard art and design applications to create graphic design and digital art projects.

Prerequisites: High school level studio art.

\$35 course fee.

ART 152 I DIGITAL ART & DESIGN - NON MAJORS 3 cr

Students use computers and a mix of industry standard art and design applications to create graphic design and digital art projects.

Prerequisites: None.

\$35 course fee.

ART 200 B DRAWING I 3 cr

This course is an exploration of varied techniques, media and subject matter to develop the ability to "see" and express oneself effectively through drawing.

Prerequisites: For art majors and art minors only.

\$30 course fee.

ART 202 TWO-DIMENSIONAL DESIGN 3 cr

Elements of art and principles of design as applied to two-dimensional media.

Prerequisites: None.

\$30 course fee.

ART 205 PAINTING I 3 cr

This course is an introduction to water soluble oil and acrylic painting procedures, including the elements of art and the principles of design as they relate to painting. Students should expect to purchase approximately \$150 of painting supplies. (F/S)

Prerequisites: ART 202 or consent of the instructor.

\$30 course fee.

ART 206 RELIEF PRINTMAKING 3 cr

Relief printmaking techniques used in woodcuts, linocuts, collagraphs, and other raised surface prints. Study of origins and development of relief prints and contemporary methods. (F)

Prerequisites: ART 200F3, 202, or consent of instructor.

\$50 course fee.

ART 207 DARKROOM PHOTOGRAPHY I 3 cr

Fundamentals of darkroom photography beginning with the camera, along with technical skills in developing and printing of black and white film. Each student must have a 35 mm single lens reflex camera. (F/S)

Prerequisites: Art majors and minors only or consent of instructor.

\$35 course fee.

ART 208 ADVANCED PHOTOGRAPHY 3 cr

This course is a continuation of darkroom photography with an emphasis on control and manipulation of images and processes, including digital. Introduction of medium format film including the scanning and digital printing of film negatives.

Prerequisites: ART 207.

\$35 course fee.

ART 209 DIGITAL PHOTOGRAPHY 3 cr

Basic photography emphasizing fundamentals of camera use and Photoshop print manipulation. Also includes color theory and aesthetics in relation to digital photography and its emerging software technologies. Students will need to purchase a digital single lens reflex camera. (F)

Prerequisites: For art majors only or with consent of the instructor.

\$50 course fee.

ART 210 GRAPHIC DESIGN 3 cr

Basic graphic arts: design, layout, typography, illustration, printing processes and production methods. (F/S)

Prerequisites: ART 150, 200F3, and 202; or consent of instructor.

\$50 course fee.

ART 212 B PAINTING OFF THE WALL - HONORS 3 cr

This course is an exploration of various traditional and non-traditional painting techniques and media. Students will engage in research of

ART

contemporary artists and their work and will be taught to see as these artists see and express themselves effectively. Through drawing and research into the contemporary artistic movements students will create imagery that reflects their personal style.

Prerequisites: None
\$30 course fee.

ART 214 DRAWING II 3 cr
Drawing with emphasis on composition and greater creativity in use of media, techniques and subject matter. (S)

Prerequisites: ART 200F3 or consent of the instructor.
\$30 course fee.

ART 216 THREE-DIMENSIONAL DESIGN 3 cr
Study of the elements of art and principles of design as applied to three-dimensional media. (F/S)

Prerequisites: None.
\$30 course fee.

ART 217 STUDIO PORTRAITURE 3 cr
Knowledge of studio portraiture using both film and digital cameras, along with basic and advanced studio lighting. Continuation of darkroom and digital printing techniques. (F)

Prerequisites: ART 208.
\$35 course fee.

ART 218 CERAMICS I 3 cr
An introduction to the study of ceramics for Art majors and minors. Course involves basic hand building, throwing, and glazing techniques. Technical information (clay/glaze chemistry, firing concepts) will be presented throughout the course. (F/S)

Prerequisites: None.
\$40 course fee.

ART 219 LITHOGRAPHY 3 cr
This course is an introduction to stone and plate lithography, including printmaking techniques and photography. Additional applications for graphic design concepts and practices. (F)

Prerequisites: ART 106, ART 114, or ART 200.
\$35 course fee.

ART 220 TYPOGRAPHY 3 cr
Basic principles and practices of lettering, typography and typographic design. A study of the history and evolution of letter styles, type, and their relationship to art and communication. Emphasis on letter formation, identification, layout, composition, and tools and materials. (F/S)

Prerequisites: ART 210 or consent of the instructor.
\$50 course fee.

ART 224 DRAWING IN NATURE 3 cr
An experiential hands-on course in the study of art and ecology. Provides students with the opportunity to draw outdoors and creatively experience the diversity of the Wisconsin landscape. Students will also

explore historic and contemporary visual art with concern for global and local environmental issues.

Prerequisites: None.
\$30 course fee.

ART 240 GU INTRODUCTION TO ART THERAPY 3 cr
This course introduces students to the rapidly expanding field of art therapy with emphasis on the breadth and scope of its practice both in the United States and globally. Art therapists practice in a wide range of settings and with people of all ages and backgrounds--such as hospitals, schools, treatment programs for adolescents, nursing homes, mental health clinics, and juvenile detention centers and prisons and mobilize to respond to disasters at the international level. Classroom lecture and discussion are integrated with direct, hands-on experience with art media and the creative process. Students will explore expressive therapy approaches to personal growth and development while they are introduced to issues regarding practice in the helping professions. No special skills or abilities with art media are required. (F/S)

Prerequisites: PSY 101 or instructor permission.
\$30 course fee.

ART 250 AGU ART OF AFRICA, OCEANIA & AMERICAS 4 cr
This course explores various forms of visual expression produced by artists of diverse cultures in Africa, Oceania, and the Americas. Grounded in art history, this is an interdisciplinary course that looks at ways of thinking about art and its meanings from multiple perspectives. As we consider themes in visual expression and cultural production that are relevant across cultures, our study will focus on relationships between art, beliefs, cultural values, and social experience. Themes of this course will include colonial and postcolonial perspectives on representation, aesthetic systems, art and social structure, life passages, and continuity and change. We will also devote part of this course to a focused study of a particular region of the Americas, exploring the arts of ancient, colonial, modern, and contemporary Peru. Readings, class discussion, assignments, and student presentations will emphasize the development of reflective, creative, and critical approaches to the study of visual art. Throughout the course, students will be asked to think critically about theoretical and methodological approaches to global studies and to the study of the arts of Africa, Oceania and the Americas, and what it means to look at the arts of formerly colonized people from our vantage point in the West.

Prerequisites: None.

ART 252 AQX HISTORY OF WOMEN ARTISTS IN EUROPE AND NORTH AMERICA 4 cr
This course offers an introduction to the lives and work of women in the visual arts in Europe and North America from the Renaissance to the present, with a focus on issues of gender, power, ideology, and representation that underlie the study of women artists and their work. We will look at the work of specific European and North American women artists with attention to the historical circumstances in which they produced their art, ideologies of gender and art at these particular historical moments, and artists' writings. This course will also address themes explored by many women artists: the relationship between art and craft; spirituality; self-portraiture; the female body; motherhood; and heritage and identity. Along with reading scholarly texts about women artists and various writings by historic and contemporary

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women artists, throughout the semester students in this writing-enriched course will be expected to write informal responses to issues raised in this course, reflections on course readings and works of art considered in class, and a substantive formal research paper. Cross-listed with WS 252 AQX.

Prerequisites: ENG 110 or W cornerstone.

ART 254 AGX MODERN ART 4 cr
This course offers an introduction to the lives and work of modern artists in Europe and North America from the 19th century through the 1970s. Topics include the history of painting, later art movements, and a brief survey of sculpture and architecture. The course will also address themes of international significance from Japan, Tahiti, Africa, and other non-Western sources. Artists' writings will also be discussed.

Prerequisites: ENG 110 or W cornerstone.

ART 260 ADX HISTORY OF ART IN NORTH AMERICA 4 cr
This course looks at the diversity of art produced in North America from the ancient times of pre-contact Native cultures to the present. Rather than attempting to consider all of the art produced over this long span of time, we will focus on particular aspects of American art, foremost among these the visual manifestations of the cross-cultural encounters between diverse peoples as central to the history of art of this continent. We will also consider the relationships between American art and European art, and visual art and material culture as the expressions of particularly "American" identities by American artists and craftspeople of various ethnicities. Our study will emphasize the historical and cultural contexts in which this diversity of art has been produced. Along with reading our course text, other scholarly publications, and artists' writings that are critical to the field of American art history, throughout the semester students in this writing-enriched course will be expected to write informal responses to issues raised in this course, reflections on course readings and works of art considered in class, and a substantive formal research paper.

Prerequisites: ENG 110 or W cornerstone.

ART 264 ADU MULTICULTURAL ART IN USA 4 cr
This course provides an inclusive, multicultural introduction to 20th and 21st century art of the USA, with emphasis on ways that art is related to the historical, social, and cultural contexts in which it is created. We consider such questions as: How have the social dynamics of race and ethnicity, along with gender and class, shaped the experiences of American artists and their audiences at various historical moments during the past hundred years? How do artists' social positions inform their artistic responses to questions of modernity? What does art by artists of diverse ethnicities tell us about the historic and contemporary experiences of various cultural groups in the US? As well as exploring movements in art of the US and the work of individual artists of various ethnicities, this course introduces the students to methodological and theoretical issues underlying the study of modern and contemporary art in the US, and ways that consideration and critical analysis of multiple disciplinary and social perspectives can enrich our understanding of this art. Readings, class discussion, group inquiry projects, and other assignments will emphasize the development of reflective, creative, and critical approaches to the study of visual art. Cross-listed with ETHS 264 ADU. (F)

Prerequisites: None.

ART 270 ADVANCED VIDEO 3 cr
A continuation of ART 120 B Video with added emphasis on individual development, image processing, editing and experimental use of the video camera as a creative tool. (S)

Prerequisites: ART 120 B or consent of instructor.
\$35 course fee.

ART 271 AG HISTORY OF PHOTOGRAPHY 3 cr
This course looks at the history of photography as a global phenomenon. From its origins in the 19th century, photography has flourished as a means of fixing a visual record of land, built structures, and people; creating beautiful images; visualizing modernity; communicating globally as well as locally; documenting injustice; and urging action. This course is organized around themes that have been central to the history of photography across cultures: portraiture, images of landscapes, documentation, and artistic expression. Class discussion will emphasize the development of thoughtful and critical approaches to the study of the history of photography and photography as a medium of expression so that the knowledge gained here can be applied to consideration of photographers and their work beyond what is studied in this course.

Prerequisites: None.

ART 275 AQX GRAPHIC DESIGN HISTORY 4 cr
This class offers the student an art historical introduction to the History of Graphic Design. Emphasis will be placed on the social and historical contexts of typography, graphic imagery, and design. Ancient to pre-modern design will be considered, although focus will be given to key Bauhaus artists and designers. At the core of this class will be the Bauhaus as a turning point in the history of design education; in 1919, the Bauhaus accepted both female and male applicants. We will examine at length the role of the Bauhaus amidst the promise of equal rights between the sexes within the history of graphic design. Students will produce a significant research paper addressing the unique attributes of the Bauhaus as an educational model, and ways in which theories of gender enable us to better understand Graphic Design History.

Prerequisites: ENG 110 or W cornerstone.

ART 279 INDEPENDENT STUDY 1 cr
Topics and credits arranged.

Prerequisites: Consent of instructor.

ART 289 STUDIO WORKSHOP 1 cr
A concentrated study of specific art media and techniques. This course may be repeated with different content area.

Prerequisites: Consent of instructor.
\$20 course fee.

ART 300 DRAWING III 3 cr
A continuation of ART 214 (Drawing II) with added emphasis on individual development and experimental use in the medium of drawing.

Prerequisites: Art 214 or consent of the instructor.
\$30 course fee.

ART

ART 305 PAINTING II 3 cr

This course is a continuation of ART 205 Painting I with added emphasis on individual development and experimental use in the medium of water soluble oil or acrylic painting.

Prerequisites: ART 205 or consent of instructor.
\$30 course fee.

ART 306 ADVANCED RELIEF PRINTMAKING 3 cr

Research in advanced relief printmaking techniques with emphasis on development of personal concepts and expression. (F)

Prerequisites: ART 206 or consent of instructor.
\$50 course fee.

ART 308 ETCHING 3 cr

Intaglio techniques; basic procedures used to create etching and drypoint on metal plates; the origins and development of intaglio prints. (S)

Prerequisites: ART 200F3, 202, or consent of instructor.
\$50 course fee.

ART 310 LAYOUT DESIGN 3 cr

A continuation of ART 210, focused on developing skills in page layout and design. (F)

Prerequisites: ART 210 or consent of instructor.
\$50 course fee.

ART 312 FIGURE DRAWING 3 cr

Develops mastery in drawing the human figure in a variety of media and techniques. (S)

Prerequisites: ART 200F3, 202, or consent of the instructor.
\$50 course fee.

ART 316 SCULPTURE 3 cr

Contemporary sculptural techniques, concepts and expressions. Emphasis is on the student's ability to use various media as a means to express personal concepts. (F/S)

Prerequisites: ART 216 or consent of instructor.
\$40 course fee.

ART 318 CERAMICS II 3 cr

This course provides an opportunity for continued concentration on pottery or ceramic sculpture. Students focus on specific construction and firing techniques.

Prerequisites: ART 218 or consent of instructor.
\$40 course fee.

ART 320 KU DIGITAL VIDEO FOR GRAPHIC DESIGNERS 4 cr

The purpose of this course is to equip students with the necessary video editing skills for today's graphic designers. Students will be introduced to the concepts and processes involved in creating high quality video content for web, DVD, and other multimedia platforms.

Prerequisites: ART 151 I and completion of the O tag or concurrent enrollment in an O tag course.
\$75 course fee.

ART 342 K ADAPTED ART MEDIA AND METHODS 4 cr

This course 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 through in-class expressive art workshops for community partners. Students must be able to pass a background check to enroll in this course. Communication skills, effective organization and presentation of adapted art processes, approaches in offering, accepting and incorporating constructive feedback, and flexibility in presentation style are emphasized.

Prerequisites: ART 240 and completion of the O tag or concurrent enrollment in an O tag course.
\$35 course fee.

ART 344 QU PERSPECTIVES IN ART THERAPY 4 cr

This course provides an exploration of the context and contributions of art therapists, primarily in the United States, from the turn of the 20th Century to the present. This course explores the modern history and contemporary practice of art therapy as well as the parallels between feminist theory and influences of feminism upon the profession. Fieldwork and site visits are required in this course. Students must be able to pass a background check to enroll in this course.

Prerequisites: ART 240, PSY 101.
\$30 course fee.

ART 345 DQ APPLIED ART THERAPY IN MULTICULTURAL CONTEXT 4 cr

This advanced course for art therapy majors applies art therapy theory and methods in field experiences with diverse groups in the Madison area. This course cultivates an understanding of the intersection of power with class, race, culture, ethnicity, gender, and age in the delivery of art therapy-related services and programs. Considerations for learning, physical, psychological/ emotional and cognitive disabilities, and lifespan development issues also are included. Students are guided in exploration of their own ethnic and cultural identities and biases and the development of multicultural awareness through lecture, reading, discussion, art reflection and hands-on field experiences.

Prerequisites: ART 240 GU, ART 342 K, and permission of the instructor.
\$35 course fee.

ART 346 SELECTED TOPICS IN ART THERAPY 3 cr

Concentrated study in selected themes, perspectives and approaches in the current development or historical influences in art therapy. Topics will vary. This course may include a practicum, field experience, or travel. Specific courses may meet some general education requirements. Course may be repeated for credit.

Prerequisites: ART 240 and permission of instructor.
Course fees will vary.

ART 346A 2D TOPIC: MULTICULTURAL COMMUNITY HEALTH & ART THERAPY 3 cr

The arts in healthcare has become an increasingly important component of hospital programming over the past decade. This course explores the integration of art therapy into community health settings within a multicultural context. Art therapy students at Edgewood College and public health students at New Mexico State University will

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engage in collaborative, interdisciplinary study of the intersections of public health; multicultural practices, norms, and challenges; and the use of art to promote and enhance the well-being of African American, Latino American, and Native American communities. Students from both programs will engage in online discussion and assignments. Edgewood students will travel to New Mexico during Spring Break, to join NMSU students in several field experiences including a border health community center and Native American pueblo.

Prerequisites: COR 1 or equivalent; open to students in their second or third year, or sophomore and above transfers.; ART 240 Intro to Art Therapy or permission from instructor.

ART 346B 2 TOPIC: SUSTAINED HEALTH ACROSS LIFESPAN 3 cr

At a time when "high tech" simulation labs define the quality of a student's educational experience, there is a simultaneous need to educate future professionals in the "art" of human interaction and caring. As the population of older adults continues to grow, students are challenged to appreciate the unique needs of this aggregate group. Stigma, combined with the lack of meaningful interactions, contributes to decreased student interest in career development within this population. Simultaneously, geriatric research clearly articulates several important components of successful aging; active engagement, positive relationships with others, personal growth and altruism are but a few. For educators, the challenge lies in creating mutually beneficial learning opportunities for these two disparate groups of individuals.

This course combines theory and experiential/interactional activities to create mutually beneficial learning experiences. This course will bring together art therapy and nursing students to increase student awareness of aging issues. In addition, students will participate with older adults living at Oakwood Village to create mutually beneficial learning communities.

Prerequisites: COR 1 or equivalent; open to students in their second or third year, or sophomore and above transfers.

ART 352 2DG MEXICAN & MEXICAN-AMERICAN ART MUSIC & CULTURE 4 cr

This course offers students the opportunity to learn about the role that music and art have played in the development and expressions of Mexican and Mexican-American identity, and ways that the experience of immigration changes one's relationship to one's culture of origin and sense of identity. Through readings and discussion, students explore ways in which individual and collective cultural identity have been both reflected in and influenced by art and music in Mexico and in Mexican immigrant communities in the United States. During Spring Break the class will travel to Mexico in order to gain understanding of historic and contemporary art, music and culture in Mexico. Cross-listed with MUS 352.

Prerequisites: COR 1 or equivalent, open to second and third year students or sophomore and above transfers.

ART 354 AX CONTEMPORARY ART 4 cr

This course examines trends in art of the last decades of the 20th and the early years of the 21st, with a focus on art of the United States. Emphasizing the cultural diversity of this country, we will explore historical, critical, and theoretical issues that inform the work of contemporary US artists. So that students can experience multiple

ways of engaging with contemporary art, we will read about and discuss issues in contemporary art, contemporary theory and criticism, and current art world events; visit museums and galleries; and meet with working artists. Particular course-related activities may be determined based on interests of students in the class. Along with reading scholarly texts about contemporary art, contemporary critical theory, and various writings by contemporary artists, throughout the semester students in this writing-enriched course will be expected to write informal responses to issues raised in this course, reflections on course readings and works of art considered in class, and a substantive formal research paper. Class discussion will include peer review of written work and will emphasize the development of thoughtful and critical approaches to the study of art of recent decades so that the knowledge gained here can be applied to consideration of art and artists not studied in this course.

Prerequisites: ENG 110 or W cornerstone.

ART 360 DIGITAL FINE ART 3 cr

An exploration of the computer as a fine art tool for the production of limited edition prints. Contemporary digital artists and trends will be covered.

Prerequisites: ART 151 I or consent of instructor.
\$50 course fee.

ART 362 ADX NATIVE AMERICAN ART 4 cr

This course provides an introduction to North American Indian art and to the broader questions underlying its study. Beginning with the question "What is Native American art?" we will explore ways that Indians and non-Indians in the past have viewed Native American art, and how this art is seen today. As we look at art from various regions of what is now the United States, we will look at pre-contact Native American art, the changes that came about with the arrival of Europeans to this continent, and post-contact Native American art, with particular consideration of the impacts on this art of encounters between Indian and non-Indian peoples. Finally, we will examine 20th and 21st century Native American art and the issues raised by the intersections of Indian and non-Indian arts and cultures that have taken place since the turn of the 20th century. Throughout this course we will address issues of art historical approach and method raised by the study of encounters among diverse peoples in North America, and the dynamics of continuity and change in American Indian art. We will give particular attention to indigenous perspectives on Native art as we study the writings of Native American scholars, artists, and those whose lived experiences provide a basis for their insight and knowledge. Students in this writing-enriched course will be expected to write informal responses to issues raised in this class, reflections on course readings, films, and works of art considered in class, and a substantive formal research paper. Cross-listed with ETHS 362 ADX.

Prerequisites: ENG 110 or W cornerstone.

ART 364 SELECTED TOPICS IN ART HISTORY 4 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.

Prerequisites: None.

ART

ART 366 2AE ECO-DESIGN FOR EVERYONE 4 cr

This course examines sustainable design practice and theory from a critical and practical vantage point. Sustainable design has been championed by politicians as a solution for renewing America. At the core of this discussion is sustainable architecture and the implementation of design strategies which in turn limit energy consumption. Students will engage with Madison area designers and architects, in part, via the Madison Museum of Contemporary Art "Design MMOCA" exhibition.

Prerequisites: COR 1 or equivalent; open to students in their second or third year, or sophomore and above transfers.

ART 378 EXTENDED STUDIO 1 cr

Extended studio may be used in combination with any studio class. The student is responsible for an additional two hours per week of original work beyond that required for the studio class. May be used more than once in a semester. (F/S)

Prerequisites: Consent of instructor.

ART 379 INDEPENDENT STUDY - ART VAR cr

Independent work undertaken individually by qualified students under the direction of an art instructor. (F/S)

Prerequisites: Consent of instructor.

ART 392 2E COMMUNITY ART PRACTICUM 3 cr

This course explores how studio artists, art therapists, art historians, and art educators join with community partners to create art programs that strengthen and nurture communities. Particular emphasis is placed upon the role of art and artists as they participate in and act upon the community as leaders from an environmental perspective. Students will be challenged to critically examine their understandings of community from an ecosystems perspective as well as how they form, attend to, and act as stewards in their relationship with the natural world as artists. Students will work individually or in pairs to develop and implement a community-based art project which integrates community art goals with the principles of an environmental studies approach. As a class, students will prepare and sponsor an on-campus art workshop for a selected community partner. Students will also explore course topics and objectives selected to provide an understanding of the social, economic, political, geographic, and other factors that influence access to and shape community beliefs, practices and values in art programming.

Prerequisites: COR 1 or equivalent; open to students in their second or third year, or sophomore and above transfers. and a major/minor in the Art department, or permission.

ART 405 EXPLORING PAINTING MEDIA 3 cr

This course contains advanced painting with an emphasis on figurative painting; thematic painting; and exploration of painting media such as fresco, encaustic, egg tempera, casein and alkyds.

*Prerequisites: ART 205 or consent of instructor.
\$30 course fee.*

ART 408 ADVANCED ETCHING 3 cr

Advanced intaglio techniques: color printing; contemporary methods. (S)

*Prerequisites: ART 308 or consent of instructor.
\$50 course fee.*

ART 410 FIGURE AND LANDSCAPE PAINTING 3 cr

Advanced painting with an emphasis on figurative, series and plein air painting. Students should expect to purchase approximately \$100-150 of painting supplies. The Art Department will provide French easels for plein air painting.

*Prerequisites: ART 205 or consent of the instructor.
\$30 course fee.*

ART 450 DESIGN CONCEPT DEVELOPMENT 3 cr

A continuation of ART 310, focused on graphic design concept and strategy development. (S)

*Prerequisites: ART 220 and ART 310.
\$50 course fee.*

ART 455 TOPICS IN GRAPHIC DESIGN 3 cr

A course which focuses on specific and contemporary issues and trends in graphic design. May be repeated; topics will vary.

Prerequisites: ART 210.

ART 460 MOTION GRAPHICS 3 cr

An introduction to basic animation principles and motion graphics. Using Adobe Flash and After Effects, students will design and produce type and graphic object animations for the web and broadcast mediums. (F)

Prerequisites: ART 210 and 220 or consent of the instructor.

ART 462 ART THERAPY SEMINAR I 1 cr

This course is required of senior art therapy majors. It is an emphasis on resume and portfolio preparation, job search, and admission to graduate school. This course includes a public presentation of each student's digital portfolio.

*Prerequisites: ART 240, 342, 344.
\$25 course fee.*

ART 464 ART SEMINAR 3 cr

This course is required of senior art majors and art and design teaching majors. It will contain readings and discussion of the philosophy and literature of art, relating historical and contemporary trends. It is an emphasis on resume and portfolio preparation, job search, grants, art competitions, and admission to graduate school. Students will participate in the required Senior Art Exhibition as part of this class. (F/S)

Prerequisites: None.

ART 465 ART THERAPY SEMINAR II 1 cr

This course is required of senior art therapy majors, to be taken concurrently with ART 492 Art Therapy Internship. It will contain readings and discussion of historical and contemporary approaches,

ART

practices, and ethical considerations in the public display of art by and about art therapists and art therapy. This course includes a group exhibition/installation of each student's artwork.

*Prerequisites: ART 240, 342, 344, 345, 462.
\$25 course fee.*

ART 466 METHODS TEACHING ART & DESIGN: EARLY CHILDHOOD - EARLY ADOLESCENCE 3 cr

Study and application of assessment strategies, methods, and materials for teaching and learning Art and Design in early childhood through early adolescence (birth through 13). Includes a practicum. Cross-listed with ED 453.

*Prerequisites: Emergent Professional transition or consent of Art Department and School of Education.
\$20 course fee.*

ART 468 METHODS TEACHING ART & DESIGN: EARLY ADOLESCENCE - ADOLESCENCE 3 cr

This course shows assessment strategies, methods, and materials for teaching and learning art and design in early adolescence through adolescence. It includes a practicum and must be taken in sequence with ART 466. Cross-listed with ED 458.

*Prerequisites: Emergent Professional transition or approval of Art Department and School of Education.
\$20 course fee.*

ART 470 WEB DESIGN 3 cr

An introduction to a web design with an emphasis on the production of clean, efficient, engaging, well-designed pages. (F)

*Prerequisites: ART 310 or consent of the instructor.
\$50 course fee.*

ART 471 USABILITY FOR THE WEB 3 cr

This course addresses basic principles of usability design. Students will learn to design from user requirements, objectively evaluate usability of apps and websites, and test designs to verify successes or uncover design flaws. Wireframes, mockups, and prototypes will be created for usability testing and professional reports generated from the testing results.

Prerequisites: None.

ART 475 WEB DESIGN II 4 cr

A continuation of Web Design with an emphasis on advanced page layout, HTML, and CSS. Site development for mobile and hand held devices will be introduced.

*Prerequisites: ART 470 or consent of instructor.
\$50 course fee.*

ART 478 EXTENDED STUDIO 1 cr

Extended studio may be used in combination with any studio class. The student is responsible for an additional two hours per week of original work beyond that required for the studio class. May be used more than once in a semester. (F/S)

Prerequisites: Consent of instructor.

ART 479 INDEPENDENT STUDY - ART VAR cr

Advanced independent work undertaken individually by qualified students under the direction of an art instructor. (F/S)

Prerequisites: Consent of instructor.

ART 480 PORTFOLIO DEVELOPMENT 3 cr

Students work to develop professional graphic design portfolios through career-tailored projects as well as peer and instructor feedback.

*Prerequisites: ART 450.
\$50 course fee.*

ART 490 ART INTERNSHIP VAR cr

Work experience related to the major.

Prerequisites: Junior or senior status in the major; consent of instructor.

ART 491 GRAPHIC DESIGN INTERNSHIP VAR cr

Student completes professional graphic design as an intern. Internship may be paid or unpaid. 1 credit for every 5 hours worked during the course of a semester. (F/S)

Prerequisites: ART 310 or consent of the instructor.

ART 492 3X ART THERAPY INTERNSHIP 4 cr

This senior, capstone course for the Art Therapy major integrates knowledge, skills and experiences from prior coursework and practicums with the particular needs of the student's chosen community partner setting. Through extended, hands-on application of art therapy theory, media, and methods, individual mentoring, and participation in the weekly seminar, students will develop increased understanding of the role of art therapy, art therapists, and themselves as art therapy students, in building a more just and compassionate world. Placements are tailored to each student's individual interests, skills and goals. Students are required to work 10 hours a week for 15 weeks at an approved site, arranged by student and the art therapy professor prior to the beginning of the semester. Students also attend a weekly two-hour class with required reading, research and oral and written assignments related to their internship and the profession of art therapy.

*Prerequisites: COR 2, ENG 110 or W cornerstone, ART 240, 342, 344, and 345.
\$35 course fee.*

ART 495 3 GRAPHIC DESIGN INTERNSHIP SEMINAR 4 cr

The internship component of this course requires students to interview with a variety of graphic design companies in order to be placed into a graphic design internship position for 10 hours per week throughout the semester. The seminar component offers an overview of professional organizations and specializations, and addresses specific issues including ethics and copyright law; responsibility to client, public and industry; the importance of giving back to the community; and the technical skills required in order to be successful professionals. Students will also develop action plans for personal growth, professional development, and networking opportunities based on the following questions: Who am I and who can I become? What are the needs and opportunities of the world? What is my role in building a more just and compassionate world? (F/S)

*Prerequisites: COR 2, ART 310, and Junior standing.
\$30 course fee.*

BIO

Biology (BIO)

BIO 101 1V BIOTECH, BIOETHICS AND YOU 3 cr

This course explores the science behind “new” biological advances, their potential, and their limitations. It challenges students to explore and to critically reflect upon their personal values, beliefs, spiritualities and worldviews in the context of decision making. It utilizes an inquiry-based approach to investigate modern biological advances, relevant human issues, and the importance of informed analysis in decision making. (F)

Prerequisites: This course is for first semester freshmen or freshmen transfer students.

BIO 151 ESU GENERAL BIOLOGY: CELL BIOLOGY & ECOLOGY 4 cr

The first of a two-semester sequence exploring basic biological concepts organized around the unifying theme of energy flow. Concepts include the nature of science, ecology, cellular biology, levels of organization, and energy capture and transfer within cells and communities. Current world challenges, events, and issues associated with the biological topics addressed will be discussed. Lecture, discussion and laboratory. (F/S)

Prerequisites: Placement into ENG 110; placement into MATH 101, Math 114A or higher is required; completion of or concurrent enrollment in MATH 101, Math 114A, or equivalent is recommended; students cannot receive credit for both BIO 151 and BIO 155 or for both BIO 151 and BIO 181.

BIO 152 S GENERAL BIOLOGY GENETICS & EVOLUTION 4 cr

The second of a two-semester sequence exploring the related biological concepts of inheritance and evolutionary change over time. Concepts include transmission genetics, molecular genetics, evolution, and the diversity of life on Earth. Lecture, discussion and laboratory, all of which include current topics of interest to both biology majors and non-majors. (F/S)

Prerequisites: Successful completion (CD or higher) of Bio 151 or BIO 181; successful completion of an initial math cornerstone course (M tag) or placement into Math 114B, Math 231, or higher; students cannot receive credit for both BIO 152 and BIO 155 or for both BIO 152 and BIO 182.

BIO 155 SU HUMAN CELL BIOLOGY & GENETICS 4 cr

This is a one-semester exploration of the biological chemistry of the human cell organized around the unifying theme of the relationship of chemistry of biomolecules to the functional biology of a cell. Topics include the nature of science, biochemistry of water, proteins, lipids, carbohydrates, and nucleic acids, cellular structures, energy transformations in the cell, mitosis, meiosis, relationship between genotype and phenotype, transmission genetics and cancer. The material is covered in a combination of lecture, discussion and laboratory. A semester long project in the laboratory will be used to allow students to engage in scientific inquiry. This course is the second semester of the chemistry-biology sequence for Nursing majors.

Prerequisites: Placement into ENG 110; completion of CHEM 110 or CHEM 120; placement into MATH 101, Math 114A or higher is required; completion of or concurrent enrollment in MATH 101, Math

114A, or equivalent is recommended; students cannot receive credit for both BIO 155 and any of the following: BIO 151, BIO 152, BIO 181, or BIO 182.

BIO 181 ESU HONORS GENERAL BIOLOGY: CELL BIOLOGY & ECOLOGY 4 cr

Honors General Biology: Cell Biology & Ecology is the first semester of a two-semester biology sequence. It explores basic biological concepts of cell biology, energy capture and transfer, and ecology. Completion of this course will enable students to better understand how science works. The course is grounded in the philosophy and process of scientific inquiry and highlights historical events that have shaped past and current biological thought and practice. The biological problems and issues that challenge us today will be discussed. In that context, the course will examine: stem cell research, climate change, human population growth, and the basic principles of sustainability. The course includes: lectures, discussions, field trips, and laboratory experiences (F)

Prerequisites: Placement into ENG 110; placement into MATH 101, Math 114A or higher is required; completion of MATH 101, Math 114A, or equivalent is recommended; students cannot receive credit for both BIO 181 and BIO 151 or for both BIO 155 and BIO 181.

BIO 182 S INFORMATION FLOW IN LIVING SYSTEMS - HONORS 4 cr

Honors Biology: Information Flow in Living Systems is the second semester in the honors biology sequence. It explores the development, concepts, and application of our current understanding of genetics and evolution. Following completion of this course, students will better understand how science works, how DNA enables inheritance and controls the activities of cells and organisms, how species change over time, and how biology as a discipline plays a significant role in our lives. The course includes: lectures, discussions, and laboratory experiences that are tightly linked as well as discussion of relevant current biological events and exploration of the history of biological thought. (S)

Prerequisites: Successful completion (CD or higher) of BIO 181 or BIO 151; successful completion of an initial math cornerstone course (M tag), or placement into Math 114B, Math 231, or higher; students cannot receive credit for both BIO 182 and BIO 152 or for both BIO 155 and BIO 182.

BIO 201 BIOTECHNOLOGY 2 cr

Biotechnology addresses the tools and techniques of modern biotechnology, the application of biotechnology to medicine, agriculture and the environment. Ethical, legal and social issues associated with these applications will be discussed. (S)

Prerequisites: None.

BIO 206 EV NATURAL COMMUNITIES OF WISCONSIN 3 cr

An exploration of Wisconsin's wetlands, lakes and streams, prairies, savannas, and forests. In field trips and labs, we practice identifying local plants and animals, see some of the science behind our understanding of these biological communities, and support collaborative efforts to preserve our natural heritage. Cross-listed with ENV5 206. (F/SS)

Prerequisites: None.

BIO

BIO 208 NUTRITION 2 cr

Nutrients and their relationship to normal body function. Course Objective: To become knowledgeable consumers of nutrition information by being aware of the rapidly changing nature of nutritional science, and how you can responsibly evaluate and apply such information to your life. To be achieved by planning a nutritious diet, using the acquired basic understanding of good nutrition; discussing the major nutrition issues regarding the U.S. diet; listing the necessary changes in his/her diet to provide optimal nutrition; describing how nutrients are used in the body.

Prerequisites: None.

BIO 210 ANATOMY & PHYSIOLOGY I 4 cr

This course is the study of structure and function of the cells, tissues, skin, skeletal, muscular, and nervous systems of the human body. It has three lectures and one two-hour lab per week.

Prerequisites: None.

BIO 211 ANATOMY & PHYSIOLOGY II 4 cr

This course is the study of structure and function of the endocrine, digestive, respiratory, cardiovascular, lymphatic, urinary, and reproductive systems of the human body. It has three lectures and one two-hour lab per week.

Prerequisites: Successful completion (CD or higher) of BIO 210; or consent of instructor.

BIO 220 V INTRO HUMAN BIOMECHANICS 3 cr

Biomechanics is a field which uses mechanical analyses to investigate biological problems. Biomechanics involves combining what we know about the anatomy and physiology of the body, and physics to investigate problems. It is an increasingly popular field of study, as it has applications in health, prosthetic design, ergonomics, athletics, and computer gaming. Students who complete this course will study the methods that are currently used in investigating human biomechanical problems. Topics covered will include: mechanical and structural properties of living tissues, loads applied to joints, common sports injuries and treatments, linear and angular kinematics, linear and angular kinetics, equilibrium and torque. Course cross-listed with PHYS 220.

Prerequisites: MATH 111 or 112 or equivalent.

BIO 250 EV ENVIRONMENTAL BIOLOGY 3 cr

Humans are intimately connected to the natural world. We not only depend on the environment for our existence and well-being, we are part of the environment and our actions can affect it profoundly. This course explores the connections between humans and our environment by exploring basic ecological principals and applying them to many of the major environmental issues currently faced by humanity. Cross-listed with ENV5 250 (F/S)

Prerequisites: None.

BIO 251 IX INTRODUCTION TO BIOLOGY RESEARCH I 3 cr

An introduction to the scientific process that provides a framework for undergraduate research. Students discuss strategies for reading and writing in the sciences, consider scientific ethics, and practice experimental design and biostatistics. The work of the class on these

topics complements the development of an independent research project.

Prerequisites: Successful completion (CD or higher) of BIO 151, completion of or enrollment in BIO 152, ENG 110 or W cornerstone.

BIO 252 INTRODUCTION TO BIOLOGY RESEARCH II 1 cr

This course is an optional second semester of our introduction to the scientific process, which provides a continuing framework for undergraduate research. It includes discussions of scientific ethics, experimental design, biostatistics, written and oral presentation, and the current biological literature for students currently doing independent research. (F/W/S/SS)

Prerequisites: Successful completion (CD or higher) of BIO 251; contact instructor about concurrent enrollment in BIO 489.

BIO 275 DENDROLOGY 2 cr

A field course in the identification of the wild and cultivated woody plants growing in the Great Lakes region. Emphasis is on observation of plant characteristics permitting easy identification, in addition to discussion of the basic natural history, ecology, distribution, and human uses of each species. There is one three-hour laboratory per week. Cross-listed with ENV5 275

Prerequisites: None.

BIO 292 BIOLOGY EXCURSIONS VAR cr

Science learning experiences occur in the classroom, in the laboratory, and in the field. In this experience-based course, students discover and experience facts, concepts, and laws of science for themselves, much as scientists do in their professional lives. Experiences that extend from the classroom into the field allow students to explore, observe, and investigate things in the natural world that cannot be effectively brought into the classroom learning environment. Travel is an essential part of the class and locations will be chosen for their scientific and/or environmental significance. Classroom sessions will precede the travel portion of the course. Specific Prerequisites of the course will vary with semester and travel destinations. Cross-listed with NATS 292 and GEOS 292 (S)

Prerequisites: Specific prerequisites of the course will vary based on the requirements of the specific travel experience.

BIO 312 S MICROBIOLOGY 4 cr

This course focuses on the study of biological entities collectively known as ‘Microbes’, which include bacteria, viruses, protozoans, and fungi. Diversity and community interactions of microbes, both pathogens and non-pathogens, will be examined. The structure, biochemistry, physiology, molecular biology, pathogenicity, and control of microbes will be investigated. The course is a combination of lecture and laboratory sessions. (F/S)

Prerequisites: Successful completion (CD or higher) of CHEM 111 or CHEM 121 or BIO 155 or BIO152 or BIO182 or the consent of the instructor.

BIO 333 E ECOLOGICAL HISTORY OF CIVILIZATION 3 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

BIO

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 have led to the present, this course also explores the challenges faced by a growing and increasingly globalized human population as we move toward the future. Cross-listed with ENVS 333. (F)

Prerequisites: BIO 151 or consent of instructor.

BIO 351 ORGANISMAL BOTANY 4 cr
Explores advanced topics in botany, including surveys of the major plant groups, plant anatomy and physiology, plant ecology, and human uses of plants; also includes an introduction to fungi. The instructional activities designed for this course enable students to engage in the scientific process. Laboratory investigations, small group discussions, and writing assignments play a central role in instruction. Lecture topics are tightly linked to laboratory experiences.

Prerequisites: Successful completion (CD or higher) of BIO 151 and 152 or BIO 181 and 182.

BIO 352 ORGANISMAL ZOOLOGY 4 cr
This course is a broad survey of the study of animals. Organismal Zoology includes a survey of the major animal phyla, exploration of animal development, and investigation of selected topics in animal physiology and behavior. As an integrated lecture and laboratory course, students apply what they learn about the general principles of zoology to scientific investigations. Lectures, laboratory work, small group discussions, and writing assignments are tightly connected in this course intended for students who are majoring in the natural sciences.

Prerequisites: Successful completion (CD or higher) of BIO 151-152, BIO 181-182, or equivalent.

BIO 369A 2EG SPECIAL TOPICS: GALAPAGOS 4 cr
This course will explore the flora, fauna, and people of Ecuador. Particular attention will be given to the Galapagos Islands. The principles of ecology, sustainability, and the challenges of maintaining a living laboratory within the confines of a national park will be the context for the discussion of social, biological, and political issues. The course will challenge students to explore and to critically reflect upon their personal values, beliefs, spiritualities and worldviews in the context of decision making. Students will critically examine the global issue of human impact on biological communities. The course includes two weeks of travel to Ecuador.

Prerequisites: COR 1 or equivalent; open to students in their second or third year, or sophomore and above transfers and consent of the instructor. Students must be able to swim a minimum of two laps at the EW High School pool.

BIO 401 GENETICS 3 cr
Genetics is the study of heredity. The gene, the basic functional unit of heredity, is the focal point of this course. The course includes the fundamentals of gene structure and function, gene expression and control, classical genetics including both eukaryotes and prokaryotes, and concludes with the genetic analysis of populations. The primary

course goal is to enhance and to develop students understanding and application of core genetic principles through problem-solving.

Prerequisites: Successful completion (CD or higher) of BIO 152 or BIO 182 or BIO 155; completion of MATH 111 or MATH 114A; and completion of CHEM 110 or CHEM 120; or consent of instructor.

BIO 402 CELL AND MOLECULAR BIOLOGY 4 cr
Cell and Molecular Biology studies how life works at the cellular level. Topics include cell structure and function, the flow of energy in cells, the flow of genetic information in cells, regulation of cell function, and interactions of cells with their environment. Lecture and laboratory. (F, even years)

Prerequisites: Successful completion (CD or higher) of BIO 151 and 152 or BIO 181 and 182; completion of one year of college chemistry.

BIO 406 MEDICAL MICROBIOLOGY 4 cr
Although the vast majority of microbes are non-pathogenic, many are capable of causing disease in other organisms including humans. This course emphasizes 1) host-microbe interactions between bacterial or viral pathogens and the human host; and 2) the molecular and genetic contributions of both host and microbe in establishment of infection. Topics that will be covered include microbial pathogenesis, microbial genetics, host susceptibility, and mechanisms of antimicrobial control, both immunological and chemical. The course is a combination of lecture, laboratory, and journal club discussions. (S, odd years)

Prerequisite: Successful completion (CD or higher) of BIO 312 or consent of instructor; BIO 401 recommended.

BIO 408 IMMUNOLOGY 3 cr
This course is an examination of general properties and principles of immune responses and serves as an introduction to molecular and cellular immunology. Topics covered include antigen and antibody structure and function, effector mechanisms, complement, major histocompatibility complexes, B- and T-cell receptors, antibody formation and immunity, and regulation of the immune response. Special topics include immunosuppression, immunodeficiency, transplantation, immunotherapy, and autoimmunity. (S, even years)

Prerequisite: successful completion (CD or higher) of BIO 312 or consent of instructor.

BIO 410 PATHOLOGY 3 cr
This course is the study of human disease. The clinical signs and symptoms along with the therapeutic considerations of human diseases will be addressed. (F/S)

Prerequisites: Successful completion (CD or higher) of BIO 210 and BIO 211; or consent of instructor.

BIO 415 EXERCISE PHYSIOLOGY 4 cr
Exercise physiology is the science of how the body responds and adapts to exercise. Topics include a study of exercise physiology and metabolism theory, application to fitness, and the development of training regimes. (S, odd years)

Prerequisites: Successful completion (CD or higher) of BIO 211; completion of CHEM 111 or CHEM 121.

BIO – BUS

BIO 425 COMPARATIVE ANIMAL PHYSIOLOGY 3 cr
The study of animal function, focussing on the mechanisms that allow different kinds of animals to survive and thrive within their home environments. This course is intended for the broad spectrum of life-science majors who are interested in how animals work, how they interact with the world outside of their bodies, and how extraordinary adaptations have enabled some species to thrive in difficult environments. (S, even years)

Prerequisites: Successful completion (CD or higher) of BIO 151-152, BIO 181-182, or equivalent; successful completion (CD or higher) of or concurrent enrollment in BIO 352.

BIO 430 S ANIMAL BEHAVIOR 4 cr
The study of animal behavior from an evolutionary perspective. Lectures, labs, and discussions use both theory and experiment to understand how and why animals (including humans) do what they do. Topics include animal communication, mating behavior, parental care, foraging, habitat selection, and social behavior. (S, odd years)

Prerequisites: Successful completion of BIO 152 or consent of instructor.

BIO 445 V BIOLOGICAL PSYCHOLOGY 4 cr
This course examines the relationship between the functions of the central nervous system and behavior. Topics include basic structure and function of brain cells, and the physiological mechanisms of sensory perception, motor coordination, sleep, memory, language, aggression, anxiety, schizophrenia, and depression. Cross-listed with PSY 445. (F/S)

Prerequisite: BIO 151 or BIO 155 or BIO 181.

BIO 450 E ECOLOGY 4 cr
No species exists in isolation; life on Earth depends on interconnections between organisms and their environment. This course explores this interdependence by considering ecological principles as they pertain to individual organisms, populations, communities, ecosystems, and the biosphere. Special attention is given to the role of humans in global ecological systems. Many topics are explored through field-based research in local natural communities. Lecture, discussion, and laboratory.

Prerequisites: BIO 151/152 or BIO 181/182.

BIO 469 SPECIAL TOPICS IN BIOLOGY VAR cr
This course is an advanced study of topics of special current interest in biology and related fields. Seminar/discussion or lecture format.

Prerequisites: Consent of instructor.

BIO 479 INDEPENDENT STUDY - BIOLOGY VAR cr
The study of selected topics in biology under the direction of a faculty member in the department. (F/S)

Prerequisites: Consent of instructor.

BIO 480 3K BIOLOGY SEMINAR 2 cr
Edgewood's Biology major emphasizes the contributions of broadly-educated biologists to a just, and compassionate world. Biology Seminar is a forum in which our advanced students use a scientific

talk on undergraduate research to display their expertise in biology, demonstrate their understanding of the scientific process and its application, and articulate a personal philosophy regarding their role in the scientific community. All members of the course also take an active role in the discourse that is a critical part of the scientific community as they discuss and evaluate the work of their peers.

Prerequisites: COR 2, BIO 251, O tag, Junior status, or consent of the instructor.

BIO 489 FIELD/LABORATORY RESEARCH 1 cr
Field / Laboratory Research offers students the opportunity to engage in biological research. Prior to enrollment, students develop a proposal that includes the question they would like to investigate as well as the hypothesis to be tested.

Prerequisites: Successful completion of BIO 251, approved proposal, and consent of instructor.

Business (BUS)

BUS 120 INTRODUCTION TO BUSINESS 2 cr
Conducting business embraces many disciplines. This course will explore several areas such as marketing, management, and entrepreneurship and how they all work together when engaging in socially responsible commerce. Anyone interested in how business activities are carried out should take this course.

Prerequisites: None.

BUS 279 INDEPENDENT STUDY - BUSINESS VAR cr
Topics and credits arranged.

Prerequisites: Consent of instructor.

BUS 280 FINANCIAL ACCOUNTING 3 cr
This course explores the role of financial accounting in measuring and communicating business activities to external users. Information is measured through the application of the double entry system of accounting to financial transactions that impacts a company's resources and claims to those resources. Fundamental principles of financial accounting are explored as they relate to accounting systems, internal control, asset, liability and equity accounts. The impact of these transactions on the financial statements, the primary means of communication of information to external users is explored, as well as the preparation and interpretation of these financial statements. The course also includes an introduction to Intuit QuickBooks small business accounting software. (F/S)

Prerequisites: MATH 121.

BUS 281 MANAGERIAL ACCOUNTING 3 cr
This course defines the role of management accounting in producing information that is relevant in a fast-paced, competitive environment for internal decision makers within business organizations. Alternative methods for the computation of costs for products and services will be explored including job order costing, process costing, activity-based costing and standard costing. The behavior of costs will be analyzed using cost-volume-profit analysis. Cost information will be

BUS

utilized for budgetary planning and controlling, capital investment decisions, pricing, variance analysis and decision making activities in organizations. (F/S)

Prerequisites: BUS 280, MATH 122.

BUS 301 MARKETING PRINCIPLES 3 cr
This is an introductory course to survey the principles of marketing. Concepts relating to product, price, promotion, and distribution as well as of the sources of marketing information will be studied. (F/S)

Prerequisites: This course can be taken concurrently with pre-business course ECON 255, but not before.

BUS 302 ORGANIZATIONAL BEHAVIOR 3 cr
This course examines human behavior in work organizations, as well as effective means to manage that behavior in a way that contributes to both organizational effective and human satisfaction. Topics include team development, communication, leadership, motivation, problem solving, and ethical decision making.

Prerequisites: This course can be taken concurrently with pre-business course ECON 255, but not before.

BUS 303 CORPORATE FINANCE 3 cr
This course is an introduction to the financial management of firms and investments. Topics include: Forms of business, taxes, cash flows, financial analysis of firms, the financial system, business planning, Corporate Governance, interest-rate theory, time-value-of-money, valuation & characteristics of financial securities, and financial risk & return. (F/S)

Prerequisites: Successful completion of pre-business courses and MATH 222.

BUS 304 U BUSINESS LAW I 3 cr
This course introduces students to the court system, the legal process, contract formulation and performance, remedies, agency relationships, sales, product liability, and the Uniform Commercial Code. Provide students with (1) an understanding of how the law affects business operations, (2) an understanding of the principle of “stare devises” and the ability to apply the rule of precedent to case studies, (3) skills to use current technology in completing a legal research project involving a current ethical issue, and (4) a thorough understanding of basic contract law principles.

Prerequisites: Successful completion of pre-business courses.

BUS 305 OPERATIONS MANAGEMENT 3 cr
Operations in an industrial or service enterprise must work as a system to be efficient and competitive. Students will learn how operations management topics such as inventory management topics, project management, forecasting, capacity planning, scheduling, facility design and quality are interrelated. Quantitative methods are taught as the basis for decision making and process improvement. Spreadsheet analysis and process simulation are integral components of the course. (F/S)

Prerequisites: Successful completion of pre-business courses and MATH 222.

BUS 306 PROFESSIONAL COMMUNICATIONS 3 cr
This course focuses on written and oral communication in a business environment. In both individual and group settings students will plan, write, and deliver routine, goodwill, persuasive, and bad-news messages. They will complete business reports and proposals, plan and give oral presentations, write resumes and cover letters and engage in the interview process. The students will better understand the business communication environment and processes communicate more effectively in teams, master listening and non-verbal communication and be able to communicate inter-culturally.

Prerequisites: Successful completion of pre-business courses and BUS 301 and 302.

BUS 306 KX BUSINESS COMMUNICATIONS 4 cr
This course focuses on written and oral communication in a business environment. In both individual and group settings students will plan, write, and deliver routine, goodwill, persuasive, and bad-news messages. They will complete business reports and proposals, plan and give oral presentations, write resumes and cover letters and engage in the interview process. The students will better understand the business communication environment and processes communicate more effectively in teams, master listening and non-verbal communication and be able to communicate inter-culturally.

Prerequisites: ENG 110 or W cornerstone; completion of the O tag or concurrent enrollment in an O tag course; BUS 301, 302; completion of 4VAR credits.

BUS 307 VOLUNTEER INCOME TAX ASSISTANCE I 1 cr
The first of a two-semester, academic and experiential series, BUS 307 introduces students to different types of tax systems while presenting diverse perspectives on what makes up a fair and just tax system. This course will explore how culture plays a role in the development of tax systems both in the US and internationally. We will also discuss how government uses taxes to influence behavior and promote social goals. During this 8-week session, you will also complete the Department of Revenue certification required to volunteer at the IRS sponsored Volunteer Income Tax Assistance (VITA) sites during the spring semester. VITA provides free tax service to clients in need, generally low-income, handicapped and/or the elderly. (F)

Prerequisites: Successful completion of pre-business courses and COR 1 or equivalent opn to second and third year stduetns or sophomore and above transfers.

BUS 308 2 VOLUNTEER INCOME TAX ASSISTANCE II 2 cr
Course includes participation in IRS sponsored Volunteer Income Tax Assistance (VITA) Program giving students an opportunity to provide free tax service to clients in need, generally low-income, handicapped and/or the elderly. The course will challenge the student to develop a philosophy on what constitutes a just and compassionate tax system and to understand what the social goals are for a tax system. 50 volunteer hours through VITA is required spring semester for 2 credits; 100 volunteer hours through VITA is required for 3 credits. (S)

Prerequisites: BUS 307.

BUS 340 MANAGEMENT OF ORGANIZATIONS 3 cr
Designed to give the student a thorough understanding of how organizations, as social and goal-directed entities, perform in a

BUS

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 organizational culture, diversity, organizational conflict, organizational politics, and organizational change. (F)

Prerequisites: Successful completion of pre-business courses and BUS 302 and 305.

BUS 350 PRINCIPLES OF INSURANCE 3 cr
Risks (personal and business) that are insurable are discussed to lay the basis for principles of insurance. The fundamental insurance process is covered, including insurance contracts and entities assuming risk. Specific types of insurance are discussed, including property and liability (automotive, homeowners, renters, business and workers compensation), life insurance, annuities, estate planning, health and governmental insurance. Course is offered pass/fail. (Cross-listed with BUS 771)

Prerequisites: Successful completion of pre-business courses.

BUS 379 INDEPENDENT STUDY - BUSINESS VAR cr
Topics and credits arranged.

Prerequisites: Consent of instructor.

BUS 380 INTERMEDIATE ACCOUNTING I 3 cr
This course is an in-depth study of the theoretical foundations of financial accounting and reporting at the intermediate level. Topics include the accounting conceptual framework, the accounting information system, advanced financial statement preparation (balance sheet, income statement, and statement of cash flows), time value of money concepts, accounting for cash, receivables, inventories, property, plant, and equipment, and intangible assets. International accounting convergence issues are covered for main topics. The course includes an introduction to Sage Peachtree accounting software. Application of topics through written case analyses is required.

Prerequisites: Successful completion of pre-business courses and BUS 281 or concurrent registration.

BUS 381 INTERMEDIATE ACCOUNTING II 3 cr
A continuation of Intermediate Accounting I. Topics covered include accounting for current and non-current liabilities, contingencies and equity accounts; accounting for leases, investments, income taxes and pensions; dilutive securities and earnings per share; accounting changes, disclosure in financial reporting and revenue recognition. International accounting convergence issues are covered for main topics. Application of topics through written case analysis is required.

Prerequisites: BUS 380, MATH 121, 122, ENG 110, CS 150, or consent of instructor.

BUS 385 COST ACCOUNTING 3 cr
The fundamentals of cost accounting, covering job order, process and activity based costing. It emphasizes current practices in cost control through reports to management.

Prerequisites: Successful completion of pre-business courses and BUS 281.

BUS 411 INTERMEDIATE CORPORATE FINANCE 3 cr
This course is a continuation of BUS 303 Corporate Finance. Topics include: Capital Budgeting, Long-Term Financing, Working Capital Management, Corporate Restructuring, and International Finance.

Prerequisites: BUS 303 and ECON 256.

BUS 412 INVESTMENTS 3 cr
Stocks, bonds, derivatives, portfolio theory and other aspects of investment theory are explored.

Prerequisites: BUS 303 and ECON 256.

BUS 414 MONEY, BANKING, MARKETS 3 cr
This course covers the evolution of money, the development of banking institutions, the theory and implementation of monetary policy, and recent developments in international monetary affairs. A final section focuses on international banking, the Eurocurrency market and the international monetary system. May be cross-listed with ECON 460 and/or BUS 772.

Prerequisites: Successful completion of pre-business courses.

BUS 430 HUMAN RESOURCE MANAGEMENT 3 cr
Increasingly, companies are shifting human resource management responsibilities to supervisors and managers. This course focuses on the manager's role in human resource planning, job analysis and design, recruitment and selection, performance management, examines within a larger context of the organization's strategic direction and legal environment.

Prerequisites: BUS 302 and BUS 306 or concurrent registration.

BUS 431 MARKETING STRATEGY 3 cr
This course focuses on strategic marketing decisions using case studies and covering current topics in marketing management.

Prerequisites: BUS 301.

BUS 432 CONSUMER BEHAVIOR 3 cr
Analysis of how consumers process information, form attitudes, and make decisions, and how consumer behavior is affected by cultural factors and interpersonal influences.

Prerequisites: BUS 301.

BUS 433 ADVERTISING AND PROMOTION STRATEGY 3 cr
This course 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.

BUS 434 MARKET RESEARCH 3 cr
This course includes qualitative and quantitative research methods, with an emphasis on quantitative survey-based research applications.

Prerequisites: BUS 301.

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BUS 435 PROFESSIONAL SELLING AND SALES MANAGEMENT 3 cr

The steps of the relationship selling process, including the creation of effective sales presentations, analysis and use of state-of-the-art sales methods and negotiating techniques, use of technology in prospecting and selling, exploring careers in professional selling, ethical issues in sales, as well as effective hiring, training, and managing of salespeople.

Prerequisites: BUS 301.

BUS 440 IMPROVING ORGANIZATIONAL EFFECTIVENESS 3 cr

To be competitive in a global economy, organizations need a process for continuous improvement and effective planning. This course is designed to give the undergraduate student an understanding of process for continuous improvement and as an opportunity to apply human and organization knowledge to real-life business improvement problems. Topics include: strategies for continuous improvement; leadership and organization for continuous improvement; application of statistical methods; small group involvement and problem-solving; and customer and supplier involvement.

Prerequisites: BUS 302, 305.

BUS 462 PRINCIPLES OF LEADERSHIP 3 cr

This course will prepare students for leadership roles in their professional and personal lives. While the course cannot teach students to become leaders, it will provide a theoretical and practical foundation that students can use to develop and improve their leadership abilities necessary to be effective in a variety of settings. Students will also have the opportunity for personal development through self-assessment exercises and practical experiences. Topics include leadership theories, power and influence, change, diversity, innovation, conflict and negotiation.

Prerequisites: BUS 302 and 340

BUS 475 BUSINESS INTERNSHIP 3 cr

It provides an opportunity for the business student to intern in a professional business organization and to develop an understanding of the practice of business. The practicum will be supervised by the Business Internship Director working with a mentoring member of the organization interning the student. The student, the BID, and the interning organization's mentor will develop a printed contract with stated learning objectives, means of performance evaluation, and expected time commitments. The student is expected to successfully complete all required expectations of the business organization as well as the expectations of the BID.

Prerequisites: Senior standing as a business major, BUS 306 and consent of academic advisor.

BUS 479 INDEPENDENT STUDY - BUSINESS VAR cr

Topics and credits arranged.

Prerequisites: Consent of instructor.

BUS 481 AUDITING 3 cr

Principles of auditing and the audit process. The course describes the foundation for the role of the independent auditor in the global economy, professional standards, planning the audit and designing

audit programs, audit working papers, auditing specific financial statement categories, auditors reports and professional ethics. (S)

Prerequisites: BUS 381 (or concurrent registration) and BUS 483 strongly recommended.

BUS 483 ACCOUNTING SYSTEMS 3 cr

This course covers current information technology. Topics include accounting information systems, flow charts, internal controls, advanced spreadsheets and database techniques, information system selection, and developing business requirements. (F)

Prerequisites: BUS 381 or concurrent registration.

BUS 485 INCOME TAX ACCOUNTING I 3 cr

Income Tax Accounting I. Tax laws and regulations related to individual taxpayers and the principles of taxation common to all taxpayers (ie. Individuals, partnerships and corporations). (F)

Prerequisites: BUS 281.

BUS 495 INCOME TAX ACCOUNTING II 3 cr

Income Tax Accounting II Tax laws and regulations for corporations and exempt organizations; tax administration and research. (S)

Prerequisites: BUS 485.

BUS 499 3 BUSINESS STRATEGY 3 cr

This interdisciplinary capstone course provides student with the opportunity to integrate the multiple components of their business education and to practice the critical thinking, communication, managerial, and entrepreneurial skills necessary for developing sustainable, ethical organizations. First, students examine "Who am I" through reflections about their personal experiences and their personal and professional goals. Second, students develop a better understanding of "the needs and opportunities of the world" through a service-learning project that improves social well-being. Third, students explore their "role in building a just and compassionate world" by studying, integrating and applying key business concepts in the creation of a comprehensive business plan for a sustainable ethical organization that meets consumer needs. Students will participate in field trips, hear from guest speakers, and be coached and mentored by business professionals and faculty to enhance their learning and personal development. At the end of the course, students will present their business plans to the Edgewood community. (F/S)

Prerequisites: Business major and second-semester senior standing.

Chemistry (CHEM)

CHEM 106 S CHEMISTRY IN CONTEXT 4 cr

An exploration of chemistry with special emphasis on how it connects to real-world and environmental issues including concepts relevant to biological chemistry and the health sciences. Topics include the classification of matter, basic atomic structure, Lewis Structures of molecules, energy changes associated with reactions, ionic versus covalent compounds, and acids and bases. These topics will be examined in the context of issues such as the basic chemistry of air and water, ozone depletion, acid rain, production of energy, and global warming. Laboratory experiments serve to clarify and build upon

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lecture concepts, while including basic laboratory techniques and principles of laboratory safety.

Prerequisites: placement into ENG 101 and MATH 101 or equivalent proficiency in problem-solving.

CHEM 110 S INTRO TO CHEMISTRY 4 cr

An 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. Laboratory experiments serve to clarify and build upon lecture concepts while emphasizing laboratory techniques and safety. CHEM 110 S is a prerequisite for CHEM 111 S, but the two semester sequence is not a prerequisite for any other chemistry course at Edgewood College.

Prerequisites: Placement into ENG 101 and placement into MATH 101 or equivalent proficiency in problem-solving.

CHEM 111 S INTRO ORGANIC CHEMISTRY/ BIOCHEMISTRY 4 cr

An exploration of chemistry with special emphasis on concepts relevant to biological chemistry and the health sciences. CHEM 111 S explores the relationships between the structure of organic compounds and their physical and chemical properties, then continues with an overview of concepts in biological chemistry, including the structure and metabolism of carbohydrates, proteins, lipids, and nucleic acids. Laboratory experiments serve to clarify and build upon lecture concepts while emphasizing laboratory techniques and safety. This course is not a prerequisite for any other chemistry course at Edgewood College.

Prerequisites: Grade of "C" or better in CHEM 110; placement into ENG 101; placement into MATH 101 or equivalent proficiency in problem-solving.

CHEM 115 V CHEMISTRY OF ENERGY SOURCES & SOCIETY 3 cr

The general goal of this course is to explore the chemistry, technology, politics, economics, and environmental impacts of hydrocarbons, nuclear energy, and electrochemical energy. A foundation in the areas of nuclear chemistry, hydrocarbon chemistry, and electrochemistry will be provided. This course will have a significant writing portion, where students will be expected to follow rubrics for writing a good position paper, along with those for papers that are purely factual based as well.

Prerequisites: CHEM 106, CHEM 110 or CHEM 120

CHEM 120 S GENERAL CHEMISTRY I 4 cr

The first semester of a two-semester sequence of a first-year college chemistry course. The course treats concepts such as structure and properties of matter, electronic structure of atoms and compounds, chemical bonding, chemical reactions, thermochemistry, gas laws, and acid-base chemistry. Laboratory exercises providing hands-on experience with the concepts and experimental techniques of chemistry with emphasis on inquiry, green chemistry, safety, and proper laboratory conduct are integrated into the course. Three lectures plus one four-hour laboratory/discussion section per week.

Prerequisites: Placement in ENG 110 and completion of MATH 114A or placement into MATH 114B, MATH 231 or higher.

CHEM 121 S GENERAL CHEMISTRY II 4 cr

The second semester of a two-semester sequence of a first-year college chemistry course. The course treats basic concepts such as properties of solutions, chemical equilibrium, chemical thermodynamics, kinetics, electrochemistry, and nuclear chemistry. Laboratory exercises providing hands-on experience with the concepts and experimental techniques of chemistry with emphasis on inquiry, green chemistry, safety, and proper laboratory conduct are integrated into the course. Three lectures plus one four-hour laboratory/discussion section per week.

Prerequisites: CHEM 120 or CHEM 110 with a grade of B or better or consent of the instructor and completion of MATH 114A or placement into MATH 114B, MATH 231 or higher. CHEM 110 with a grade of B or better may be substituted for CHEM 120.

CHEM 130 S CHEMISTRY & FORENSIC INVESTIGATIONS 4 cr

This is a second-semester course in Chemistry with an emphasis on Forensic Applications. Topics will include the scientific method as it applies to crime scenes, basic concepts of electromagnetic radiation, colligative properties, a basic survey of organic None.mclature, basic chemistry of poisons, and the basic chemistry of biological molecules. These topics will be examined as applied to issues such as arson investigation, determination of time of death, nuclear terrorism, DNA analysis, and drug chemistry. Laboratory experiments serve to clarify and build upon lecture concepts, while including basic forensic techniques and principles of laboratory safety.

Prerequisites: CHEM 106, 110, 120, or consent of the instructor.

CHEM 321 ORGANIC CHEMISTRY I 4 cr

A two-semester sequence in the study of the structure (electronic and geometric), properties, and reactions of compounds of carbon. Topics include the structure and physical properties of organic compounds, stereochemistry, reactions and their mechanisms, and structure-reactivity relationships. Lab experiments emphasize lecture concepts while introducing methods in organic synthesis and illustrating techniques such as crystallization, distillation, chromatography, and spectroscopic methods of compound characterization (with emphasis on nuclear magnetic resonance and infrared spectroscopy).

Prerequisites: CHEM 121 with a minimum grade of C.

CHEM 323 ORGANIC CHEMISTRY II 4 cr

A two-semester sequence in the study of the structure (electronic and geometric), properties, and reactions of compounds of carbon. Topics include the structure and physical properties of organic compounds, stereochemistry, reactions and their mechanisms, and structure-reactivity relationships. Lab experiments emphasize lecture concepts while introducing methods in organic synthesis and illustrating techniques such as crystallization, distillation, chromatography, and spectroscopic methods of compound characterization (with emphasis on nuclear magnetic resonance and infrared spectroscopy).

Prerequisites: Concurrent registration in CHEM 331, 333 is required. *Prerequisites:* CHEM 121 with a minimum grade of C.

CHEM 340 BIOCHEMISTRY 3 cr

A study of the chemistry of biological systems. Topics include cellular constituents; chemical reactions involved in carbohydrate, protein,

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lipid, and nucleic acid metabolism; cellular energy metabolism; and enzyme kinetics. Previous or concurrent registration in courses in biological science is strongly recommended.

Prerequisites: Two semesters of general chemistry and two semesters of organic chemistry.

CHEM 351 U ANALYTICAL CHEMISTRY 4 cr
This course is an introduction to the fundamentals of analytical chemistry including the treatment of experimental and safety data, gravimetric analysis, volumetric analysis, equilibrium, electrochemistry, chromatography, spectroscopy, and instrumentation and its use in analysis of elements and molecules.

Prerequisites: CHEM 121, and either completion of MATH 114B or higher.

CHEM 360 QUANTUM MECHANICS 3 cr
An introduction to quantum mechanics and their applications to atomic, solid state, and nuclear physics and chemistry. Three lectures per week. Cross-listed with PHYS 360.

Prerequisites: PHYS 202 or equivalent; concurrent registration in or prior completion of MATH 331 is highly recommended.

CHEM 361 PHYSICAL CHEMISTRY 3 cr
Investigates the laws of thermodynamics, properties of the states of matter, and dynamics. Three lectures per week. Cross-listed with PHYS 361.

Prerequisites: CHEM 121 and PHYS 202, or consent of the instructor.

CHEM 370 INTEGRATED LABORATORY 2 cr
An advanced laboratory course based on projects agreed upon by the student and the instructor. The projects will incorporate experience from previous chemistry courses. A survey of advanced analytical techniques will be provided.

Prerequisites: CHEM 323 and CHEM 351.

CHEM 371 INORGANIC CHEMISTRY I 2 cr
An introduction to main group and transitional metal chemistry with emphasis on biologic uses of the elements. Two lectures per week.

Prerequisites: CHEM 121.

CHEM 379 INDEPENDENT STUDY - CHEMISTRY VAR cr
Topics and credits arranged.

Prerequisites: Consent of instructor.

CHEM 420 ADVANCED BIOCHEMISTRY 3 cr
Advanced extension of the topics in CHEM 340. Addresses theory and practice in modern biochemistry. Three lectures per week.

Prerequisites: CHEM 323/333, and 340, with minimum grades of C.

CHEM 421 ADVANCED BIOCHEMISTRY LAB 1 cr
Surveys the practice and theory in modern experimental biochemistry. One three-hour laboratory per week.

Prerequisites: Concurrent or previous enrollment in CHEM 420.

CHEM 431 X ADVANCED ORGANIC CHEMISTRY 3 cr
Advanced Organic Chemistry is 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. A special emphasis will be placed on the development of scientific writing skills. Three discussions per week.

Prerequisites: CHEM 323, ENG 110.

CHEM 451 ADVANCED ANALYTICAL CHEMISTRY 3 cr
Advanced theory and practice in analytical chemistry. Considerable time will be spent discussing the theoretical basis of modern chemical instrumentation. Three lectures per week. Offered in alternate years as demand arises.

Prerequisites: CHEM 351, 361, 370.

CHEM 469 SPECIAL TOPICS IN CHEMISTRY VAR cr
Advanced study of topics of special current interest in chemistry and related fields. Seminar/discussion format.

Prerequisites: Consent of instructor.

CHEM 471 INORGANIC CHEMISTRY II 2 cr
A survey of inorganic reaction mechanisms, materials, organometallic, and solid state chemistry.

Prerequisites: CHEM 371.

CHEM 479 INDEPENDENT STUDY - CHEMISTRY VAR cr
Independent reading and research developed by the student with the approval and direction of the instructor. (Topics and credits to be arranged.)

Prerequisites: Consent of instructor.

CHEM 480 K CHEMISTRY SEMINAR 1 cr
A seminar for upper-level chemistry majors to practice scientific communication skills and participate in discussion of topics in current research with fellow students and faculty. Students present a topic from the primary chemical literature. One seminar-format meeting per week.

Prerequisites: Four semesters of chemistry.

CHEM 489 UNDERGRADUATE RESEARCH VAR cr
Opportunities for students to engage in research collaboratively with faculty or with researchers from other agencies. Note: This course may be taken multiple times.

Prerequisites: Consent of instructor

Chinese (CHIN)

CHIN 101 L FIRST SEMESTER CHINESE 4 cr
As the first half of a two-semester sequence, Chinese 101 is designed to introduce to students basic communication skills of Mandarin Chinese (simplified), including reading, writing, speaking, and

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listening comprehension, presented in a culturally authentic context. Throughout the semester, students will learn and practice these skills through various instructional means designed through an interactive and interpersonal pedagogical approach. Students will also be exposed to contemporary Chinese culture through real-life situations, including greetings, dates and times, family, shopping, hobbies, school life, transportation, etc., and gain cultural knowledge in relation to the language skills. The course carries 4 credits and meets four times a week. This course will prepare students for their further study of the Chinese language and culture.

Prerequisites: None.

CHIN 102 L SECOND SEMESTER CHINESE 4 cr
This course continues to help students further develop basic communication skills of Mandarin Chinese (Simplified), including reading, writing, speaking, and listening comprehension, presented in a culturally authentic context. Throughout the semester, students will learn and practice these skills through various instructional means designed through a communicative and integrative pedagogical approach.

Prerequisites: CHIN 101 or equivalent.

CHIN 201 GL THIRD SEMESTER CHINESE 4 cr
As a second year Chinese class, this course helps students develop at the intermediate-level communication skills of Mandarin Chinese (Putonghua, Simplified), including reading, writing, speaking, and listening comprehension, presented in a culturally authentic context. Throughout the semester students will learn and practice these skills by various instructional means designed through a communicative and integrative pedagogical approach. Students will be further exposed to traditional and contemporary Chinese culture through a number of new real-life situations, including on-campus lodging, registering for classes, communication through the Internet, job interviews, etc. Students will also gain additional cultural knowledge in relation to the language skills by focusing on a wide range of topics regarding Chinese education, geography, and history as well as social and cultural issues such as gender equality, environmental protection, health and wellness, and contemporary social changes. The course carries 4 credits and meets 4 times a week each semester. This course will prepare students for their further study of the Chinese language and culture.

Prerequisites: CHIN 102, or appropriate language placement test.

CHIN 202 GL FOURTH SEMESTER CHINESE 4 cr
As a second year Chinese class, this course helps students develop at the intermediate-level communication skills of Mandarin Chinese (Putonghua, Simplified), including reading, writing, speaking, and listening comprehension, presented in a culturally authentic context. Throughout the semester students will learn and practice these skills by various instructional means designed through a communicative and integrative pedagogical approach. Students will be further exposed to traditional and contemporary Chinese culture through a number of new real-life situations, including on-campus lodging, registering for classes, communication through the Internet, job interviews, etc. Students will also gain additional cultural knowledge in relation to the language skills by focusing on a wide range of topics regarding Chinese education, geography, and history as well as social and cultural issues such as gender equality, environmental protection, health and wellness, and contemporary social changes. The course carries 4 credits and

meets 4 times a week each semester. This course will prepare students for their further study of the Chinese language and culture.

Prerequisites: CHIN 201, or appropriate language placement test.

Criminal Justice (CJ)

CJ 232 J INTRO TO CRIMINAL JUSTICE SYSTEM 4 cr
An introduction to the historical development and the 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.

Prerequisites: None.

CJ 236 JUVENILE DELINQUENCY 4 cr
An introduction to the issues, including an examination of definitions of childhood; the rules that define delinquency; historical and contemporary reactions to delinquent behavior; diverse and conflicting models of delinquency causation; and an overview of the changing systems of juvenile justice. Cross-listed with SOC 236.

Prerequisites: None.

CJ 337 POLICING IN CONTEMPORARY SOCIETY 4 cr
This course will give an overview of issues related to the policing of modern society. Specific issues covered will include proper criminal procedures, police discretion, police roles and responsibilities and problems in policing such as police brutality.

Prerequisites: CJ 232J.

CJ 338 PRISONS AND CORRECTIONS IN SOCIETY 4 cr
Situates the prison and the correctional system within the processes of the American and comparative criminal justice structures, exploring the historical development of the prison and imprisonment within changing legal, political, and religious definitions of crime and punishment. Questions regarding political legitimacy, coercive power, and the processes of socialization and adaptation within the prison and the wider correctional system are explored, as well as the administrative relationships between the correctional system and other political and socio-economic structures. The course includes field trips to correctional institutions. Offered in alternate years.

Prerequisites: None.

CJ 340 THEORIES OF DEVIANCE 4 cr
A theoretical study of criminal and deviant behavior in society, since the 18th century in Europe to present day. Various schools of thought, from the Classical School, Positivist School, and the Chicago School will be examined. Deviance will be viewed from sociological, biological, and psychological perspectives. Cross-listed with SOC 340.

Prerequisites: CJ 232J.

CJ 342 CAPITAL PUNISHMENT 4 cr
A historical study of capital punishment in the United States from the 1600s to the present. A close examination on the five methods of execution. An overview of wrongful deaths and high profile capital cases. Revisit issues on: Execution of youth for heinous crimes; submission of DNA evidence in capital cases; and the U.S.

CJ – COMMS

Constitution's VIII Amendment as it relates to what constitutes "Cruel and Unusual Punishment." A critical analysis of arguments in favor of and in opposition to capital punishment.

Prerequisites: None.

CJ 343 Q VIOLENCE AND VICTIMIZATION 4 cr

This course is a criminological overview of current patterns of violence and victimization in the United States and abroad. It is also an introduction to the sub-discipline of victimology, and covers several theories of victimization. Further, the social and psychological impacts of victimization on crime victims are discussed. Specific topics covered include rape, child victimization, and partner violence. Further, possible solutions to maladaptive victim responses and methods to increase victim empowerment through criminal justice system services are covered.

Prerequisites: CJ 232.

CJ 355 INTRODUCTION TO CRIMINAL LAW 4 cr

Criminal law to obtain a basic understanding of the criminal process and its underlying purposes and legal principles, and the fundamentals of legal analysis. The course will include the study of several areas of current concern in criminal justice.

Prerequisites: None.

Communication Studies (COMMS)

COMMS 100 O INTRODUCTION TO COMMUNICATION 3 cr

This course will introduce students to concepts in interpersonal, organizational, public and mediated communication, and will focus primarily on developing applied communication competencies in the following areas: personal relationships, conflict management, careers, small groups, public presentations, basic media literacy and civic engagement.

Prerequisites: None.

COMMS 101 SPEECH 3 cr

A fundamentals course that focuses on public speaking with some attention to group presentation. The course emphasizes communication theory and ethical practice as to how to organize an argument for effective persuasion and expression. The goal of the course is to help the students find their own voices in order to better use their public speaking skills.

Prerequisites: None.

COMMS 201 COMMUNICATION AND CIVILIZATION 3 cr

Provides students with the history of the discipline and the importance of communication in the development of civilization. The class covers the contributions of rhetoric and communications theory from early Greek times to the present, and offers vital insight to past and future contributions of Communication Studies.

Prerequisites: None.

COMMS 218A INTERCOLLEGE & ACADEMIC ACTIVITIES VAR cr

Participation in one of the following intercollegiate speech events: debate, original oratory, extemporaneous speaking, oral interpretation

of poetry, prose, humorous drama, or serious drama. One to two credits per semester, may be repeated up to a maximum of four credits.

Prerequisites: None.

COMMS 218B INTERCOLLEGE & ACADEMIC ACTIVITIES 1 cr

Participation in one of the following intercollegiate speech events: debate, original oratory, extemporaneous speaking, oral interpretation of poetry, prose, humorous drama, or serious drama. One to two credits per semester, may be repeated up to a maximum of four credits.

Prerequisites: None.

COMMS 218C INTERCOLLEGE & ACADEMIC ACTIVITIES 1 cr

(One credit per semester, may be repeated up to a maximum of four credits.)

Participation in one of the following intercollegiate speech events: debate, original oratory, extemporaneous speaking, oral interpretation of poetry, prose, humorous drama, or serious drama.

Prerequisites: None.

COMMS 218D INTERCOLLEGE & ACADEMIC ACTIVITIES 1 cr

(One credit per semester, may be repeated up to a maximum of four credits.)

Participation in one of the following intercollegiate speech events: debate, original oratory, extemporaneous speaking, oral interpretation of poetry, prose, humorous drama, or serious drama.

Prerequisites: None.

COMMS 219 APPLIED COMMUNICATION 2 cr

A practicum course providing guided experience in applied communication.

Prerequisites: None.

COMMS 220 PARILAMENTARY PROCEDURE 2 cr

Students in this course study best practices for and get practical experience in conducting efficient and productive professional meetings. This course is useful for students who wish to understand and/or prepare to participate in corporate boards of directors, government, or professional and student associations.

Prerequisites: None.

COMMS 225 ADVANCED APPLIED COMMUNICATION 2 cr

A practicum course providing advanced guided experience in applied communication.

Prerequisites: None.

COMMS 228 A TELEVISION CRITICISM 3 cr

A survey class covering the history of broadcast, satellite and cable television with content analysis of program genres and media research on TV effects, including viewing violence, news and political coverage, advertising and effects of TV on children concerning violence and advertising. This class also covers public health issues, including

COMMS

obesity and its links to TV viewing. This class has a strong emphasis on media literacy and how this media industry works.

Prerequisites: None.

COMMS 230 2K CIVIC ENGAGEMENT AND THE COMMON GOOD 3 cr

Through classroom work and volunteering for the Boys and Girls Club of Dane County, students will learn the essential role of communication in the organization's internal functioning and in its relation to the larger community. Among other activities, students will develop a significant public message (oral presentation, brochure, or web inclusion) about the agency. The total volunteer commitment will be 15 hours per student. Students will need to be available to spend at least 2 hours per visit during the hours of 9:00am to 5:00pm, weekdays. This time commitment does not include about 20 minutes each way to the Taft St. location. Students will be assigned to assist with a variety of communication-related roles.

Prerequisites: COR 1 or equivalent; open to students in their second or third year, or sophomore and above transfers; completion of the O tag or concurrent enrollment in an O tag course.

COMMS 240 INTRO TO INTERPERSONAL COMMUNICATION 3 cr

Helps students develop a strong theoretical base needed to become an expert in communication. By surveying a wide variety of communication concepts, theories, and research concerning communication in interpersonal contexts, students learn to build positive, productive relationships.

Prerequisites: None.

COMMS 241 J INTRODUCTION TO ORGANIZATIONAL COMMUNICATIONS 3 cr

Explores the communication that originates from and within profit and non-profit organizations. A survey of concepts, theories, and research helps the student to apply communication knowledge to the professional environment and prepare for a successful career.

Prerequisites: None.

COMMS 243 INTRODUCTION TO MEDIA STUDIES 3 cr

Explores the structure, history, functions, potentials, and impact of mass and mediated communication in the U.S., with a focus on how culture and mass media influence each other. (F/SS)

Prerequisites: None.

COMMS 245 SPEECH FOR TEACHERS 3 cr

Practical study of oral communications problems and methods especially adapted to the teacher's situation. Emphasis on modes of classroom presentation, counseling, interviewing, and self-evaluation.

Prerequisites: None.

COMMS 250 RELATIONAL COMMUNICATION 3 cr

Theory and practice of relational communication, with emphasis on strategic and ethical uses of communication to build relationships interpersonally, in families, and in groups.

Prerequisites: None.

COMMS 260 X WRITING FOR THE MEDIA 3 cr

This course introduces students to writing in a professional environment and to the forms of writing for the mass media (including news and feature stories for print and broadcast, advertising copy, writing for the Web, and writing for public relations). The class is heavily practice-based, with the majority of the final grade coming from weekly writing assignments and in-class writing workshops. The main course objective is for students to leave the class able to write clearly, concisely, and appropriately for a variety of media settings.

Prerequisites: ENG 110 or W cornerstone.

COMMS 310 ADVANCED COMMUNICATION THEORY 3 cr

In depth study of the genesis and development of key issues in contemporary communication theory and research.

Prerequisites: None.

COMMS 311 QUALITITATIVE COMMUNICATION RESEARCH METHODS 3 cr

This course aims to help students gain an essential view of qualitative inquiry within communication contexts. This course entails the following specific objectives: to examine the theoretical traditions of qualitative methods in the field of communication; to understand various approaches to qualitative inquiry such as interviewing, focus groups, and ethnography; to critique written qualitative research in communication journals and identify ways to improve it; and to develop skills and techniques to design a qualitative research project, including collecting and analyzing qualitative data and writing up qualitative findings.

Prerequisites: None.

COMMS 312 KU ARGUMENT AND CONTROVERSY 3 cr

This study of argumentation and controversy is designed to cultivate concepts and abilities which are practically important to the use of reasoned discourse in public contexts which involve disagreement, doubt, and/or opposition. The course aims at developing competence in the conduct of arguments calling for policy decision both in isolation and within public contexts. It seeks to enhance a student's ability to analyze, criticize, produce, and report arguments. The course also explores functions of argumentation in democratic societies. The study of argumentation focuses on two levels of concepts and abilities: (1) at a macro-level argumentation involves the overall calculations and responsibilities of advocates, e.g., the positions they occupy, the issues they address, the cases they deploy and the burdens of proof they undertake; and (2) at a micro-level the finer structure of argumentation involve study of the kinds of reasons advocates use, evidence and its tests, questions and cross-examination, etc.

Prerequisites: Completion of the O tag or concurrent enrollment in an O tag course; completion of PHIL 101.

COMMS 313 QUANTITATIVE COMMUNICATION RESEARCH METHODS 3 cr

Provides the student with the tools to better comprehend quantitative social science and organizational communication research. The class covers the basics of scientific inquiry, how to collect/analyze data for communication research and teaches students how to use the fundamentals of SPSS statistical analysis software for creating their own communication research projects.

Prerequisites: None.

COMMS

COMMS 314 PERSUASION, PROMOTION AND ADVERTISING 3 cr

This course investigates persuasive communication with a special focus on advertising and promotion. Students are introduced to theories of persuasion and the practical application of persuasive communication methods.

Prerequisites: None.

COMMS 316 MASS MEDIA AND COMMUNICATION 3 cr

Provides comparative and historical analysis of the power of mass communication and the media. Topics include societal, economical, political, legal and ethical impacts of mass communication and the role of the media. Special attention is given to the influence of the mass media on cultural diversity and information distribution.

Prerequisites: None.

COMMS 317 D INTERCULTURAL COMMUNICATION 3 cr

This course is the study of how individuals perceive and react to cultural rules, and how those perceptions and reactions affect the ways they communicate with one another. The general goals of the class are for students to develop understanding of the role that identity plays in intercultural communication, develop understanding of how cultural rules affect communication, learn how cultures differ from each other and how they come together and coexist, and develop competence in communicating with people of various cultures in the United States and beyond.

Prerequisites: None.

COMMS 318 ADVANCED ORGANIZATIONAL COMMUNICATION 3 cr

Gives students hands on experience in analyzing and auditing the communication within and disseminating from organizations. Beyond increasing students' research theory-based knowledge of how to best organize and deliver effective communication essential for organizational success, efforts will be made to assess the communication of local organizations.

Prerequisite: COMMS 241 or consent of instructor.

COMMS 319 2 MASS COMMUNICATION CAMPAIGNS: COMMUNICATION FOR THE PUBLIC GOOD 3 cr

This course asks students to investigate how communication campaigns can help improve the quality of life for diverse individuals and populations in the Madison community and beyond. Working in teams, students will develop the knowledge, understanding, and skills necessary to plan, design, and carry out a mass communication campaign based on principles of social marketing for a real-world client, a nonprofit organization in the Madison area. The issue addressed in this campaign will depend on the needs of the nonprofit organization, but whatever the issue, students will carefully consider relevant aspects of diversity including culture, gender, socioeconomic status, and more.

Prerequisites: COR 1 or equivalent; open to students in their second or third year, or sophomore and above transfers; background in media communication (possibly from COMMS 243, 260, or graphic design courses. is suggested but not required.

COMMS 320 GROUP DISCUSSION AND TEAM LEADERSHIP 3 cr

Theory and practice of effective participation in and leadership of groups, committees, and public discussion; application to problem solving, information sharing and team leadership.

Prerequisites: None.

COMMS 325 JKQ GENDER, CULTURE, AND COMMUNICATION 3 cr

In this course we will examine how gender is communicated within cultural and institutional settings (how we come to know what it is to be a woman or a man), the multiple ways humans communicate within and across gender lines (how we express ourselves as gendered individuals and why we do it many different ways), and the relationship of the two. We will also look at how feminists' theories illuminate gender issues in communication.

Prerequisites: None.

COMMS 329 BK INTRODUCTION TO RADIO BROADCASTING 3 cr

This course looks at the impact of radio within American culture and mass media. Students will complete several projects, both in groups and individually, to showcase their knowledge of radio history, genres, news writing, marketing, advertising, and radio production. Students will work on the fundamentals of writing and public speaking for radio. However, these skills are applicable to all areas of public communication. To increase confidence in writing and oral communication, we will work on writing and speaking skills with a focus on specific radio audiences. Students will acquire strategies for organizing, gathering and evaluating information; so, it is both accessible and appealing to an audience. This course concludes with a final project, a 30-minute radio program.

Prerequisites: None.

COMMS 330 INTRODUCTION TO VIDEO PRODUCTION 3 cr

Students learn to conceptualize, develop, produce and edit in basic television genre. Students are required to produce at least one short segment with TV content.

Prerequisites: Membership in WYOU Community TV and completion of camera recording and editing workshops.

COMMS 332 ADVANCED VIDEO PRODUCTION 3 cr

Complex story production and editing of segments exploring ethical and journalistic issues in depth.

Prerequisites: None.

COMMS 334 DOCUMENTARY VIDEO PRODUCTION 3 cr

Basic documentary production styles and issues; how to conceptualize and create journalistically sound documentaries. Students will produce a 30 minute video documentary.

Prerequisites: COMMS 318 and 332.

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COMMS 378 COMMUNICATIONS TEACHING PRACTICUM VAR cr

Gives the student an opportunity to experience the classroom from the other side of the desk. This course additionally serves as a great experience builder to preparing for the role of a graduate teaching assistant in grad school. Duties will include assisting with teaching, grading, and student support.

Prerequisites: Student must earn a grade of 'A' in the course in which they will assist.

COMMS 379 INDEPENDENT STUDY - COMMUNICATION STUDIES VAR cr

Independent Study of selected topics in Communication Arts developed by the student with the approval and direction of the instructor.

Prerequisites: Consent of instructor.

COMMS 430 SPECIAL TOPICS IN COMMUNICATION STUDIES 3 cr

A variable topics seminar that treats specialized areas of communications study, e.g., health communications, communication, communication and the environment, persuasion, and marginalized communities.

Prerequisites: None.

COMMS 430A TOPICS: HEALTH COMMUNICATION 3 cr

Prerequisites: None.

COMMS 430B TOPICS: AFRO-AMERICAN COMMUNICATION 3 cr

This course explores African-American language, culture and communication with in-depth and reitical interpretations within a social and historical context. Cross-listed with ETHS 430B.

Prerequisites: None.

COMMS 430C TOPICS: GENDER COMMUNICATION ISSUES AT HOME, WORK, AND IN PUBLIC 3 cr

Study of differences and similarities in gender communication with regard to the family, the workplace, and public settings. Issues in gender communication will be approached from a variety of scholarly perspectives; the seminar will focus on conversational analysis from a pragmatic perspective.

Prerequisites: None.

COMMS 430D TOPICS: UNSPINNING CAMPAIGN RHETORIC 3 cr

Characteristic of political campaigns is the "spinning" of factual information. Campaigners employ a variety of techniques including bending "facts," mischaracterizing the words of others, and ignoring or denying crucial evidence to create support for their value and/or policy positions. Guided by previous communication research, students will identify important assertions of fact in the campaigns of state and local candidates in the 2010 elections and seek to verify such assertions by consulting relevant literature and experts. if the candidates' assertions are not supported, the candidates themselves will be asked for clarification. The study will be conducted within the context of general campaign communication and will pursue such questions as "What political realities encourage "spin?" "What is the

ethical importance of veracity in political speech?" "What is the role of the media in perpetuating "spin" and/or "fact checking" assertions made in political campaigns?" Cross-listed with HI 404.

Prerequisites: None.

COMMS 430E K SOCIAL MEDIA: BRANDS, INFLUENCERS & SOCIAL COMMUNITIES 3 cr

This course will help students understand how social media has changed the way we do business and explore the influence of social networks and personal connections. Learning will take place both in virtual and face-to-face environments. Students who complete this course will know how to create profiles, appropriately post, tweet, comment, chat and tag. Students will gain confidence in their participation in virtual communities and have hands-on experience with the latest social media platforms, developing the online communication skills that today's employers demand.

Prerequisites: None.

COMMS 430G HOW TALK WORKS: PRAGMATICS OF COMMUNICATION 3 cr

Topics seminar focused on the strategic design of human communication. Draws on advances in the philosophy of language and in communication theory to illuminate various communication practices, e/g, testifying, gossiping, proposing, accusing, advising, praising, story-telling, etc. (S)

Prerequisites: None.

COMMS 440 TOPICS: SENIOR CAPSTONE 3 cr

Senior capstone in communication studies seeks to prepare graduating students for life after Edgewood. This class helps students reflect upon and prepare to present their accomplishments, develop resumes/ curriculum vitas, practice communication-theory-based interviewing skills, and explore avenues for locating career and graduate study opportunities as well as opportunities for developing a rich and fulfilling life outside the professional realm through civic engagement. The course also guides students in reflecting on Edgewood's COR questions in the context of their chosen field.

Prerequisites: None.

COMMS 450 COMMUNICATION INTERNSHIP VAR cr

Required of Communication Studies majors. The Communication Studies Program will make efforts to locate internships for students; however, in cannot guarantee availability. Internship experience should be relevant to the student's area of emphasis and career goals.

Prerequisites: None.

COMMS 479 INDEPENDENT STUDY - COMMUNICATION STUDIES 1 cr

Independent Study of selected topics in Communication Studies developed by the student with the approval and direction of the instructor.

Prerequisites: Consent of instructor.

COMMS 499 SENIOR PROJECT 1 cr

Prerequisites: None.

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COR 101 1 UNDERSTANDING WISCONSIN CULTURE OF ALCOHOL USE & ABUSE 3 cr

Alcohol 101 provides an opportunity to: (1) explore personal beliefs and values around alcohol use and (2) understand connections to the unique Wisconsin alcohol culture. Areas of exploration include: study the Wisconsin cultural perspectives on alcohol use; study the biological impacts of alcohol use; reflect on personal, family and community experiences of alcohol use and abuse; and act through making deliberate, conscious personal choices on alcohol use. In this class you should expect to participate in several excursions into the community outside of, and in addition to, class time (primarily nights and weekends). Transportation is arranged.

Prerequisites: This course is for first semester freshmen or freshmen transfer students.

COR 102 1D DIVERSE LANDSCAPES IN US CULTURE 4 cr

This course examines from a sociological perspective the ramifications of a multicultural population within a given setting, paying special attention to the complex relationships between landscapes and the diverse communities who inhabit these spaces. Students will examine their relationships to these communities and the relationships within, paying attention to the ways race, class, gender and sexuality shape these settings. Emphasis will be placed on the research method of ethnography, with each student learning how to write an ethnography centered on a specific setting. S/he will take special note of all interactions within the setting.

Prerequisites: This course is for first semester freshmen or freshmen transfer students.

COR 103 1 UNDERSTANDING & ADVOCATING FOR INDIVIDUALS WITH DISABILITIES 3 cr

This course is designed to enrich students' understanding and appreciation of students with cognitive disabilities (Learning Disability, Down Syndrome, ADHD, Mental Illness, Autism Spectrum, etc.). The course will provide an overview of the thirteen categories of disability with the focus on the disabilities most identified in a college setting. We will explore students' identification and understanding of the disabilities, their perceptions/misperceptions of people with a disability, their beliefs, values and personal feelings regarding the rights of people with disabilities, and their role in building a more just and compassionate world by advocating for people with a disability in their classrooms, dorm and community at large. This course requires mentoring a college student from the Cutting Edge Program outside of class time.

Prerequisites: This course is for first semester freshmen or freshmen transfer students.

COR 104 1Q GENDER AND CARING 4 cr

Feminist perspectives of caring and care-giving will be explored. The questions, "who am I?" and "who can I become?" will be explored by deconstructing the meaning of "caring", how it has been defined, and by whom (i.e., the influence of culture, race/ethnicity, class). The question "What are the needs and opportunities of the world?" will be discussed by looking at the following: how technology has influenced caring

behaviors, and how gender roles are "assigned" to infants and children. Finally, "what is my role in building a more just and compassionate world?" will be answered by looking at how caring and care-giving behaviors (especially in care-giving professions) are practiced in our families, communities, and society.

Prerequisites: This course is for first semester freshmen or freshmen transfer students.

COR 105 1K HUMOR: ALWAYS A LAUGHING MATTER? 3 cr

We will look at the verbal and nonverbal symbols used in humor from a variety of perspectives. You will have a chance to share the humor you enjoy and speculate on how it reflects your identity. We'll also take a broader societal and historical view of humor. Has our understanding of humor evolved through the history of western civilization? Has it always been just entertainment or has it played a role in interpersonal relations, health, commerce, politics and /or as a reflection of culture? Can we detect ways in which the use of humor might be adapted for the betterment of self and society? This course requires at least one off-campus field trip on a weekend.

Prerequisites: This course is for first semester freshmen or freshmen transfer students.

COR 107 1D RETHINKING THE BORDER: U.S. IMMIGRATION 3 cr

Through an exploration of a range of immigrant expressions (songs, narratives, fiction, documentaries, interviews) this course will examine the role of Latino immigrants in the shaping of the US. Against the backdrop of an increasingly multicultural US, this class will consider the breadth and depth of cultural history and experience that make up the US, even as we examine the ways in which immigrants (both historically and today) have come under attack. Though the traditional US immigrant narrative focuses on those immigrants who came into Ellis Island, in the shadow of the Statue of Liberty, this course will look more closely at the long US-Mexican border (understand both as a physical barrier between the two countries, but also a psychological reality) and the huge role of Mexican immigrants in shaping the US, not only in the traditional 'borderlands' of California and the Southwest, but across the country. Students will consider issues of recognition and citizenship, both in their own family histories, as well as in the communities they belong to. Using the Dominican studium, students will have the opportunity to study both their own place in the larger immigrant history that has shaped the United States, as well as the historical and current experiences of immigrants to the US. Their study will be accompanied by reflection throughout the course of the semester, and, in keeping with the COR 1 questions, they will come to terms with their role as actors in the immigrant debates taking place both locally and nationally. Community-based experiences outside of class time may be expected several times throughout the semester.

Prerequisites: This course is for first semester freshmen or freshmen transfer students.

COR 108 1 GLOBAL CHANGES, LOCAL LIVES 3 cr

How do we understand the global forces that shape our communities, and our choices about how we live within our communities? We will use Sociology and Dominican values to explore and evaluate the impact of globally driven trends such as factory closings and the development

COR

of factory farming. We will visit sites affected by economic change, interview people affected and write the stories of ourselves and our communities from a number of angles. How are our stories related to stories elsewhere in our global world? How has the economy in my community shaped my experience and values? How are justice, truth, partnership, community and compassion reflected in my community and in economic changes generally? Expect lots of discussion and an assignment with an "I Am From" poem. This course requires one weekend fieldtrip.

Prerequisites: This course is for first semester freshmen or freshmen transfer students.

COR 109 1 WE DIDN'T START THE FIRE 4 cr

This course explores what it means to think about the course of global history over the past 60 years and how global history influences the ways in which students construct their own identities. Students will learn a variety of analytical approaches to understanding globally situated historical moments and events as well as a variety of approaches and theories of identity. The course begins by exploring the historical events and people presented in Billy Joel's "We Didn't Start The Fire." Students will apply a variety of analytical lenses to the global events and people in the song, prior to transitioning to exploring events and moments critical in their own lives over the past 18+ years. Students will also engage with a variety of community members such as politicians, curators, writers, newspaper editors, etc., to understand how history is constructed and presented. Students will also interview a variety of community members across generational and ethnic difference to understand the global events that inform the lives of community members. The course will culminate with students recording and presenting their own version of "We Didn't Start The Fire" along with a performance piece that captures what they learned about global events and history from community interviews.

Prerequisites: This course is for first semester freshmen or freshmen transfer students.

COR 250 2D CONVERSATIONS IN RACE AND DIVERSITY 3 cr

This course is a salon-style forum for students to unpack and explore the many dimensions of race in society and the ongoing challenges of building inclusive communities. Students will have sustained, direct, relevant and in-depth conversations with racial justice activists, individuals and organizations doing inclusive community organizing, social issue advocates, and people working on inclusive reforms in government, education, business and industry, media and other civic groups. This course has expectations for outside of class community engagement.

Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers.

COR 251 LIFETIME LEGACIES: LIFE REVIEW I 2 cr

This course is a study of dying, death and bereavement. Special attention is given to the stresses that are inevitably part of a terminal illness and how these stresses affect the people involved -- the dying patient, the family and friends, health care professionals, and the volunteers. Students will complete two life reviews -- one for their own lives and one for an older adult in the community. There will be visits to hospice

programs including the prison hospice program in Waupun. Students will volunteer at places like detox, the VA, Madison Senior Center and Attic Angels, working with older adults and gathering their life stories. There is a 25 hour volunteer requirement over two semesters, as part of the course.

Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers.

COR 252 2 MADISON: A MODEL CITY 3 cr

This course will explore current local issues and how they affect the lives of all of us living in South-central Wisconsin. Possible issues include jobs, schools, safety, politics and kids, as well as new urban living, sustainable agriculture and food policies, the environment and green economy, and civic engagement and public life. Students will meet with community leaders at various sites throughout the Madison area.

Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers.

COR 253 2 COMMUNITY CHANGE THROUGH REFLECTION & ACTION 3 cr

This course allows students to explore community change questions such as how groups work collectively to encourage change, create a collective vision, build relationships, sustain energy over time, address barriers and celebrate successes. Students will learn about institutional and community-based approaches to change. They will examine the cultural assumptions and community identity underlying change efforts. Participation in a day-long community-based experience required in addition to class time.

Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers.

COR 254 2 RESTORATIVE COMMUNITY: INTRO TO RESTORATIVE JUSTICE 3 cr

Students will learn about concepts of restorative justice such as the three dimensions of harm when a crime is committed and the peacemaking circle as a tool to transform brokenness into a place of healing. They will learn how to create consensus, build community, incorporate the process into a community-based setting, and create positive environments and the means to build community. This class has expectations for outside of class community engagement.

Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers.

COR 255 2 INTEGRATION, DISABILITY & ENGAGED CITIZENS 3 cr

This course will give students the ability to be a part of the only program in Wisconsin serving adults with more severe disabilities in higher education. While they learn more about disability in our society and the barriers this population confronts in our community, they will be serving to help them overcome these same barriers. Through a unique collaborative relationship with individuals with severe disabilities, students will be involved in a totally integrated, service learning project of their choosing on and off the Edgewood College campus. Undergraduate students will be paired with Cutting Edge students with

COR

like interests and together they will explore becoming engaged citizens. Both will learn and grow while reflecting on the nature of volunteerism and the as powerful change and growth experience in their lives. This class has expectations for outside of class community engagement.

Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers.

COR 295 2 CARING FOR OURSELVES, THE WORLD 3 cr

This COR 2 seminar has been designed as an opportunity to explore the connections between our life work as helping professionals, development as leaders in these careers, and building resilience through self-care and mindfulness. Using the lens of the COR 2 essential questions (Who am I and who could I become? What are the needs and opportunities of the world? What is my role in building a just and compassionate world?), the class will pose such questions as, What are the relationships between self and community, and between personal activities and public service? What responsibilities exist in these relationships? How do social forces (e.g., poverty, racism, and sexism) shape these roles and inform one's responsibilities? Through reading, discussion, and service activities, students will reflect upon community experiences, how these experiences influence their personal and public worlds, and their personal values in relation to these spheres, while identifying and examining their own value systems as they are situated in the values systems of other contexts, including those of their service sites and the Dominican tradition. Class members must have a concurrent field placement within their majors, and content will be based in part of the experiences of students in these placements.

Prerequisites: COR 1 or equivalent; open to students in their second or third year, or sophomore and above transfers; concurrent field placement within major.

COR 304 2X PERFORMING SOCIAL JUSTICE 4 cr

In this class students deepen their understandings of and capacity for pursuing social justice through performative approaches, with the goal of crafting and carrying out innovative and effective social action. This class brings study and reflection to action. Students begin the semester with small performative action projects, supported by reading, writing, and discussion, as they learn about human issues, histories of structural inequalities, activist theater, and how critical social theory relates to justice activism. The class devotes some of that time to clarifying students' passions and values, trying out innovative approaches to social issues and honing the critical skills necessary to create do-able and meaningful work in the second half of the course. This class has expectations for outside of class community engagement.

Prerequisites: COR 1 or equivalent; open to students in their second or third year, or sophomore and above transfers; ENG 110 or W cornerstone.

COR 307 2X READING WRITING RUNNING: RACE FOR THE CURE 4 cr

Reading, Writing, and Running studies the advocacy run/walk in modern America with students participating in the Madison Susan G Komen Race for the Cure. This course integrates physical training for the race with the study of breast cancer advocacy. While training for the Race, students simultaneously explore their personal relationship to the disease, the larger social conversation on breast cancer, running and advocacy; they will write personal narratives, academic analyses,

and become advocates for breast cancer research as part of building a more just and compassionate world. To do this, they will organize a Susan G. Komen Race for the Cure Edgewood team, write for and participate in the organization's goals, and support each other as they set physical goals to prepare for the Race for the Cure. This class has expectations for outside of class community engagement.

Prerequisites: COR 1 or equivalent; open to students in their second or third year, or sophomore and above transfers; ENG 110 or W cornerstone.

COR 310 2 CIVIC LEADERSHIP 3 cr

This course is offered as an academic seminar to support the study, reflection, and action of students already serving in leadership roles in community organizations (non-profits, political or advocacy organizations) or campus organizations with a specific focus on addressing community issues (SGA, Alternative Breaks, Woods Edge, etc.). Students will learn about different models of community involvement and use their own experience working on a community issue to examine how these models relate to and support their practical experiences. In addition, students will examine and explore how leadership roles inform social change. Requires concurrent leadership/community engagement experience. Consent of instructor required.

Prerequisites: COR 1 or equivalent; open to students in their second or third year, or sophomore and above transfers; consent of instructor.

COR 351 2 LIFETIME LEGACIES: LIFE REVIEW II 2 cr

This course is the second in a two part series that studies dying, death and bereavement. Special attention is given to the stresses that are inevitably part of a terminal illness and how these stresses affect the people involved -- the dying patient, the family and friends, health care professionals, and the volunteers. Students will complete two life reviews -- one for their own lives and one for an older adult in the community. There will be visits to hospice programs including the prison hospice program in Waupun. Students will volunteer at places like detox, the VA, Madison Senior Center and Attic Angels, working with older adults and gathering their life stories. There is a 25 hour volunteer requirement over two semesters, as part of the course.

Prerequisites: COR 251.

COR 380 2CD SEMINAR: IMMIGRANT NARRATIVES 4 cr

An integrative seminar in ethnic studies, literary studies, and community-based learning, this course investigates, through multidisciplinary lenses, the issues of migration, border, and identities in the United States in the 20th and 21st centuries. Focusing on immigrant narratives of various genres, such as fiction, film, autobiography, and oral narrative, by women and men of diverse ethnic and racial ancestries, and integrating classroom inquiry and community engagement, we will explore the following questions: What are the major themes and issues in immigrant narratives? What does it mean to cross borders, and what motivates and causes border crossings? What are the possibilities and problems of border crossings? In what ways do immigrant and diasporic subjects challenge or negotiate boundaries that seek to oppress, exclude or constrain? How do the forces of race, ethnicity, gender and class intersect in the construction of immigrant or diasporic identities? In what ways do immigrant narratives challenge or accommodate the US national discourse of immigrant integration and progress? How does the study

COR – CS

of migration, border, and identities shape our understanding of our own histories and identity constructions? What is our role in building communities committed to cultural pluralism and social justice?

Prerequisites: COR 1 or equivalent; open to students in their second or third year, or sophomore and above transfers; ENG 110 or W cornerstone.

Computer Science (CS)

CS 101 I INFORMATION, COMPUTERS & THE WEB 3 cr

This course introduces the ways in which information, computers and the Web come together as part of our digital world. Students explore the societal impact of digital resources, how the Web is constructed and access and complete a series of exploratory activities that employ commonly used applications (such as search engines, word processing and graphical presentation software). Emphasis is placed on the ethical use of information and practical applications for life in college and work.

Prerequisites: None.

CS 105 I DIGITAL LIFE THROUGH MULTIMEDIA 3 cr

Multimedia has emerged as a common thread with which to connect individuals to the digital world. The course uses various multimedia technologies to explore everyday life, the societal impact of digitally produced resources and how the Web is exploited by both individuals and organizations. Emphasis is placed on how multimedia is used for life in college and the world of work.

Prerequisites: None.

CS 150 I COMPUTING & BUSINESS APPLICATIONS 3 cr

This course is designed to provide students in-depth skills in business productivity systems including Microsoft Office Suite as well as necessary Information Literacy skills.

Prerequisites: Basic knowledge of Windows and initial familiarity with Microsoft Office suite. This course should be taken by students who seek a Business degree.

CS 180 INTRO TO COMPUTING AND PROGRAMMING IN JAVA 4 cr

As an introductory course to programming in Java, it includes a history of computers and computing. Students are also introduced to programming in HTML to create standards compliant websites.

Prerequisites: None.

CS 220 INTRODUCTION TO NETWORKING TECHNOLOGY 4 cr

The course concentrates on the theory and practical application of networking principles, with an emphasis on the technical components of data and voice communications and TCP/IP.

Prerequisites: None.

CS 250 IT PROJECT MANAGEMENT 4 cr

This course is focused on project management principles and practices for the information systems and technology profession.

Prerequisites: None.

CS 270 INTRODUCTION TO DATABASE STRUCTURES 4 cr

Concepts of files, databases, data objects, and presentation of data in various formats are covered. Introduction to types of database applications includes student project and use of open source tools such as MySQL and PHP.

Prerequisites: None.

CS 279 INDEPENDENT STUDY - COMPUTER SCIENCE 1 cr

Topics and credits to be arranged.

Prerequisites: Consent of instructor.

CS 301 X INFO SYSTEMS ANALYSIS & DESIGN 4 cr

This course blends theory with practical application. Today's information systems are built using object-oriented approaches. CS301 focuses on the definition, analysis and design stages of systems development. Students will apply theoretical concepts through practice using case studies. Projects will be completed both on an individual basis and in a collaborative team environment. CS301 must be followed by CS302

Prerequisites: CS 180 CS 270, ENG 110 or W cornerstone.

CS 302 INFORMATION SYSTEMS: DESIGN & IMPLEMENTATION 4 cr

Continues the work started in CS301. This course completes the study of information systems design and implementation processes. Students will be required to complete a major project, created specifically to apply their knowledge at a practical level. Emphasis is placed on the participatory nature of system design and implementation and will require active contributions by the students during and outside of official class hours.

Prerequisites: CS301.

CS 320 PROFESSIONAL ISSUES IN IS & IT 3 cr

To effectively work in the digital world, one must understand not just the terminology but also its impact in one's environment, organization and in the broader community. This course examines technology, change, society leadership, and the role of those using digital technology in their professional lives. (F)

Prerequisites: None.

CS 340 INTRODUCTION TO WEB DEVELOPMENT 4 cr

This course introduces the students to core concepts of developing for the web environment including end-user interface, back-end, database and client/server interactions. Various languages are utilized during completion of individual and team projects. (F)

Prerequisites: CS 180 and CS 270.

CS 379 INDEPENDENT STUDY - COMPUTER SCIENCE VAR cr

Topics and credits to be arranged.

Prerequisites: Consent of instructor.

CS 430 INFORMATION SECURITY & NETWORK MANAGEMENT 4 cr

The securing and management of networks poses some of the most complex challenges to the Information Systems/Technology

CS – ECON

professional. This course, designed to follow CS 220, explores various methods used to secure a network, including commonly used encryption algorithms. Effective network management techniques ensure that all types of information travel the network in an efficient manner.

Prerequisites: CS 220.

CS 470 INTERNSHIP IN COMPUTER SCIENCE VAR cr
Students complete this course as part of the internship requirement for the major.

Prerequisites: Junior standing in the major or minor; consent of department.

CS 479 INDEPENDENT STUDY - COMPUTER SCIENCE VAR cr
Topics and credits to be arranged.

Prerequisites: Consent of instructor.

CS 480 ADVANCED WEB DEVELOPMENT 4 cr
This course covers advanced web development techniques, including student and team projects, database development for enterprise systems, and multiple platforms.

Prerequisites: All 300 level courses.

CS 490 TOPICS IN COMPUTER SCIENCE VAR cr
Under the supervision of a faculty member of the CIS department, this course provides students the opportunity to conduct research in a topic of their choosing to deepen their knowledge in a particular area of the Computing profession.

Prerequisites: CS 340 CS 301.

CS 492 3 INFORMATION SYSTEMS PROJECT 4 cr
As an integrating course combining all of the elements of successful system development, this is the capstone course for the CIS major. This course is intended to provide the students with an opportunity to implement and complete a project in support of an Edgewood College Community Partner. Working in teams, the students utilize formal project management structures and processes. Through an examination of technologies used for communication, with a special focus on the emerging emphasis on technologies used for social networking, the students completing this community service project will consider this question: As members of the IS/IT profession, in what ways do their roles as purveyors of technology impact and are impacted by the constant shift of technological platform and how does this constant change shape their views. This question will be examined from three contexts: 1) organizations in which they work; 2) their personal lives; and 3) the lives of others with whom they interact. The class will develop a system in accordance with client specifications and present its final results to departments and peers of the college. (S)

Prerequisites: COR 2, CS 320 and 480.

Cytotechnology (CYTO)

CYTO 400 CYTOTECHNOLOGY COURSE OF STUDY VAR cr
Prerequisites: None.

Economics (ECON)

ECON 250 GJ THE POLITICAL ECONOMY OF ENERGY 4 cr
A seminar designed to explore the following issues: the economics of the global petroleum industry from the Standard Oil Trust, the Seven Sisters and OPEC; the generation and distribution of electricity over the last 100 years and the prospects for the next fifty years with special emphasis on alternative sources of electricity both on and off the grid; the global demand for fossil fuels and the impact that oil production has had on producing nations; peak oil concerns and national security issues; and the critical relationship between food production and energy inputs across the global economy.

Prerequisites: None.

ECON 255 GJ PRINCIPLES OF MACROECONOMICS 4 cr
A one semester course in macroeconomics designed to meet the needs of students who wish to be informed about the economic problems which beset the world. A brief and intensive exposure to traditional analytical models will constitute the first part of the course. The second part will deal with the fiscal and monetary policy in a global economy, the current account deficit, different exchange rate regimes, inflation, unemployment, the current credit crisis and the state of the world economy.

Prerequisites: None.

ECON 256 J PRINCIPLES OF MICROECONOMICS 4 cr
The course will survey the basic principles of microeconomics. Students learn 1) how the market system operates to determine prices, allocate resources into alternative productive uses and impact social welfare; 2) circumstances under which markets may fail to provide an optimal or efficient allocation of resources and the policy options for dealing with this failure. These economic principles will be applied to an analysis of various current social issues.

Prerequisites: None.

ECON 279 INDEPENDENT STUDY - ECONOMICS VAR cr
Consent of Instructor.

Prerequisites: Consent of instructor.

ECON 290 GJ THE GLOBAL ECONOMY 4 cr
An analysis of the economic, political and cultural forces that influence relations between the United States and other countries in the world. International monetary systems, trade relationships and international capital flows will be explored in depth. The problems of developing countries will be investigated, and specific countries' financial crises will be analyzed in depth.

Prerequisites: None.

ECON 310 SELECTED TOPICS IN ECONOMICS 1 cr
A course which will examine vital areas of contemporary concern in economics.

Prerequisites: None.

ECON

ECON 310A G TOPIC: DEVELOPMENT & SOCIAL PROGRAMS IN MODERN MEXICO 2 cr
Course content will be rooted in an economic history of Mexico from 1920. This culminates in an analysis of economic policy and institutions as they impact current conditions in Mexico. Perspectives are provided on the level of development and prosperity in Mexico as well as options for future economic policy.

Prerequisites: None.

ECON 310B TOPIC: ECONOMICS OF CREDIT 1 cr
A course which will examine vital areas of contemporary concern in economics.

Prerequisites: None.

ECON 315 HEALTH CARE ECONOMICS 2 cr
An intensive exposure to the economics of health care with special emphasis on rising health care cost, comparative health care systems, access to health care, and economic implications of local and national health care policy. Offered in alternate years.

Prerequisites: None.

ECON 325 ENVIRONMENTAL ECONOMICS 2 cr
Examines the mechanisms societies employ to allocate limited natural resources among unlimited demands. By seeing environmental issues as economic issues, this course identifies the incentives faced by consumers and producers that lead to environmental problems and how alternative incentives might alleviate problems like pollution, global warming, and vanishing rainforests; or to promote sustainable resource use. Cross-listed with ENV 325.

Prerequisites: None.

ECON 330 GJ COMPARATIVE ECONOMIC SYSTEMS 4 cr
A seminar designed to study the response of different societies to the economic problem of production, distribution and consumption. The creation of market institutions as the most prevalent solution to the basic economic problem will be the major focus of the course. Alternative solutions to the basic economic problem will be analyzed with the special emphasis on traditional and command style solutions to the economic problem. Comparative institutional responses will be explored with special attention to Japan, China, India, Russia, Poland and Bangladesh. The difficulties associated with the transition from a traditional society to a market driven society and the equally perilous transition from a socialist economy to a market driven economy will be explored through case studies.

Prerequisites: None.

ECON 341A TOPICS IN AMERICAN ECONOMIC HISTORY VAR cr
A course which will examine significant topics in the development of the American economy. Modules on the Great Depression, the economics of slavery and the cotton trade, monetary and banking history, and case studies of specific urban areas (eg, New York, Chicago, Los Angeles) will be developed. Two-credit courses will be offered as half-semester, Winterim, or Summer Session courses.

Prerequisites: None.

ECON 341B TOPICS IN AMERICAN ECONOMIC HISTORY VAR cr
A course which will examine significant topics in the development of the American economy. Modules on the Great Depression, the economics of slavery and the cotton trade, monetary and banking history, and case studies of specific urban areas (eg, New York, Chicago, Los Angeles) will be developed. Two-credit courses will be offered as half-semester, Winterim, or Summer Session courses.

Prerequisites: None.

ECON 341C TOPICS IN AMERICAN ECONOMIC HISTORY VAR cr
A course which will examine significant topics in the development of the American economy. Modules on the Great Depression, the economics of slavery and the cotton trade, monetary and banking history, and case studies of specific urban areas (eg, New York, Chicago, Los Angeles) will be developed. Two-credit courses will be offered as half-semester, Winterim, or Summer Session courses.

Prerequisites: None.

ECON 341D TOPICS IN AMERICAN ECONOMIC HISTORY VAR cr
A course which will examine significant topics in the development of the American economy. Modules on the Great Depression, the economics of slavery and the cotton trade, monetary and banking history, and case studies of specific urban areas (eg, New York, Chicago, Los Angeles) will be developed. Two-credit courses will be offered as half-semester, Winterim, or Summer Session courses.

Prerequisites: None.

ECON 350 ECONOMICS OF LABOR, POVERTY, & INCOME DISTRIBUTION 4 cr
The methodology of economics to evaluate current issues in the labor market, including, but are not limited to, unions, collective bargaining, poverty, income distribution, wage differentials, discrimination, unemployment, education, technological change, and employer monopsony power.

Prerequisites: None.

ECON 379 INDEPENDENT STUDY - ECONOMICS VAR cr
Topics (e.g., financial economics, industrial organization, European economic history) and credits to be arranged.

Prerequisites: Consent of instructor.

ECON 450 INTERNATIONAL ECONOMICS 4 cr
An advanced course in economics with emphasis on international trade theory, open macro-economic models, and foreign exchange markets. For the first part of the course, economic theory will be used to analyze patterns of trade and the impact of trade policy arrangements such as NAFTA and WTO. The latter half of the course will be used to analyze modern theories of exchange rate determination and the impact of trade imbalances on the macroeconomy. Cross-listed with graduate course BUS 611.

Prerequisites: ECON 255F4 or 256F4.

ECON – ED

ECON 460 MONEY, BANKING & CAPITAL MARKETS 4 cr
This course covers the evolution of money, the development of banking institutions, the theory and implementation of monetary policy, and recent developments in international monetary affairs. A final section focuses on international banking, the Eurocurrency market and the international monetary system. May be cross-listed with BUS 414 and/or 772.

Prerequisites: ECON 255F4 recommended.

ECON 465 READING IN HISTORY OF ECON THOUGHT 4 cr
Intensive overview of the major economic theorists in the 19th and 20th centuries. Offered by arrangement.

Prerequisites: None.

ECON 495 MANAGERIAL ECONOMICS 4 cr
Economic theory applied to managerial decision-making. This course combines the theoretical concepts and quantitative tools used by economists for practical applications to decisions concerning prices, demand, production, costs, risk, market structure, and government policy toward business. Cross-listed as graduate course BUS 610.

Prerequisites: ECON 256F4.

Education (ED)

ED 090 CUTTING EDGE RESOURCE SEMINAR 3 cr
Designed to support each Cutting Edge student throughout their time in college. Its curriculum is individualized to help each student, one on one or in small groups, to ensure maximization of learning. The support given ranges from academic to social to occupational and often includes all of the above.

Prerequisites: Admission to Cutting Edge program.

ED 091 SAFETY IN THE COMMUNITY 2 cr
This course is designed to help students learn what it feels like to be safe versus unsafe and uncertain, and to recognize situations that provoke these feelings. Students will learn to build an instinctual response to feelings of being unsafe and the importance of trusting those instincts. In large and small groups the class will explore each individual's role in the world.

Prerequisites: Admission to Cutting Edge program.

ED 092 FRIENDS DATING AND DIVERSITY 2 cr
This course is designed to help students learn about being a part of a diverse college community and will include how to live and learn with peers. In large and small groups the class will explore relationships between friends, roommates, tutors, professors, girlfriends/boyfriends, coworkers, classmates, and bosses.

Prerequisites: Admission to Cutting Edge program.

ED 093 CUTTING EDGE INTERNSHIP 3 cr
This experience provides for on-off campus internships designed to teach vocational and social skills while expanding each student's ability to work well with others. Students will further develop their ability to respond appropriately to requests from others, especially on the job, including their ability to be assertive without being confrontational.

Prerequisites: Acceptance to Cutting Edge program.

ED 094 HUMAN ISSUES IN THE COMMUNITY 3 cr
In this course students will look at something in their world that is related to social justice and find a way to be a part of the solution. The course requires volunteerism and community action. Students need to look at social issues from multiple perspectives and find ways they can effectively contribute toward positive change.

Prerequisites: Admission to Cutting Edge program.

ED 095 INDEPENDENT LIVING SEMINAR 1 cr
This course is designed to provide support to the Cutting Edge students who reside in 'on campus' student housing. Students who want to live in a residence hall receive support from a Cutting Edge Resident Support Person who is responsible for oversight of the safety and integration of Cutting Edge students. Students learn practical daily living skills such as money management, personal care, and effective interpersonal communication skills.

Prerequisites: Admission to Cutting Edge Program.

ED 096 CUTTING EDGE CAREER EXPLORATION VAR cr
This course offers a variety of short-term hands-on experiences in the business community, as well as job shadowing and company tours. Students learn how to access Career Services and prepare a resume and portfolio.

Prerequisites: Admission to Cutting Edge program.

ED 097 SUMMER OUTREACH PROJECT 2 cr
This course is an independent living workshop that involves an independent living overnight component. Students will be involved in a one week intensive curriculum focused on daily living and functional skills carried out in the residence halls of the college campus. This experience will include such skills as grocery shopping, cooking, cleaning, and living away from home.

Prerequisites: Admission to Cutting Edge program.

ED 099 EDUCATION PRACTICUM PARAPROFESSIONAL 3 cr
This course provides students with a hands-on experience in the classroom. Students will actively participate in duties that are typically assigned to paraprofessional educators.

Prerequisites: Consent of Advisor.

ED 198A 1D ETHOS, ECOLOGY & SELF: EDUCATION RECONSIDERED 4 cr
This course explores what it means to think about education through an exploration of self and mass media on a global and local scale. The course challenges traditional or common sense approaches by helping students understand identity through "intersectionalities" of difference (one's race, class, gender, sexuality, etc.). Particularly this course looks at privilege and marginalization with expansive lenses towards understanding "isms" (i.e., racism, classism, ableism, etc.). Students will be challenged to understand how "isimistic," discriminatory, and restrictive interactions undermine basic human sustainability and socially just distributions of resources, and how culturally relevant approaches to education and human behavior can work towards equitably supporting all peoples.

Prerequisites: This course is for first semester freshmen or freshmen transfer students.

ED

ED 200 D EDUCATION & IDENTITY IN PLURALISTIC SOCIETY 3 cr

Students will examine, interact with, and explore the pluralistic and diverse educations and identities of peoples in Wisconsin, the United States, and beyond through the lenses of privilege, oppression, and opportunity before and beyond the 21st century. Individual and institutional discrimination will be examined through culturally significant identity vistas that include race, ethnicity, gender, sexuality, class, language, and ability. Through self-analysis and reflection, historical investigation linked with analysis of contemporary schools and society, school/community-based experiences, and communication-skill building, students will learn how to be culturally responsive to the contexts of communities and the dynamics of difference. Course meets Wisconsin DPI American Indian Tribes requirement. Course will have a primary emphasis on Wisconsin Teacher Standards 3, 6, and 10 and will involve fieldwork.

Prerequisites: Second year student's only or consent of the School of Education.

ED 200A EDUCATION IN A PLURALISTIC SOCIETY 1 cr
ED 200A focuses on human relations and conflict resolution. Students will develop the knowledge, skills, and dispositions needed to work successfully in pluralistic classrooms and professional environments. The implications of individual and institutional discrimination will be examined through culturally significant characteristics (such as race, culture, socioeconomic status, language, ability, gender, gender identification, and sexual orientation) of individuals and groups within the United States, and the intersections among them. Through self-analysis and reflection, historical investigation linked with analysis of contemporary schools and society, school/community-based experiences, and communication skill-building. Students will learn how to be responsive to the cultural contexts of communities and the dynamics of difference. Students will use their understanding of the past and present to inform their professional practice, and consider their role in working for positive change in the face of complexity. Course meets Wisconsin DPI Conflict Resolution requirement. This course will have a primary emphasis on Wisconsin Teacher Standards 3, 6, and 10 and will involve fieldwork.

Prerequisites: Consent of the School of Education.

ED 200B EDUCATION IN A PLURALISTIC SOCIETY 1 cr
Students will develop the knowledge, skills, and dispositions needed to work successfully in pluralistic classrooms and professional environments. The implications of individual and institutional discrimination will be examined through culturally significant characteristics (such as race, culture, socioeconomic status, language, ability, gender, gender identification, and sexual orientation) of individuals and groups within the United States, and the intersections among them. Through self-analysis and reflection, historical investigation linked with analysis of contemporary schools and society, school/community-based experiences, and communication skill-building. Students will learn how to be responsive to the cultural contexts of communities and the dynamics of difference. Students will use their understanding of the past and present to inform their professional practice, and consider their role in working for positive change in the face of complexity. Course meets Wisconsin DPI American Indian Tribes requirement. This course will have a primary emphasis on Wisconsin Teacher Standards 3, 6, and 10 and will involve fieldwork.

Prerequisites: Consent of the School of Education.

ED 201 TEACHER AS INQUIRER I: REFLECTIVE PRACTICUM 2 cr

This practicum-based course (in a formal classroom setting) explores the teaching profession and introduces students to the conceptual framework, program, and portfolio at Edgewood College. The practicum site will be used as a learning laboratory to develop skills in observation, analysis, and reflection, and make use of the practicum to promote professional growth. Students should be prepared to participate in a wide variety of classroom activities, which may include observation, one-on-one tutoring, small group facilitation and whole class interaction. Course includes seminar meetings as arranged by instructor, which may be held off campus. This course will have a primary emphasis on Wisconsin Teacher Standards 3, 5, and 9 and will involve practicum.

Prerequisites: Sophomore status required or consent of the School of Education.

ED 210 J INFANCY AND CHILDHOOD 4 cr
This course is designed to provide a study of the physical, cognitive, social, and emotional development of the child through prenatal, infancy, early childhood, and middle childhood periods. It will focus on the comprehension, application, and analysis of theories and issues of childhood, including social, emotional, intellectual, physical, and moral development and learning. Special attention is given to educational implications for children from diverse backgrounds. A 20-30 hour practicum is required.

Prerequisites: ED 201, declared Child Life major, or consent of the instructor.

ED 215 J INFANCY THROUGH YOUNG ADULT 4 cr
This course is designed to provide a study of the physical, cognitive, social and emotional development of the child through prenatal, infancy, early childhood, middle childhood, pre-adolescence, adolescence, and young adulthood periods. It will focus on: (a) the comprehension, application, and analysis of theories and issues of childhood, including social, emotional, intellectual, physical, and moral development and learning; (b) 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 from diverse backgrounds. A 20-30 hour practicum is required.

Prerequisites: ED 200, ED 201, declared Child Life major, or consent of instructor.

ED 220 J ADOLESCENT PSYCHOLOGY 4 cr
This course is designed to provide a study of physical, cognitive, social and emotional development of the adolescent. It will focus on the comprehension, application, and analysis of theories and issues in adolescence, including social, emotional, intellectual, physical, and moral development and learning. Special attention is given to educational implications for adolescents from diverse backgrounds. A practicum is required.

Prerequisites: ED 200, ED 201, declared Child Life major, or consent of instructor.

ED 251 BUSTING THRU THE PIPELINE: MENTORING 2 cr
The first course in a two-semester sequence, this course is an introduction and exploration of what the achievement gap and education debt mean in the lived lives of high school students from the Madison community and how to build and sustain authentic mentoring relationships with high school youth. Candidates in this course students will learn the theoretical underpinnings of what has been framed as both/either an achievement gap and education debt. With the theoretical underpinnings in place candidates will learn about mentoring and how sustained and meaningful mentoring relationships can support both the mentee and the mentor. Candidates in this two semester course will enter into a yearlong mentoring relationship with a high school student and engage in both structured experiences as a whole group and individual experiences with their mentee.

Prerequisites: COR 1 and sophomore standing; permission of instructor.

ED 252 2 BUSTING THRU THE PIPELINE: MENTORING 2 cr
The second course in a two-semester sequence, this course is an introduction and exploration of what the achievement gap and education debt mean in the lived lives of high school students from the Madison community and how to build and sustain authentic mentoring relationships with high school youth. Candidates in this course students will learn the theoretical underpinnings of what has been framed as both/either an achievement gap and education debt. With the theoretical underpinnings in place candidates will learn about mentoring and how sustained and meaningful mentoring relationships can support both the mentee and the mentor. Candidates in this two semester course will enter into a yearlong mentoring relationship with a high school student and engage in both structured experiences as a whole group and individual experiences with their mentee.

Prerequisites: COR 1 or equivalent; open to students in their second or third year, or sophomore and above transfers; ED 251.

ED 260 LINGUISTICS FOR ELL TEACHERS 3 cr
The study of language from a broadly sociolinguistic perspective and exploration of understandings and interpretations of language and the part it plays in our lives. Emphasis on how to study and investigate language with reference to pedagogical implications of this inquiry; phonology, morphology, and syntax including implications for language instruction.

Prerequisites: Preliminary Entry to Teacher Education.

ED 261 SECOND LANGUAGE ACQUISITION 3 cr
Investigates how people learn a second language and examines factors that affect this process and school performance: environment, age, motivation, academic background, and developmental processes as well as intrinsic and sociocultural factors. Focus is on understanding the language learning process and on communicating this process to administrators, teachers, and parents. Current research is explored with opportunities for application to curriculum design and classroom practices.

Prerequisites: Preliminary Entry to Teacher Education.

ED 262 FOUNDATIONS OF ESL/BILINGUAL EDUCATION 3 cr
The sociolinguistic aspects of bilingualism and theoretical foundations of bilingual/bicultural education, including historical, political, social, and current issues and research findings. The course explores areas of

controversy and examines how language reflects power, social class, and ethnic background. Models of bilingual/ bicultural programs, parental and community involvement, and their effects on children is examined.

Prerequisites: Preliminary Entry to Teacher Education.

ED 271 P INTRO TO PHILOSOPHY OF EDUCATION 3 cr
This course offers an introduction to what lies beyond certain common sense understandings of education by examining the philosophical roots of traditionalist, progressivist, and functionalist understandings of education, examining two antagonistic views of moral education, and examining the meaning of authenticity in educational thinking through post-Cartesian existentialism.

Prerequisites: PHIL 101.

ED 275A TOPICS: PEDAGOGY FOR MUSIC: FOLK INSTRUMENTS VAR cr
A study of methods, materials, and the development of competencies and skills used in the music classroom. Cross-listed with MUS 275.

Prerequisites: None.

ED 275B TOPICS: PEDAGOGY FOR MUSIC: BRASS PEDAGOGY VAR cr
A study of methods, materials, and the development of competencies and skills used in the music classroom. Cross-listed with MUS 275.

Prerequisites: None.

ED 275C TOPICS: PEDAGOGY FOR MUSIC: WOODWIND PEDAGOGY VAR cr
A study of methods, materials, and the development of competencies and skills used in the music classroom. Cross-listed with MUS 275.

Prerequisites: None.

ED 275D TOPICS: PEDAGOGY FOR MUSIC: STRING VAR cr
A study of methods, materials, and the development of competencies and skills used in the music classroom. Cross-listed with MUS 275.

Prerequisites: None.

ED 275E TOPICS: PEDAGOGY FOR MUSIC: PERCUSSION VAR cr
A study of methods, materials, and the development of competencies and skills used in the music classroom. Cross-listed with MUS 275.

Prerequisites: None.

ED 275F TOPICS: PEDAGOGY FOR MUSIC: VOCAL VAR cr
A study of methods, materials, and the development of competencies and skills used in the music classroom. Cross-listed with MUS 275.

Prerequisites: None.

ED 276 DRAMA IN EDUCATION 3 cr
Study of the techniques used in creative dramatics to develop creative imagination through original work in drama. Cross-listed with THA 276.

Prerequisites: None.

ED 279 INDEPENDENT STUDY - EDUCATION VAR cr
Topics and credits will be determined and approved by the School of Education.

Prerequisites: Consent of instructor.

ED 301 INTRODUCTION TO CHILD LIFE 3 cr
The child life profession, including theoretical and historical perspectives on child life; programming, job availability, trends affecting academic preparation; program requirements, field experiences, including practicums, internships and volunteer experiences; supplemental career options; interviews and presentations of program directors, child life professionals, and alumnae working in the field of child life.

Prerequisites: None.

ED 302 I TECHNOLOGICAL LITERACY & EDUCATIONAL APPLICATIONS 3 cr
This course makes use of library and other instructional resources, including school instructional media programs; students will gain experience in evaluating and using instructional materials and technological resources. Special attention will be given to the concepts of digital citizenship, use of Web 2.0 tools and the ways in which technological standards form the basis for selection of educational tools for pedagogical use.

Prerequisites: ED 200, 201, or concurrent enrollment.

ED 303 X TEACHING AND LEARNING I 3 cr
The first of a two-course sequence to introduce and critically explore models and theories of curriculum, teaching, and assessment. The class will use multi-disciplinary methods to consider key educational issues and tensions in these areas including the relationships between schooling, educational access and equity, and society. Requires formal and informal writing, including reflections on course readings, films, and discussions; peer reviews of written work; and the use of different genres to critically explore tensions in education. Course meets Wisconsin DPI conflict resolution requirement. Primary emphasis on Wisconsin Teacher Standards, 4, 5, 6, 7, and 8.

Prerequisites: ENG 110, Preliminary Entry, sophomore standing, ED200, ED 201.

ED 304 TEACHING AND LEARNING II 4 cr
The second of a two-course sequence, this course further explores the meaning of curriculum design using an array of fundamental teaching and assessment tools. The aim of this course is to build on the tools and techniques of the previous course and practice designing curriculum for differentiated learning environments, taking account of such things as the impact of readiness level and cultural or other differences in order to meet the needs of all learners in the classroom. Students will be expected to create simulated and real curriculum projects and to 'test' these at the practicum site. Course meets Wisconsin DPI conflict resolution requirement. This course will have a primary emphasis on Wisconsin Teacher Standards 3, 4, 5, and 7 and will involve practicum.

Prerequisites: Aspiring Transition, ED 303.

ED 306 EXCEPTIONAL CHILDREN AND YOUTH 3 cr
Addresses the nature of learners who are members of special populations. Examines disabilities and exceptionalities through demographic and characteristic lenses, as well as incidence rates and

etiology. Best practice methodologies conclude all analyses. This course will have primary emphasis on Wisconsin Teacher Standards 3, 4, and 7 and will involve fieldwork.

Prerequisites: Preliminary Entry level, sophomore standing, ED 200, 201, and 210, 215 or 220.

ED 307 K ENGLISH LANGUAGE LEARNERS 3 cr
This course will provide an historic framework for understanding the special issues that affect the teaching of students who are learning English in the mainstream classroom. It's designed to nurture educational equity for English language learners in the classroom and in the wider school community by addressing the theories of second language acquisition, implications for curriculum and assessment, and research in sociolinguistics relevant to mainstream teacher practices. This course emphasizes the art and science of spoken word, use of language, and oral communication as fundamentally important to the lives of humans. Students will acquire enhanced competence and confidence in language communication while simultaneously acquiring structures for language use and language performance. Appropriate techniques for working with the parents/guardians and families of immigrant and refugee ELL students will also be explored. This course will have a primary emphasis on Wisconsin Teacher Standards 3, 7, and 8 and will involve fieldwork.

Prerequisites: completion of the O tag or concurrent enrollment in an O tag course; ED 200,201 and ED 303 or ED 330.

ED 311 WELLNESS IN EDUCATION 3 cr
This course provides introductory knowledge and skills to integrate concepts of health, nutrition and physical education into the elementary school curriculum. Instruction in developmentally appropriate programs for physical fitness and health promotion will build understanding of personal and community health issues in schools today.

Prerequisites: ED 210, 215, or 220; or Child Life major.

ED 324 THE HELPING RELATIONSHIP 3 cr
The role of the professional in helping relationships; family/professional partnerships emphasized. Includes skills and methods of communication, personal support, and facilitation; personal assessment of skills needed in helping relationship professions, including child life, special education, social work, nursing, counseling, and teaching. Cross-listed with PSY 324.

Prerequisites: ED 210, 215 and/ or 220, or PSY 345.

ED 330 X TEACHING AND LEARNING 4 cr
This course introduces and critically explores models and theories of curriculum, teaching, and assessment. The class will use multi-disciplinary methods to consider key educational issues and tensions in these areas including differentiation and the relationships between schooling, educational access and equity, and society. Students will engage in formal and informal writing including reflections on course readings, films, and discussions; peer review of written work; and the use of different genres to critically explore tensions in education. A practicum is required. Meets DPI conflict resolution requirement. Primary emphasis on Wisconsin Teacher Standards 3,5,6,7, and 8.

Prerequisites: ENG 110, ED 200/201, and sophomore standing.

ED 340 COMMUNICATION**DEVELOPMENT & DIFFERENCE 4 cr**

Communication development and disorders, focusing on the cognitive and social basis of communication acquisition and relating communication development to developmental stages. Covers the classification, etiology, and treatment of communication differences with a focus on pragmatics and the receptive and expressive language functioning of children. Cultural influences, English as a Second Language, bilingualism, and dialect differences; consideration of the role of parents and teachers in facilitating development. Practicum is required.

Prerequisites: ED 306, Aspiring Professional Transition.

ED 360 MEDICAL TERMINOLOGY FOR CHILD LIFE 3 cr

Medical terminology with emphasis on building and recognizing words from Greek and Latin prefixes, suffixes, word roots, and combining forms; spelling, pronunciation; and knowledge of words in context. Emerging electronic resources and extended applications included.

Prerequisites: Admission to Child Life and Praxis I.

ED 370 PSYCHOSOCIAL CARE HOSPITAL CHILDREN & ADOLESCENTS 3 cr

Effects of hospitalization on children and adolescents at each stage of development; interventions to lessen the stress of hospitalization; role of parents; the play program; role of child life worker as a member of the health care team. A practicum is required.

Prerequisites: Admission to Child Life and Praxis I.

ED 372 MATERIALS & METHODOLOGY-CHILD LIFE 3 cr

Materials and methodology for Child Life activity programs including pre-operation teaching and medical play.

Prerequisites: Admission to Child Life and Praxis I.

ED 375 PEDIATRIC CONDITIONS 3 cr

Common medical diseases and conditions of children and adolescents including those requiring surgical intervention. Emerging treatment complications; impact of condition on family and caregivers will be explored.

Prerequisites: Admission to Child Life and Praxis I.

ED 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, ED 375, admission to Child Life, Praxis I.

ED 379 INDEPENDENT STUDY - EDUCATION VAR cr

Topics and credits will be determined and approved by the School of Education.

Prerequisites: Consent of instructor.

ED 381 PREREADING & LIT FOR YOUNG CHILDREN 3 cr

Analysis and investigation of literature written for the young child. The relationship of language development, reading and early childhood experiences, and parenting; storytelling, bookmaking, and writing

children's books. The development of skills at the Prereading level is presented and coordinated with teaching methodology. Extensive reading and evaluation of literature from birth through kindergarten levels; techniques involved in literature presentation. Practicum is required.

Prerequisites: ED 306, Aspiring Professional Transition required.

ED 382 C LIT FOR MIDDLE CHILDHOOD THROUGH EARLY ADOLESCENCE 3 cr

This course provides an overview of literature for elementary and middle school readers. The emphasis is on reading, analyzing and evaluating selected literary works across genres including traditional literature, poetry, picture books, fantasy, contemporary realistic fiction, historical fiction, and nonfiction. The course primarily emphasizes diverse perspectives in contemporary children's literature, acquainting students with key authors and texts; strategies for incorporating literature and literary strategies within educational settings will be modeled as texts are examined. The course uses knowledge in child development theory in order to inform the process of identifying appropriate literature for children.

Prerequisites: Completion of the W tag or concurrent enrollment in a W tag course; ED 210 or ED 215 or consent of instructor.

ED 383 C LIT FOR EARLY ADOLESCENCE THROUGH ADOLESCENCE 3 cr

An overview, exploration, and critical examination of literature suitable for students from Early Adolescence through Young Adulthood. The course emphasis is on reading and evaluating selected literary works within such genres as poetry, memoir, popular fiction, historical fiction, graphic novels, and other (non)fiction texts. Candidates in this course will learn a variety of approaches to literary critique (including Reader Response, Deconstructive, Biographical, Historical, Psychological, Feminist, and Queer Criticisms), and practice such approaches on course texts both in and out of class. Candidates will draw on previous knowledge, skills, and dispositions from earlier education courses in thinking about pedagogical approaches, activities, and strategies situated within sociocultural theories of learning to engage youth from ages 12-18.

Prerequisites: ED 220; or consent of instructor.

ED 384 C LITERATURE FOR EARLY CHILD TO ADOLESCENCE 3 cr

An overview, exploration, and critical examination of literature suitable for students from Middle Childhood through Young Adulthood. The course emphasis is on reading, evaluating, and applying literary criticism to selected literary works within such genres as poetry, memoir, popular fiction, historical fiction, graphic novels, and other (non)fiction texts. Candidates in this course will learn a variety of approaches to literary critique Including New Criticism, Reader Response Criticism, Deconstructive Criticism, Biographical, Historical, and New Historical Criticisms, Psychological Criticism, Trauma Theory, Ecocriticism, Spatial Criticism, Feminist Criticism, and Queer Criticism), and practices such approaches on course texts both in and out of class. Candidates will draw on previous knowledge, skills, and dispositions from earlier education courses in thinking about pedagogical approaches, activities, and strategies situated within sociocultural theories of learning to engage youth from ages 5-18.

Prerequisites: ED 210, 220; or consent of the instructor.

ED 390 INDEPENDENT PRACTICUM EXPERIENCE VAR cr

This practicum is an independent practicum designed to provide students with additional experience. The content of the experience is determined by faculty and practicum supervisor.

ED 399 PRACTICUM EXPERIENCE VAR cr

This practicum is a supervised experience that fulfills hours that may not have been completed with previous courses. The content of the experience is determined by faculty and practicum supervisor.

Prerequisites: None.

ED 399A PREPROFESSIONAL EXPERIENCE IN EDUCATION VAR cr

This course provides students with a hands-on field experience in the classroom. Students will actively participate in duties that are related to academic supports, instructional methods, and creating a positive learning environment. Students will be required to complete course assignments, journals, and a reflection at the end of the semester.

Prerequisites: None.

ED 399B PREPROFESSIONAL EXPERIENCE - EXCEPTIONAL EDUCATION VAR cr

Prerequisites: The experience is open only to students in the Cutting Edge Program.

ED 399C PREPROFESSIONAL EXPERIENCE - MULTICULTURAL VAR cr

Prerequisites: The experience is open only to students in the Cutting Edge Program.

ED 399D PREPROFESSIONAL EXPERIENCE - CHILD VAR cr

Prerequisites: The experience is open only to students in the Cutting Edge Program.

ED 399S STRUCTURED PRACTICUM VAR cr

This course explores the interrelationships between science and environmental education in elementary and middle level classrooms. A practicum in a science setting is required (Emerging Professional Transition and School of Ed approval.)

Prerequisites: ED 303 or ED 330.

ED 401 TEACHER AS INQUIRER 2 2 cr

This course constitutes the capstone experience of the Professional Core segment of the undergraduate license program. The course provides the opportunity for candidate teachers to choose a promising area of inquiry, in the field of pedagogy, which will enhance their own professional field and round out the portfolio. Support and direction for the inquiry will be provided in a seminar format.

Prerequisites: ED 304 or ED 330.

ED 401 U TEACHER AS INQUIRER II 2 cr

This course introduces candidates to major ideas and trends in educational action-based research, critically examining relevant paradigms and methods. With a conceptual understanding of research methodology, candidates will practice making judgements within contrasting paradigms of action-based educational research approaches. Candidates will begin to conceptualize a personal research

proposal to study their practice as educators, modeled in part on the Wisconsin Professional Development Plan (PDP). The ethical and moral obligations of working with human participants are emphasized. Throughout the course candidates will be challenged to think about who they are as educators and individuals, needs and opportunities related to education, and how research can work toward building a just and compassionate world.

Prerequisites: ED 304 or ED 330.

ED 402 3 THE REFLECTIVE PRACTITIONER

This COR 3 course engages candidate teachers in the inquiry, reflection, and action necessary for developing socially just educational institutions. Candidates will be challenged to contemplate who they are and who they are becoming as educators and individuals, and to recognize the importance of deep reflection and thoughtful pedagogical growth for engaged, responsible participation in schools and communities. Guided by School of Education commitments, candidates will further develop and sustain a stance toward inquiry as integral to generating knowledge and informing their own practice as they work toward building a more just and compassionate world

Prerequisites: Successful completion of a COR2 experience, ED 401U, and senior standing; must be taken concurrently with student teaching (ED 480, 481, 482, 483, 486, 487, 488, or 489).

ED 418 EXPERIENCING LAUGHTER & PLAY 3 cr

This course is designed to nurture play in the learning process and to appreciate each individual's unique style of play. Research related to play in health, naturalistic assessment learning, and work will be highlighted and methods will include experiences designed to incorporate play into work and living environments. Interactive and fosters creativity. Practicum is required.

Prerequisites: Professional Aspiring Transition.

ED 419 INTRO: INFANT & YOUNG CHILD - DIFFERENTLY ABLED 4 cr

The psychological, biological, and social characteristics of infants and young children who are differently abled. Historical foundations and legislative programs will be discussed as applicable to infants and young children; parent perspectives, family involvement, and program models; parent and school collaborative models, administrative aspects of programs; community agency involvement in services for infants. Includes low incidence populations and medical conditions. Practicum is required.

Prerequisites: ED 210, 306 and Aspiring Professional Transition.

ED 420 ASSESSMENT: INFANT & YOUNG CHILD - DIFFERENTLY ABLED 4 cr

The historical framework of assessment as it relates to preschool screening and assessment of children from birth through age eight, emphasizing early childhood evaluation an entity with a philosophy and policy that translates into practice. Procedures in assessment will be investigated; issues surrounding contemporary early childhood assessment, including use of assessment in program planning, parent involvement, cultural bias and predictability in early childhood assessment. Play-based, naturalistic and portfolio assessment are emphasized. Parent involvement as part of the assessment team is highlighted. Practicum is required.

Prerequisites: ED 419 and Aspiring Professional Transition required.

**ED 421 ORGANIZATION & ADMINISTRATION
EARLY CHILDHOOD PROGRAM****2 cr**

The historical framework of early childhood program development and administration as it relates to special education will be discussed. Emphasis will be placed on using published research of successful programs and practices in school systems. Involvement of parents and coordination of community resources will be addressed, and a strong focus will be on staff development and accountability procedures. Legislation, licensing rules, and procedures will culminate the course with a final review of our dedication to serve children and families. Actual site visits will be incorporated into the class schedule. Practicum is required.

Prerequisites: ED 419, 420.

**ED 422 CURRICULAR INTEGRATION OF
ARTS ELEMENTARY****3 cr**

This course is based on the principle that integrating art within math, science, social studies, and literacy instruction provides a chance to encounter these fields in ways where imagination creativity, and design play a significant and motivating role. Such art integration is understood as vital for elementary students in experiencing the curriculum as an opening to possibility. Multiple mediums will be explored such as music, drama, poetry, sculpture, puppetry, and painting; but the focus of the class will be on how artistic activity can significantly enhance the student experience within the elementary curriculum.

Prerequisites: ART 106, MUS 141, and Emergent Professional Transition required or approval of the School of Education.

ED 423 METHODS OF SOCIAL STUDIES**3 cr**

This course discusses the interrelationships of social studies in elementary and middle level classrooms, and focusing on curriculum and methodology which promote sociological literacy with historical perspective, global interdependence and intergenerational responsibility. A practicum is required.

Prerequisites: Emergent Professional Transition or approval of School of Education.

ED 424 METHODS IN TEACHING YOUNG CHILDREN**4 cr**

This course discusses the philosophical and historical foundations of early education as they influence methods of teaching. Early childhood development and basic psychological needs will be discussed in relationship to curriculum planning and methodology. Curriculum planning, methods, and actual development of thematic units and activities; methods of child directed themes according to Reggio Emilia are included; guidance methods including positive practice, non-violence and peace education; classroom settings, recordkeeping, lesson plans, and parent involvement. A practicum is required.

Prerequisites: ED 306 Aspiring Professional Transition or approval of the School of Education.

ED 425 METHODS: READING/LANGUAGE ART**4 cr**

Use a developmental and integrative approach to consider the four skills of communication: reading, writing, speaking, and listening. Current methods of instruction and curriculum materials for teaching reading and language arts including phonics are explored, implemented, and

evaluated. Emphasis is placed on reading, written and oral expression as social skills and 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.

Prerequisites: Emergent Professional Transition required or approval of School of Education.

**ED 426 METHODS OF TEACHING SCIENCE
AND ENVIRONMENTAL EDUCATION****3 cr**

For students with approved prior experience, this course explores tools of science and environmental education in elementary and middle school classrooms. Provides the beginning elementary and middle teacher with tools to effectively design, organize and implement science instruction. Focused on WDPI standards 1, 3, 4, 7, 8.

Prerequisites: ED 303 or ED 330 and NATS 106 or equivalent.

**ED 427A METHODS: SCIENCE AND
ENVIRONMENTAL ED I****2 cr**

This course explores tools of interrelationship between science and environmental education in elementary and middle level classrooms. It is the intent of this course to provide the beginning science teacher with tools to effectively design, organize and implement science instruction in the elementary and middle school. The course includes the study of learning theory, curriculum materials, pedagogy, and methodology specific to the teaching of science and environmental education. A practicum in a science setting is required.

Prerequisites: Concurrent enrollment in Introduction to Natural Science 104 or consent of instructor. Aspiring Professional Transition and Math 101 required or approval of School of Education.

**ED 427B METHODS: SCIENCE AND
ENVIRONMENTAL ED II****2 cr**

This course explores tools of interrelationships between science and environmental education in elementary and middle level classrooms. It is the intent of this course to provide the beginning science teacher with tools to effectively design, organize and implement science instruction in the elementary and middle school. The course includes the study of learning theory, curriculum materials, pedagogy, and methodology specific to the teaching of science and environmental education. A practicum in a science setting is required.

Prerequisites: Concurrent enrollment in Introduction to Natural Science 104/105 or consent of instructor. Aspiring Professional Transition and Math 102 required or approval of School of Education.

ED 428 METHODS: TEACHING MATHEMATICS**3 cr**

Curriculum and instruction in mathematics for elementary and middle level classrooms including appropriate research and practice in curriculum development, teaching methods, instructional materials, and evaluation techniques for the developmental needs of elementary and middle level pupils.

Prerequisites: Emergent Professional Transition and Math 101, 102, and 103 with grades of C or higher, or approval of the School of Education.

ED 429 METHODS: RELIGIOUS STUDIES**2 cr**

A study of the curricula and methods appropriate for teaching religious studies in the elementary school. Practicum is required. Cross-listed with RS 429.

Prerequisites: Admission to Teacher Education and student teaching or consent of School of Education.

**ED 431 PRINCIPLES PRACTICE
TEACHING EARLY 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 course discusses the role of teacher attitudes in the act of teaching, classroom dynamics, student evaluation, collegial relationships, professionalism, and service to students and parents. As the school of Education expands the role of engaged learning in community partnerships, greater reliance will be placed on professional development school experiences in off-campus settings. This course will occasionally be used to facilitate that goal.

Prerequisites: ED 220 or 215; Emergent professional transition or approval of the School of Education.

ED 432 CONTENT BASED LITERACY DEVELOPMENT**3 cr**

Teaching to facilitate development of content area skills through appropriate best practice instructional strategies and modification of mainstream course curriculum for English language learners. Topics include ways to differentiate for various language proficiency levels and culture, collaboration among teacher, parent and community, and how to engage language learners in academic coursework while they develop a second language.

Prerequisites: Emergent Professional Transition or approval of School of Education.

**ED 434 DISCOVERY: QUANTITY/
CREATIVITY - NK****4 cr**

Use a developmental approach to enhance discovery, creativity, and quantity concepts in early childhood education. It emphasizes an integrative approach involving mathematics, science, social studies, and fine arts. Unit planning, curriculum exploration, and construction in the above areas; the developmental and philosophical basis for these subject areas will also be addressed. A practicum is required.

Prerequisites: ED 424, or concurrent enrollment, Emergent Professional Transition required or approval of School of Education.

**ED 438 CURRICULUM & PROGRAMS: INFANT &
YOUNG CHILD - DIFFERENTLY ABLED****5 cr**

Curriculum and methodology will be investigated as they relate to the education of infants and young children with special needs from birth through age eight. It includes a brief review of screening and assessment of cognitive, language, socio-emotional, motor, and self-help development necessary for curriculum planning, instructional methodology, classroom organization and management. The development of individual family service plans, individualized educational plans, program evaluation, and multidisciplinary approaches are discussed. Family, community, and support service involvement is emphasized, as well as inclusionary practice and self-

determination. Behavioral strategies and biomedical treatments for children across the spectrum are emphasized. A practicum is required.

Prerequisites: ED 306, 340, 419, 420, 424, 425, Emergent Professional Transition or approval of School of Education.

ED 445 CORRECTIVE READING**2 cr**

A study of the methods of diagnosing, evaluating, and instructing children with reading disabilities. The course will study individual test factors contributing to reading difficulty, develop strategies for assessing and correcting reading difficulty. Understanding the role of the classroom teacher and specialist in working with children who find reading difficult will also be explored.

Prerequisites: ED 425.

ED 450 ESL METHODS**3 cr**

Pedagogy of ESL in the development of oral, literacy, and academic skills, including how second language acquisition and learning styles influence the development of effective approaches, methods, and curriculum for ESL students in the areas of language and content. Focus is on second language literacy development and curriculum design, as well as historic and current approaches to teaching language.

Prerequisites: Emergent Professional Transition.

ED 451 ELL/BILINGUAL ASSESSMENT**3 cr**

Explores the complex issues of assessment of the ESL/Bilingual student and the various research-based procedures and instruments used to assess language proficiency and academic competency. Traditional and alternative testing methods, appropriate assessments for language learners, and how to advocate professionally for ESL/Bilingual students in testing situations.

Prerequisites: Emergent Professional Transition or approval of School of Education.

**ED 453 METHOD TEACHING ART & DESIGN:
EARLY CHILDHOOD - EARLY ADOLESCENCE****3 cr**

This course is the 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). A practicum is required. Cross-listed with ART 466.

Prerequisites: Emergent Professional Transition or consent of Art Department and School of Education.

ED 454 BUSINESS METHODS I**4 cr**

An overview of business education: mission, program breadth, experiential foundations, and variety of school configurations including career clusters experience.

Prerequisites: Aspiring Professional Transition; satisfactory completion of PRAXIS II; fundamental skills in keyboarding and information processing including MS Word, Access, Excel, PowerPoint; and approval of instructor.

ED 455 BUSINESS METHODS II**3 cr**

This course emphasizes program standards, curriculum development, classroom management in business education, and specialized methods

ED

in accounting, business law, and information processing. a practicum is required.

Prerequisites: Aspiring Professional Transition; satisfactory completion of PRAXIS II; fundamental skills in accounting, business law, keyboarding and information processing, including MS Word, Access, Excel, PowerPoint; and approval of instructor.

ED 456 METHODS OF TEACHING MUSIC K-8 2 cr
This course is the study of methods and materials for effective work in K-8 settings, including conceptual and philosophical grounding in general music and performance curricula. Practicum included.

Prerequisites: Emergent Professional Transition required or approval of School of Education.

ED 457 METHODS OF TEACHING MUSIC 6-12 2 cr
The study of methods and materials for effective work in 6-12 settings, including conceptual and philosophical grounding in general and performance curricula. Practicum included.

Prerequisites: Emergent Professional Transition required or approval of School of Education.

ED 458 METHOD TEACHING ART: EARLY ADOLESCENCE - ADOLESCENCE 2 cr
Assessment strategies, methods, and materials for teaching and learning art and design in early adolescence through adolescence. Includes a practicum. Must be taken in sequence with ART 466. Cross-listed with ART 468.

Prerequisites: Emergent Professional transition or approval of Art Department and School of Education. History; 459M: Mathematics; 459P: Theatre Arts; 459Q: Oral Interpretation; 459S: Science; 459T: Religious Studies; 459U: Computer Science

ED 459E METHODS: ENGLISH VAR cr
Theory and practice of methodologies. Required for all students seeking English teaching licensure.

Prerequisites: None.

ED 459F METHODS: FOREIGN LANGUAGE: EARLY CHILDHOOD - ADOLESCENCE VAR cr
Theory and practice of methodologies. Required for all foreign language teaching majors and minors. As the School of Education expands the role of engaged learning in community partnerships, greater reliance will be placed on professional development school experiences in off-campus settings. This course will occasionally be used to facilitate that goal.

Prerequisites: Emergent Professional.

ED 459H METHODS: HISTORY VAR cr
Theory and practice of methodologies. Required for all students seeking BFSS and History teaching licensure.

Prerequisites: None.

ED 459M METHODS: MATH IN SECONDARY SCHOOLS VAR cr
Theory and practice of methodologies. Required for all students seeking Math teaching licensure.

Prerequisites: None.

ED 459P METHOD: THEATRE ARTS: EARLY CHILDHOOD - ADOLESCENCE VAR cr
Theory and practice of methodologies. Required for all students seeking Theatre teaching licensure.

Prerequisites: None.

ED 459Q METHODS: ORAL INTERPRETATION: EARLY CHILDHOOD - ADOLESCENCE VAR cr
Theory and practice of methodologies. Required for all students seeking Theatre teaching licensure.

Prerequisites: None.

ED 459S METHODS: SCIENCE IN SECONDARY SCHOOL VAR cr
Theory and practice of methodologies. Required for all students seeking Science teaching licensure.

Prerequisites: None.

ED 459T METHODS: RELIGIOUS STUDIES VAR cr
Theory and practice of methodologies in religious studies.

Prerequisites: None.

ED 459U METHODS: COMPUTER SCIENCE VAR cr
Theory and practice of methodologies. Required for all students seeking Computer teaching licensure.

Prerequisites: None.

ED 460 SEMINAR VAR cr
Topics and credits to be determined and approved by the School of Education. teaching art and design to children in pre- kindergarten through grade 8. See ART 466.

Prerequisites: Admission to Teacher Education and student teaching or consent of Art and Education Departments.

ED 472 ELL PRACTICUM 3 cr
Supervised field teaching in an ESL teaching/ learning environment.

Prerequisites: None.

ED 473 METHODS OF BILINGUAL EDUCATION 3 cr
Pedagogy of bilingual education with emphasis on the study and application of effective best practice bilingual instructional methods and techniques in settings across the content areas. Current research and curricula; practical applications for bilingual settings; development of primary language skills and effects of culture on teaching and learning.

Prerequisites: Second Language Proficiency Requirements for Bilingual Licensing and Emergent Professional Transition, or approval of School of Education.

ED

ED 474 BILINGUAL PRACTICUM 3 cr
Supervised field teaching in a bilingual teaching and learning environment.

Prerequisites: Emergent Professional Transition required or approval of School of Education.

ED 475 CHILD LIFE FIELD EXPERIENCE 4 cr
Supervised observation and participation in Child Life programming for hospitalized children and adolescents in pediatric hospitals, community hospitals or other approved health care facilities. Typically Child Life interns complete a minimum of 4 credits.

Prerequisites: Admission to Child Life internship and assignment to a contracted site.

ED 476 READING AND LITERACY IN CONTENT AREAS 3 cr
This course provides teachers of students in early adolescence through adolescence with practical strategies that develop effective readers and learners in content areas. It emphasizes teaching methods and insights to improve students' ability to handle the reading demands of content classrooms. Explores strategies and approaches that help students apply reading, writing, speaking, and study skills to think and learn about content. Practicum is required. As the School of Education expands the role of engaged learning in community partnerships, greater reliance will be placed on professional development school experiences in off-campus settings. This course will occasionally be used to facilitate that goal.

Prerequisites: ED 220 or 215; Emergent Professional Transition required or approval of School of Education.

ED 479 INDEPENDENT STUDY - EDUCATION VAR cr
Topics and credits to be determined and approved by the School of Education.

Prerequisites: Consent of instructor.

ED 479A INDEPENDENT STUDY - EDUCATION VAR cr
Prerequisites: Consent of instructor.

ED 479B INDEPENDENT STUDY - EDUCATION VAR cr
Prerequisites: Consent of instructor.

ED 480 STUDENT TEACHING: NURSERY 3 cr
ED 480 through 490 and ED 493 include a seminar as part of the student teaching program; admission to student teaching is required. All student teaching registrations require Emergent Professional Transition or approval of School of Education and admission to student teaching.

Prerequisites: None.

ED 481 STUDENT TEACHING: KINDERGARTEN 3 cr
ED 480 through 490 and ED 493 include a seminar as part of the student teaching program; admission to student teaching is required. All student teaching registrations require Emergent Professional Transition or approval of School of Education and admission to student teaching.

Prerequisites: None.

ED 482 STUDENT TEACHING: 1-3 EARLY CHILDHOOD - MIDDLE CHILDHOOD 3 cr
ED 480 through 490 and ED 493 include a seminar as part of the student teaching program; admission to student teaching is required. All student teaching registrations require Emergent Professional Transition or approval of School of Education and admission to student teaching.

Prerequisites: None.

ED 483 STUDENT TEACHING: 1-9 MIDDLE CHILDHOOD - EARLY ADOLESCENCE 6 cr
ED 480 through 490 and ED 493 include a seminar as part of the student teaching program; admission to student teaching is required. All student teaching registrations require Emergent Professional Transition or approval of School of Education and admission to student teaching.

Prerequisites: None.

ED 483A STUDENT TEACHING ABROAD VAR cr
Student teaching abroad, grades 1-9.

Prerequisites: None.

ED 484 STUDENT TEACHING: BUSINESS EARLY CHILDHOOD - ADOLESCENCE 6 cr
Student teaching.

Prerequisites: Approval of the School of Education.

ED 485A INTERNSHIP GRADES 1-9 EARLY CHILDHOOD - MIDDLE CHILDHOOD 6 cr
Prerequisites: Requires special permission from the School of Education.

ED 485B INTERNSHIP GRADES 6-12, MIDDLE CHILDHOOD - EARLY ADOLESCENCE 6 cr
Student Teaching as an internship grade 6-12 (MC-EA).

Prerequisites: Requires special permission from the School of Education.

ED 486 STUDENT TEACHING: EARLY CHILDHOOD: SPECIAL EDUCATION 6 cr
Student teaching Early Childhood Special Education (EC:SE). ED 480 through 490 and ED 493 include a seminar as part of the student teaching program; admission to student teaching is required.

Prerequisites: All student teaching registrations require Emergent Professional Transition or approval of School of Education and admission to student teaching.

ED 487 STUDENT TEACHING: SECONDARY EARLY ADOLESCENCE - ADOLESCENCE 6 cr
Student teaching for secondary grades 6-12, EA-A.

Prerequisites: None.

ED 488 STUDENT TEACHING ART & DESIGN EARLY CHILDHOOD - ADOLESCENCE 6 cr
Student teaching experiences required for the Art and Design Teaching license Early Childhood through Adolescence. ED 480 through 490

ED – ENG

and ED 493 include a seminar as part of the student teaching program; admission to student teaching is required.

Prerequisites: All student teaching registrations require Emergent Professional Transition or approval of School of Education and admission to student teaching.

ED 489A STUDENT TEACHING MUSIC GENERAL EARLY CHILDHOOD - ADOLESCENCE 1 cr
Student teaching: Music general EC-A.

Prerequisites: None.

ED 489B STUDENT TEACHING MUSIC CHORAL EARLY CHILDHOOD - ADOLESCENCE 1 cr
Student teaching for Music Choral EC-A.

Prerequisites: None.

ED 489C STUDENT TEACHING MUSIC INSTRUMENTAL EARLY CHILDHOOD - ADOLESCENCE 1 cr
Student teaching for Music instrumental EC-A.

Prerequisites: None.

ED 490 STUDENT TEACHING: FOREIGN LANGUAGE EARLY CHILDHOOD - ADOLESCENCE 6 cr
Student teaching for program licensing requirement.

Prerequisites: None.

ED 491 FIELD COURSE IN EDUCATION 4 cr
Designed for teachers in service. Emphasis on the organization, direction and evaluation of student learning activities, including supervision of classroom procedures.

Prerequisites: None.

ED 493 STUDENT TEACHING: THEATRE EARLY CHILDHOOD - ADOLESCENCE 6 cr
Student teaching for program licensing requirements.

Prerequisites: None.

ED 495 RESEARCH IN EDUCATION VAR cr
Topics and credits to be determined and approved by the School of Education.

Prerequisites: None.

ED 499 WORKSHOP IN EDUCATION VAR cr
Topics and credits to be determined and approved by the School of Education.

Prerequisites: None.

English (ENG)

ENG 090 READING STRATEGIES 2 cr
Focuses on developing strategies for college-level reading. Students will

build vocabulary, learn to master unfamiliar words through context, and develop critical thinking and analytical skills.

Prerequisites: None.

ENG 099A BASIC WRITING FOR NONNATIVE SPEAKERS 3 cr
Introduces academic rhetorical style through frequent paragraph compositions and an intensive review of grammar. Students must satisfactorily complete this course before enrolling in ENG 110. Credits do not count toward graduation requirements.

Prerequisites: For non-native speakers of English only. (Enrollment by placement.

ENG 099B BASIC WRITING SKILLS 3 cr
Focuses on developing skills needed for college-level writing. Students required to take ENG 99 must complete it before enrolling in ENG 110. Credit does not count toward graduation requirements. (Enrollment by placement)

Prerequisites: None.

ENG 099C BASIC WRITING SKILLS 1 cr
Continuation of skills taught in ENG 099B for students who are recommended to take it by their instructor.

Prerequisites: None.

ENG 110 W COLLEGE WRITING 4 cr
This first year course integrates critical reading and writing skills. Course topics will vary, but every section will emphasize academic writing. 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.

Prerequisites: None.

ENG 111A 1C FAIRY TALES AS CULTURAL NARRATIVES 4 cr

From the Brothers Grimm to Shrek -- this seminar will trace how fairy tales have changed over time and the various ways they have been interpreted and used by folklorists, psychologists, educators, literary critics, and filmmakers. Students will learn to explore how stories work, and to examine their own relationships with and reactions to the tales that continue to influence our lives. Some of the specific themes students will address include the concept of mythological archetypes, cultural distinctions among tales, the ways that stories change over time as well as the ways that stories create change, gender roles and class structures in fairy tales, and the differences between narrative and film versions of tales.

Prerequisites: Completion of the W tag or concurrent enrollment in a W tag course; this course is for first semester freshmen or freshmen transfers.

ENG 111B 1C COMICS, POLITICS & DEATH 4 cr
This course will focus on the contemporary graphic novel (a fancy name for novel length comic books) as both a literary genre and as a contemporary cultural product. We will examine the historical context

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of these works together with the literary and aesthetic devices they employ. Close, astute reading will be an integral part of our classroom work. We will identify and become familiar with the different artistic/graphic techniques and literary devices utilized in the texts. An exploration of contemporary (post-1945) graphic novels will serve as a gateway to meaningful examinations of the values, beliefs, and experiences of those in the world around us.

Prerequisites: Completion of the W tag or concurrent enrollment in a W tag course; this course is for first semester freshmen or freshmen transfers.

ENG 111C 1C LIFE WRITING 4 cr
This course examines “life writing” not only as a literature genre, but also as a tool for exploring one’s own culture, experience and beliefs. Through reading and discussing selected examples of life writing, ranging from conventional autobiographies and memoirs to autobiographical fiction, journals and graphic novels, students will practice skills of literary analysis and interpretation. They will seek out others’ stories, gathering oral histories from members of their families and communities. Finally, students will apply these skills to construct their own life stories, writing personal narratives that articulate their changing identities and perceptions of the world.

Prerequisites: Completion of the W tag or concurrent enrollment in a W tag course; this course is for first semester freshmen or freshmen transfers.

ENG 111D 1C TALES OF HUMAN NATURE 4 cr
This course explores a variety of representations of human existence in an interdisciplinary way using the approaches of literary studies and philosophy. The course is intended as a stimulation and motivation to continue looking at, understanding, and interpreting human nature in some of its many depictions. We will be reading fairy tales, Gothic novels, Modern/Contemporary Literature and place the readings in the context of Existential thinking. Furthermore, students will be applying our discussions and thoughts through interviews and projects in the community.

Prerequisites: Completion of the W tag or concurrent enrollment in a W tag course; this course is for first semester freshmen or freshmen transfers.

ENG 111E 1CE ECO-FICTION 4 cr
Who am I and who could I become? As a COR 1 course, “Eco-fiction” will invite students to reflect upon their identities, values, beliefs, spiritualities, and worldviews in the context of literary explorations of ecological themes. The course focuses on fictional narratives including speculative utopias, science fictional fantasies, and Native American myths. In addition to these literary pieces, students will learn to analyze popular culture in relation to themes of ecology, “going green,” and sustainability. Looking at literature and popular culture will allow students to consider how their lives and actions are influenced by such narratives as well as to think carefully about how they can make intentional and thoughtful choices about living in the world. Throughout the semester, we will discuss how “eco-criticism” works and students will learn to approach any text through the lens of eco-criticism. Some of the questions we will explore are: How do different cultural myths influence our understandings of the world? Of humanity? What themes does eco-fiction privilege and how do

those themes relate to narratives prevalent in popular culture? What might a perfect society look like and how would it exist in relation to the natural world? Alternatively, why are we so obsessed with stories about ecological disasters? How does eco-fiction help us to think about the politics of sustainability? And, of course, how does the knowledge gained through the practice of eco-criticism help me understand who I am and who I would like to become? In order to explore these questions, we will spend a lot of time outside and we will visit a variety of different ecologically important sites in the greater Madison area. Student work will include writing about course texts, writing about the natural world, researching a popular culture or local narrative and applying eco-criticism, and presenting that research to the Edgewood community.

Prerequisites: Completion of the W tag or concurrent enrollment in a W tag course; this course is for first semester freshmen or freshmen transfers.

ENG 111F 1CD COMING OF AGE IN AMERICA: THE MULTICULTURAL EXPERIENCE IN CONTEMPORARY FICTION AND FILM 4 cr

The Bildungsroman, or coming-of-age novel, has a long and distinguished history in American letters. Some critics have even seen the process of grappling with incipient adulthood a topic inherently suited to “American” themes of rebellion, individualism, and modernity. From Huckleberry Finn to The Catcher in the Rye, the argument has held true. But contemporary literature takes on the question of coming of age from diverse racial and ethnic perspectives. The rites of passage, cultural expectations, even the very definitions and values of personhood may differ according to a person’s heritage (and claimed group identities). This class seeks to redefine the “classic” Bildungsroman, taking into account portrait presented in the diverse and multifaceted novels of today. The theoretical framework underlying our study will be contemporary literary criticism, particularly cultural approaches emphasizing race, class, ability, sexual orientation, religious orientation, gender, ethnicity, and geographical identity. Students will also be asked to situate their own heritage and identities in the broader context of American history. Such processes will necessarily engage the Dominican studium as students articulate, reflect upon, and revise their attitudes regarding not only personal identity, but also other cultures and their values. They are also inherently interdisciplinary, as students will need to bring together multiple liberal arts disciples in order to think critically about the question of coming of age.

Prerequisites: Completion of the W tag or concurrent enrollment in a W tag course; this course is for first semester freshmen or freshmen transfers.

ENG 201 INTRODUCTION TO JOURNALISM 4 cr
A practical introduction to newswriting and reporting, with attention given to the principles and ethics of journalism. Students will contribute articles to the college newspaper.

Prerequisites: ENG 110.

ENG 202 JOURNALISM PRACTICUM 2 cr
Organization, direction and evaluation of applied experience in journalism with emphasis on publishing news stories and features.

Prerequisites: ENG 201 or permission of instructor.

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<p>ENG 202A JOURNALISM PRACTICUM 2 cr <i>Prerequisites: None.</i></p> <p>ENG 202B JOURNALISM PRACTICUM 2 cr <i>Prerequisites: None.</i></p> <p>ENG 202C JOURNALISM PRACTICUM 2 cr <i>Prerequisites: None.</i></p> <p>ENG 202D JOURNALISM PRACTICUM 2 cr <i>Prerequisites: None.</i></p> <p>ENG 204 F1 WOMEN'S STD: INTRO TO LIT 4 cr Cross-listed with WS 204 F1. <i>Prerequisites: None.</i></p> <p>ENG 205 BX INTRO TO CREATIVE WRITING 4 cr Students read short stories, poems, or both by established writers and/or accomplished student writers and write their own short stories, poems, or both. The course aims to develop the student's critical reading skills and encourage the student's own creativity. <i>Prerequisites: ENG 110 or W cornerstone.</i></p> <p>ENG 210 CX INTRO TO LITERATURE 4 cr Supplies students with the critical tools to analyze, evaluate and appreciate fiction, poetry and drama. <i>Prerequisites: ENG 110 or W cornerstone.</i></p> <p>ENG 213 F1 MODERN CHINA: HISTORY/LITERATURE HNR 4 cr A study of China from the late 19th century to the present, this course will examine several historical movements in the century-long process of Chinese Modernity through historical, literary, and cinematic narratives. Cross-listed with HIST 213 F6. <i>Prerequisites: None.</i></p> <p>ENG 215 CQX 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. In this class, we will be reading conventional autobiographies, memoirs, autobiographical fiction, journals and a graphic novel. Cross-listed WS 215. <i>Prerequisites: ENG 110.</i></p> <p>ENG 218 F1 READ WOMEN WRITING: ASIAN AMERICAN WOMEN WRITERS 4 cr <i>Prerequisites: None.</i></p> <p>ENG 234 CX INTRODUCTION TO THE SHORT STORY 4 cr In this course students will read texts of a distinctive literary genre, the short story. Students will read stories by a wide range of authors in various styles with culturally and socially diverse content. Students will gain a sense of the historical development of this literary form. Students will develop critical thinking through close reading of texts. Students</p>	<p>will gain the skills and vocabulary necessary for literary analysis. Students will continue to develop the writing skills emphasized in ENG 110.</p> <p><i>Prerequisites: ENG 110 or W cornerstone.</i></p> <p>ENG 235 CX INTRODUCTION TO POETRY 4 cr This course examines a cross section of English and American poetry from the late 16th century to the present day. Students will learn the specialized vocabulary appropriate to the discussion of poetry and will develop the analytical and critical thinking skills necessary to understanding and appreciating it. Toward that goal, we will consider poems - those "well-crafted and appealing artifacts of human wisdom," as William Chace puts it - that challenge expectations and provoke us to grapple with the moral and psychological insights they provide. <i>Prerequisites: ENG 110 or W cornerstone.</i></p> <p>ENG 236 INTRO TO DRAMA: TOPICS 4 cr ENG 236 is a series of topics courses designed to give an introduction to drama. Varies by topic. <i>Prerequisites: None.</i></p> <p>ENG 236A CG INTRO DRAMA: GLOBAL DRAMA IN CONTEXT 4 cr This course will survey global drama in translation, beginning with the development of a modern tradition in the 17th century and continuing into the present day. The class is designed to help students acquire the tools for understanding, appreciating, and critically analyzing drama as literature, as well as theatre as performance. Throughout the semester, student will learn basic concepts related to dramatic technique and innovation. Students will be expected to exercise critical thinking skills as they read, analyze, and discuss a variety of plays. Most importantly, they will learn ways to place these works in their cultural contexts, acquire greater cultural literacy, and experience the pleasure of reading and talking about literature. <i>Prerequisites: ENG 110 or W cornerstone.</i></p> <p>ENG 242 CDX LITERATURE OF AMERICAN MINORITIES 4 cr This course provides an introduction to literatures of ethnic minorities in the US, including Native American, African American, Hispanic American, and Asian American literatures. We will read a number of significant 20th century texts which have shaped ethnic minority traditions and have become part and parcel of American literature. We will explore such major issues as identity, culture, history, race, gender, sexuality, and class. We will examine how these texts present specific ethnic experiences via diverse literary means and innovations and by doing so contribute to American literature and culture. <i>Prerequisites: ENG 110 or W cornerstone</i></p> <p>ENG 250 CX TOPICS IN LIT: SCIENCE FICTION 4 cr This course is an exploration of the genre of science fiction, which is increasingly popular in both mainstream culture and academic study. Themes such as artificial intelligence, evolutionary change, confrontations with the Other, and ecological responsibility will emerge in our investigation of science fiction. It will quickly become</p>
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<p>clear that science fiction is about more than galaxies that are far, far away; it is also about some of the most important issues of our time: technology, gender, globalization, sexuality, multiculturalism, and how to live in peace. Students will write extensively about course materials both inside and outside of class, offer a presentation on an example of science fiction that is not on the syllabus, complete two take-home essay exams, and develop a project paper. <i>Prerequisites: ENG 110 or W cornerstone.</i></p> <p>ENG 250A C TOPICS IN LIT: 9/11 AND THE NOVEL 4 cr Politicians, reporters, and fellow citizens alike have told us that "9/11 changed everything," but what does that mean? What is the role of art in representing, understanding, and coming to terms with events of such magnitude unfolding during our lifetimes? Is it even possible to begin to reckon the long-term effects of 9/11 on our country and our lives? In this course students will survey the landscape of contemporary American fiction to see how writers have grappled with these questions, and how they have begun to answer them. In doing so, they will address larger questions about national memory, identity, and the stories we tell ourselves to make sense of our times. <i>Prerequisites: ENG 110 or W tag.</i></p> <p>ENG 250B CD TOPIC IN LIT: NARRATIVES OF SLAVERY 4 cr In this course we will explore works by William Faulkner and Toni Morrison, who are well known for their attempts to process the horrors of slavery and its repercussions of the American psyche through fiction. Both authors use experimental narrative techniques to transmit the disjunctive experiences and trauma of slavery and its legacy. We will study these works both for their literary merit as well as for their insights on the historical, political, and social experiences of slaves, slave owners and their descendants. Through textual analysis, we will examine the intersections of race, ethnicity, and identity in the American social landscape. <i>Prerequisites: Completion of ENG 110 or W cornerstone or placement into ENG 110 honors.</i></p> <p>ENG 250C CGX CRIMINAL UTOPIAS SCIENCE FICTION & CRIME LIT 4 cr Science Fiction and Crime Literature are genres that hold up dual mirrors for their readers and facilitate discussions of the changing nature of society, and the nature of good and evil, through popular culture. Over the past decades, Scandinavian crime fiction has seen an explosion of both production and popularity. Scandinavian crime authors have attracted larger international audiences and are widely translated with names such as Mankell, Holt and Larson leading the ranks. This phenomenon poses interesting questions as the Scandinavian countries are known as peaceful, with low crime rates and a cradle-to-grave social-welfare system. Why has Scandinavia produced world-renowned writes of crime fiction and used the genre to international acclaim? Does this conflict with our general perceptions of Scandinavia, and is there a specific Scandinavian element in the crime literature? Why are Scandinavians reluctant to embrace fantasy and science fiction? Is the Scandinavian culture too earthbound and secure to venture out onto imaginary limbs? What are the characteristic Scandinavian elements, if any, in the science fiction literature which is produced?</p>	<p>This course will include an examination of the origins of science fiction and the crime literature genre in a broader historical perspective, drawing on British and American texts and theories. Through the reading of a variety of novels and short stories, as well as viewing of films, the course aims to heighten the ability of the students to engage in analytical and critical thinking, voice coherent argumentation, explore, examine, reason and write academic essays as well as other forms of written expression. The investigation of human issues is relevant to all literature courses; science fiction and crime literature is particularly relevant in its enquiry into human nature for better and worse. This course will focus on the particular Scandinavian response to the above-mentioned questions as portrayed in two popular culture genres and create a global perspective by comparing Scandinavian world views, as expressed in the genres, to those experienced by the students in contemporary USA. <i>Prerequisites: ENG 110 or W cornerstone.</i></p> <p>ENG 250D CDX TOPIC LIT: MULTI-ETHNIC AMERICAN GRAPHIC NOVEL 4 cr This course is designed to introduce to students contemporary multi-ethnic American literature through the graphic novel as an increasingly significant literary genre for academic inquiry. We will read a number of significant graphic novels by Native American, African American, Latino/a American, Jewish American, Asian American, and white American graphic novelists and will explore such major issues as identity, culture, history, memory, community, race, gender, sexuality, and class. Students will gain knowledge of diverse multi-ethnic experiences and various literary expressions through the genre of the graphic novel and will develop critical thinking, reading, and writing skills to interpret literary texts. Cross-listed with ETHS 250D CDX. <i>Prerequisites: ENG 110 or W cornerstone.</i></p> <p>ENG 250E CEX TPC: WILDERNESS & LIT OF AMERICAN WEST 4 cr A course in the fiction, poetry and nonfiction prose of the American West focusing on wilderness and the environment. Concepts of ecology are central to the course; we will trace an arc from the writings of John Muir and the founding of the Sierra Club to the modern-day environmental movement. We will read a range of poets from Robinson Jeffers, whose work has been celebrated by environmental organizations, to Gary Snyder, perhaps the leading contemporary American eco-poet. We will explore the writings of other fiction writers, poets and nonfiction writers who have captured in their work something of the majesty and vulnerability of the Western landscape. We will consider the contradictory myths of the American West, with its competing claims of individualism and preservation. The literature of the American West has played an important role in fostering the emerging eco-consciousness of North America. <i>Prerequisites: ENG 110 or W cornerstone.</i></p> <p>ENG 250F CX TOPIC: SCIENCE FICTION 4 cr This course is an exploration of the genre of science fiction, which is increasingly popular in both mainstream culture and academic study. Themes such as artificial intelligence, evolutionary change, confrontations with the Other, and ecological responsibility will emerge in our investigation of science fiction. It will quickly become clear that science fiction is about more than galaxies that are far, far</p>
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away; it is also about some of the most important issues of our time: technology, gender, globalization, sexuality, multiculturalism, and how to live in peace. Students will write extensively about course materials both inside and outside of class, offer a presentation to the rest of the class on an example of science fiction that is not on the syllabus, complete two take-home essay exams, and develop a project paper.

Prerequisites: ENG 110 or W cornerstone.

ENG 250G CX TOPIC: AMERICAN RENAISSANCE & CONTEXTS 1840-70 4 cr

This course will examine the period of vibrant American literary production in the middle of the nineteenth century known as the “American Renaissance.” We will look at how a quickly growing middle-class readership emerged just as writers sought to find a singular way to bring European literary traditions to bear on distinctly American cultural and political issues such as the nature of American democracy. This course will also consider how the idea of the “American Renaissance” was established and later critiqued.

Prerequisites: ENG 110.

ENG 250J CX TOPIC IN LIT: NOIR IN FILM & FICTION 4 cr

This course is an introduction to a culture studies approach to popular texts, which literary and other theory is used to study the great themes and issues of culture and civilization. Noir is deeply entangled with gender and race issues in both film and fiction. Students will learn to periodize films and texts into modernist, postmodern, noir, and neo-noir. Students will also learn to translate film into text and apply literary criticism and other theory as we do from our postmodern viewpoint. Overall students will emerge with an educated appreciation of a genre that starts off as uniquely pulp American, then becomes defined by the French in the fifties as something much bigger.

Prerequisites: ENG 110 or W cornerstone.

ENG 250N CEX TOPIC LIT: NATURE & LIT OF MIDWEST 4 cr

Nature and the Literature of the Midwest is a course that explores fiction, poetry, and environmental writing of the Midwest, with a special emphasis on Wisconsin and its natural environment. Concepts of ecology are central to this course. Some of the readings specifically address environmental issues of preservation and sustainability, while other readings - namely, fiction and poetry - provide us with an environmental history of the natural world, as it has been observed by writers at different times and in different parts of the Midwest. The course also introduces students to concepts of literary analysis and interpretation.

Prerequisites: ENG 110 or W cornerstone

ENG 259 CGX LITERATURE OF THE QUEST 4 cr

This course is focused on the theme of the hero and the quest in literature and heroic legend. Readings are drawn from the earlier European tradition and include texts from the English, French, Spanish, and German literatures, as well as selections from other national or linguistic traditions. Course emphasis is on commonalities in the structure of the quest-myth, on the influence of local or national culture in shaping the nature of the hero, and on the interrelationships of distinct national traditions.

Prerequisites: ENG 110 or W cornerstone.

ENG 260 TOPICS IN ETHNIC LITERATURES 4 cr

A series of topics courses dealing with the literary contributions of various ethnicities. Topics will be sub-numbered 260A, 260B, etc.

Prerequisites: None.

ENG 260A CDX LIT TOPIC: AMERICAN SLAVE NARRATIVES 4 cr

During the eighteenth and nineteenth centuries, slaves of African origin composed a series of autobiographies that revised literary genres to finally give voice to experiences shared by millions forced into bondage over several centuries. As first-person stories with great political and historical significance, slave narratives reflect the inherent disjunction between the American ideal of equality and its continued use of brutal forced servitude. The development of the slave narrative as a literary genre provides a unique perspective on American cultural and political history while acknowledging voices long exiled from the American canon.

Prerequisites: ENG 110 or W cornerstone.

ENG 270 CGX INTRODUCTION TO WORLD LITERATURE 4 cr

This course provides a sampling of literatures from different parts of the world. We will focus on several significant Western and non-Western novels of the 20th century and will explore a number of major literary, social and cultural issues through these texts, such as the role of the artist in the modern world; colonialism, decolonization and race; intellectuals and contemporary diaspora; tradition and modernity, sexuality and gender; culturally- and gender-specific aesthetic and literary expressions, and the various intersections and interrelations of these issues. We will study these texts from different continents as literary and artistic expressions of modern and contemporary human experiences in a global context.

Prerequisites: ENG 110 or W cornerstone.

ENG 270A CGX WORLD LIT: STUDIES IN THE EPIC 4 cr

This course is intended to cover classics of world literature in translation, specifically the epic genre. The course may cover Homer's Odyssey, Virgil's Aeneid, Ovid's Metamorphoses, and Dante's Inferno, and will also include fundamentals of literary interpretation.

Prerequisites: ENG 110 or W cornerstone.

ENG 276 CX 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.

Prerequisites: ENG 110 or W cornerstone.

ENG 277 J LANGUAGE SOCIETY AND THE INDIVIDUAL 4 cr

Students will investigate the different varieties of English and what they mean to the people who speak them. They will reflect on our assumptions and reactions to the language of different groups and search for the source of those reactions. Students will also analyze their language rituals and what role these rituals play in interpersonal relationships. Areas of study will also include the nature of the language

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faculty, the effects of human interaction on its development, and how language is processed by the brain.

Prerequisites: None.

ENG 278 A THE NEW DOCUMENTARY 4 cr

Students will view selected documentaries that reflect the rising status and influence of documentaries in popular film and contemporary society, respectively. Films will be chosen for their social and/or political significance and aesthetic qualities. The socio-political context will be examined through supplemental materials, and the purpose, intended effect, and impact of the films will be examined. Students will learn about the new documentary genre, various documentary film techniques and respond critically to their aesthetics.

Prerequisites: None.

ENG 280 CUX INTRO TO LITERARY STUDIES 4 cr

As a gateway course for the English major, this class provides students with the critical tools to negotiate upper-division course work. It will define English and its subfields as scholarly disciplines; review fundamentals of literary interpretation; and establish a timeline of literary periods and movements. Further, the course will examine various critical perspectives and theories, including New Criticism, New Historicism, queer and gender studies, psychoanalytic criticism, feminism, and deconstruction, exploring them through selected secondary readings and case studies. Students will develop an understanding of the critical frameworks that provide the assumptions, strategies, and governing questions for the practice of interpreting texts.

Prerequisites: ENG 110 or W cornerstone.

ENG 300 ADVANCED WRITING 4 cr

Writing for specific audiences and purposes. Topics may include professional organizational writing, academic/scholarly writing, or environmental writing.

Prerequisites: None.

ENG 301 MAGAZINE WRITING 4 cr

A workshop course in writing feature articles and longer investigative pieces for magazines and newspapers. Students will read and discuss articles chosen from the best magazine stories of the previous year and brainstorm their own pieces.

Prerequisites: ENG 201 or consent of the instructor.

ENG 303 INTRO TO THE STUDY OF LANGUAGE 4 cr

Challenges commonly held assumptions about language through an exploration of how we use and perceive our primary medium of communication. Topics include language learning, dialects, language change, language and the brain, conversational interactions, and the basic areas of linguistics: sound, meaning, word building, and word order.

Prerequisites: None.

ENG 304 GRAMMAR FOR TEACHERS 2 cr

Provides a solid base in grammar and the best practices for teaching grammar. Topics include parts of speech, punctuation, phrasal

grammar, dialects and education, and cognitive grammar.

Prerequisites: None.

ENG 305 BX FICTION WRITING 4 cr

This is a writer's workshop for students interested in writing short fiction. The student's own original stories will be analyzed and discussed in both peer-review groups and an all-class workshop setting. In addition to writing stories of their own, students will be expected to write short critical responses to all work by their peers. Students will also read and analyze stories by both contemporary and historic writers. Students will explore theories and methods of artistic production, interpretation, and criticism, with the aim of improving their own writing.

Prerequisites: ENG 205 or equivalent course.

ENG 306 POETRY WRITING 4 cr

A workshop course in the writing and critique of poems.

Prerequisites: ENG 205F3 or consent of instructor.

ENG 308 2X ADVANCED WRITING WORKSHOP: WRITING FOR COMMUNITY 4 cr

In this course, students will design and produce a major project for a community organization. The project will be writing-based and may include documents in a variety of media. Students will work closely with their community partners, both on the project itself and through at least 20 hours of volunteer work. The course will include document format and design, editing skills, and audience analysis, and will require learning to use basic computer applications such as Adobe InDesign, Photoshop, and MS Expressions Web. Students will also study a series of basic texts on individual ethics and the role of the individual in the community, and will be expected to integrate these readings into formal and informal reflections on their own values, their place in the community, and their role in building a more just and compassionate world.

Prerequisites: COR 1 or equivalent; open to students in their second or third year, or sophomore and above transfers; ENG 110 or W cornerstone.

ENG 309 THE NEW JOURNALISM 4 cr

A study of the transforming movement of the sixties that continues and develops, having given birth to the new non-fictional novel, including true crime and gonzo journalism, using an immersion reporting style that borrows narrative techniques from the traditional novel. Readings include works by such writers as Truman Capote, Norman Mailer, Hunter Thompson, and Tom Wolfe.

Prerequisites: Previous 300 level course or consent of the instructor.

ENG 312 TOPICS IN JOURNALISM 4 cr

Topics in journalism, varying by semester. Offerings might include environmental journalism, minority journalism, countercultural journalism, and advocacy journalism, including studies of how subcultures and marginalized interests discourse through media with the constantly changing mainstream in American culture.

Prerequisites: ENG 201 or consent of the instructor.

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ENG 312A TOPIC IN JOURNALISM: VIDEO PRODUCTION 4 cr
Prerequisites: None.

ENG 314 X LITERARY JOURNALISM 4 cr
 This course will introduce student writers to literary journalism, alternatively called creative nonfiction. Students will have an opportunity to study, read, and write their own literary journalism. The class will read and discuss a diverse selection of short and masterful examples of the genre in our text and from handouts of recent examples collected from the New Yorker and other magazines that foster the practice of literary journalism in its short form.
Prerequisites: ENG 110.

ENG 316 B VIDEO PRODUCTION 4 cr
 A beginning level course emphasizing filming techniques and editing video works. Students will choose their own topics to videotape and edit, including topics about student life, journalism issues, public service topics and ethnographic ethical issues and techniques. Emphasis on documentary-style video production and editing finished works based on assignments, self-selected topics and group critiques. Students will learn to shoot digital video cameras and learn Final Cut Pro editing software, which includes sound, music and graphics editing.
Prerequisites: None.

ENG 317 B PHOTOJOURNALISM 4 cr
 Introductory course in digital photography with emphasis on photojournalism techniques for newspaper, magazine and online content. Students will learn to operate digital cameras and Photoshop CS4 photo processing software. Both black and white and color photographs will be created in this class. Students will learn editorial photography techniques and ethical decision-making relating to photojournalism.
Prerequisites: None.

ENG 325 TOPICS IN ETHNIC AMERICAN LIT 4 cr
 A study of selected works from one of the following ethnic literary traditions in the United States: African American literature, Asian American literature, Latino/Hispanic American literature, or Native American literature. X-listed with ETHS 325.
Prerequisites: None.

ENG 325A CDQ ASIAN AMERICAN WRITERS 4 cr
 This course offers a study of selected works of various genres (e.g., fiction, drama, memoir, and film) by Asian American women and men of diverse ethnicities. Emphasizing the intersections of race, class, gender, and sexuality, and informed by critical studies of race and ethnicity, feminist criticism, and cultural studies, we will explore the following main questions: What are the major themes and issues in Asian American literature and literary studies? What textual strategies do Asian American writers employ to represent Asian American self-identities and cultural politics? In what ways do these writers challenge or accommodate dominant representations of Asian American women and men as raced and gendered subjects? In what ways do the subject positions of the writers, characters, and readers impact our understanding of Asian American texts? Course is cross-listed with ETHS 325A.
Prerequisites: ENG 110 or a "W" tag course.

ENG 327 TOPICS: LITERATURE AND GENDER 4 cr
 A study of literary works from a variety of periods and genres in relation to issues of gender. Specific courses could include Black Women Writers, Textuality and Sexuality, Women Writing the Fantastic, or Tough Guys in Literature. (Cross-listed with WS 327)
Prerequisites: None.

ENG 327 CQ TOPIC: LITERATURE AND GENDER 4 cr
 A study of literary works from a variety of periods and genres in relation to issues of gender. Specific iterations of the course could include emphases on gender, sexuality and representation; queer theory; feminist theory, especially feminist narrative theory; textuality and sexuality; women's writing and society; or tough guys in literature. All possible versions of the course will require attention to how literature represents, reinforces, and/or attempts to subvert social roles attached to gender and sexuality.
Prerequisites: ENG 110.

ENG 327A CQ WOMAN IN THE NINETEENTH CENTURY 4 cr
 This course examines the social and political roles of women as reflected in literature by and about women from the late eighteenth through early twentieth centuries.
Prerequisites: ENG 110.

ENG 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 theater, audience and cultural contexts of the period. Various critical strategies will be used to explore the contemporary meanings of Shakespeare's plays.
Prerequisites: None.

ENG 331 LITERARY FIGURES 4 cr
 Concentrated study of a single major author, including literary works, cultural and historical context, and influence. Possible course offerings include Shakespeare, Chaucer, Milton, Melville, Austen, Shaw, Joyce, Woolf, Twain, Faulkner, and Morrison.
Prerequisites: None.

ENG 331 CX LITERARY FIGURES 4 cr
 Concentrated study of a single major author, including literary works, cultural and historical contexts and influences. Possible course offerings include Shakespeare, Chaucer, Milton, Austen, Melville, Shaw, Joyce, Woolf, Twain, Faulkner, and Morrison.
Prerequisites: ENG 110 or W cornerstone; C-tag course or F1 course or permission of the instructor.

ENG 331A CX TOPIC: RAY CARVER & NEW AMERICAN REALISM 4 cr
 This course explores the short stories, poetry, and essays of Raymond Carver (1938-1988), the so-called Minimalist writer whose writings about Americans in dead-end jobs found a large, appreciative readership in his lifetime. Carver's characters, many from the working class, find it difficult to understand how the American Dream is failing them. Our primary text is the Library of America volume

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of Carver, which includes, in the case of his most famous book of short stories, *What We Talk About When We Talk About Love*, both Carver's original manuscript versions of the stories and the published versions which were revised (often drastically) by his editor, Gordon Lish ("Captian Fiction"). An examination of these drafts should be especially interesting for writing majors and any students interested in the process of revision and editing. We will also read stories by Carver's acknowledged influences (Anton Chekhov, Ernest Hemingway, Flannery O'Connor) and his contemporaries in a realist mode (John Cheever, Ann Beattie, Tobias Wolff, Richard Ford).
Prerequisites: ENG 110 or W cornerstone

ENG 331B CX LITERARY FIGURES: SHAKESPEARE 4 cr
 Reading and writing about Shakespeare's plays.
Prerequisites: ENG 110.

ENG 333 G ENGLISH AS A GLOBAL LANGUAGE 4 cr
 One facet of globalization is linguistic globalization, and the increasing prominence of English as the lingua franca of the world is as full of benefits and dangers as is globalization itself. We will explore the historical context and cultural foundation of the global spread of English as well as the cultural legacy of the language in both English and non-English speaking countries. This will include an examination of the growing prominence of English in different regions of the world including South America, Africa, and Southeast Asia in terms of English varieties or "Globish" as well as the impact English has had on the native languages, national attitudes toward the English and Americans, cultural resistance, economic mobility, and the likelihood that one's second language will be English to the exclusion of others. We will also study specific settings requiring a common language, such as aviation and travel.
Prerequisites: None.

ENG 358 CX MEDIEVAL LITERATURE 4 cr
 A selection of works from British literature before 1485. The course may include *Beowulf* and Old English poetry, Chaucer, the Gawain-poet, Malory, and a variety of other writers. It will also emphasize societal and linguistic contexts, historical development, and material and economic culture.
Prerequisites: ENG 110 or W cornerstone; a C-tag course or F1 or permission of instructor.

ENG 359 CX RENAISSANCE LITERATURE 4 cr
 A selection of works from British literature, ranging from the last years of the fifteenth century, through the Elizabethan age. The course may draw from a wide variety of poetry, drama and prose, including More, Sidney, Spenser, Marlowe and others. It will emphasize literary form and style, as well as cultural and social contexts.
Prerequisites: ENG 110 or W cornerstone; a C-tag course or F1 course or permission of the instructor.

ENG 360 CX 17TH CENTURY BRITISH LITERATURE 4 cr
 A survey of selected writers of late Renaissance and 17th century Britain, from the Stuart period through the English Civil War and the Restoration, this tumultuous and action-packed age was filled with unparalleled achievements in the theatre, milestones in publishing,

political and religious unrest, the beginnings of global trade, and colonization of the New World. The course will include authors such as Jonson, Donne, Marvell, Wroth, and Milton.
Prerequisites: ENG 110 or W cornerstone; a C-tag course or F1 course or consent of the instructor.

ENG 361 CX RESTORATION & 18TH CENTURY BRITISH LIT 4 cr
 A survey of British literature of the "long 18th century," from the Restoration through the 1700s. Enormous cultural transformations, from the explosion of print culture, to the philosophical and scientific revolutions of the Enlightenment, to experiments in modern democratic thought, to the speed of travel and international trade, mark the era as one of the most turbulent and exciting in Western history. The course will include authors such as Behn, Defoe, Swift, Pope and Johnson.
Prerequisites: ENG 110 or W cornerstone; a C-tag course or F1 course or permission of the instructor.

ENG 362 ROMANTIC AND VICTORIAN LITERATURE 4 cr
 A survey of the prose and poetry of 19th century Britain, focusing on selected men and women writers of the period, including John Keats, Mary Shelley, Charles Dickens, Charlotte Bronte and others. The cultural context of the age of revolution and the age of Queen Victoria will be examined.
Prerequisites: None.

ENG 363 MODERNISM 4 cr
 A study of literary modernism during the beginning of the twentieth century that may include emphases on any of the following: the Harlem Renaissance, the relationship between realism and modernism, the gender of modernism, and/or transnational influences on modernist writing.
Prerequisites: None.

ENG 367 CX AMERICAN LITERATURE TO 1865 4 cr
 A study of works by early writers who helped America recognize what it stood for and by the early giants of the American Renaissance.
Prerequisites: ENG 110 or W cornerstone.

ENG 368 AMERICAN LITERATURE, 1865-1914 4 cr
 Post-Civil War developments of realism and naturalism as the United States grew into an international industrial power.
Prerequisites: None.

ENG 370 TOPICS: WORLD LITERATURES IN ENGLISH 4 cr
 An examination of a particular national literature other than that of the United States or Britain, or a survey of literature by writers from a variety of regions around the globe. Specific courses might include Irish Literature or Postcolonial Literatures.
Prerequisites: None.

ENG 370A CGX TOPIC WORLD LIT: MODERN IRISH LIT 4 cr
 Irish Literature may be viewed as the first postcolonial literature of the 20th century. Claude McKay, a leading figure in the Harlem Renaissance,

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looked for inspiration to the model of cultural renaissance and colonial resistance in Ireland. The upheavals in Ireland in the late 19th and early 20th centuries anticipated and may have precipitated political uprisings in other parts of the British Empire and around the globe. But Ireland itself has never been a monoculture. In the wake of Irish independence from Great Britain, the famous “Troubles” between Anglo-Irish Protestants and Irish Catholics have never been fully resolved. Jewish people have figured prominently in Ireland since the 1400s; the Judaeo-Irish Home Rule Association played an important role in the Easter Rising of 1916. The most well-known figure in Irish Literature, Leopold Bloom in James Joyce’s *Ulysses*, is a Jew. Irish Literature provides a well-focused lens for an examination of contemporary global issues. Students will read not only those iconic writers associated with the Irish Literary Revival of the period immediately preceding and following the Easter Rising of 1916 (Yeats, Joyce, Synge, and company), but also those later 20th century writers who have chronicled the extraordinary changes in Irish culture and society. As Ireland has moved into the 21st century, so has Irish literature admitted the diverse voices of an ethnically, racially, and culturally changing nation. Indeed, a central question is the following: who are the Irish? It’s not as simple as it sounds.

Prerequisites: ENG 110 or W cornerstone.

ENG 370B CGX TOPIC: POSTCOLONIAL FICTION 4 cr

This course will provide students with an opportunity to explore fiction from the former British colonies and from Great Britain itself. Are you still trying to figure out what “postcolonial” means? Not a problem: part of our task will be to define the term “postcolonial,” which can be understood as an historical period, a literary genre, or a particular political opposition to imperialism demonstrated in art and culture. In order to experience the literature of this course as fully as possible, our readings of the primary texts will be informed by historical grounding, geographical/political contexts, as well as cultural and literary theory to do with postcolonial subjectivity. Questions we will address include: How do we think about cultural authenticity and why do those ideas matter? What expectations do we - as readers - bring to postcolonial texts? How can the English language be made useful for writers in places where it was originally a tool for oppression? What role does literature play in the politics of the contemporary world? How do we, in North America, read the work of those in other parts of the world and learn from what they have to tell us?

Prerequisites: ENG 110 or W cornerstone.

ENG 371 CX POSTMODERN & CONTEMPORARY LIT 4 cr

This course will discuss postmodern and contemporary themes such as the search for meaning, revisionism, consumerism, community, and the relationship between literature and cultural change. We will look closely at issues of form and genre and will discuss critical terms including magical realism, postcolonialism, and poststructuralism. Students will be required to participate actively in discussions about the course readings and their writings.

Prerequisites: ENG 110 or W cornerstone.

ENG 377 C ISSUES & THEMES IN LITERATURE 4 cr

Special study of literature organized around a theme, problem, issue or development. Possible themes include Arthurian legend, the Gothic in literature, the literature of dissent, or power relations in literature.

Prerequisites: ENG 110 or a “W” tag course.

ENG 379 INDEPENDENT STUDY: ENGLISH VAR cr

Prerequisites: Consent of instructor.

ENG 380 CUX LITERARY CRITICISM AND THEORY 4 cr

This course builds on the theoretical principles taught in ENG 280 to further provide students with the critical tools used in upper-division literature course work. It is devoted to examining critical perspectives and theories in detail, including New Criticism, New Historicism, queer and gender studies, psychoanalytic criticism, feminism, and deconstruction, exploring them through primary readings and case studies. Students will develop a greater understanding of the critical frameworks that provide the assumptions, strategies, and governing questions for the practice of interpreting texts.

Prerequisites: ENG 110 or W cornerstone; ENG 280 or permission of the instructor.

ENG 391 LITERARY GENRES 4 cr

A study of literature through the lens of genre, such as the novel, film as literature, contemporary drama or poetry, popular genres, including fantasy or horror.

Prerequisites: None.

ENG 395 CEX ENVIRONMENTAL LITERATURE 4 cr

This course covers literature from the 19th, 20th, and 21st centuries that puts the environment at the center of discourse and considers humans as part of (rather than apart from) nature and ecosystems. Specific iterations of the course might focus on nature writing, urban environments, deep ecology, eco-feminism, eco-criticism, and/or activist literature. As an upper-level literature course, “Environmental Literature” will require attention to both primary and secondary texts. Extensive writing will be required, including both analytical essays and examples of nature writing or eco-fictional prose.

Prerequisites: ENG 110 or W cornerstone.

ENG 401 TEACHING OF COMPOSITION 4 cr

Application of composition research to the teaching of composition today along with an examination of materials and techniques. This course should be completed before student teaching.

Prerequisites: None.

ENG 406 BX ADVANCED FICTION WRITING 4 cr

This is an advanced fiction writer’s workshop for students interested in writing short stories or chapters of a novel. Work in various genres such as science fiction, fantasy, or detective fiction is encouraged, as well as realist fiction. The student’s own original work will be analyzed and discussed in both peer-review groups and in an all-class workshop setting. Students will also read and analyze stories by both contemporary and historic writers. Students will explore theories and methods of artistic production, interpretation, and criticism, with the aim of improving their own writing.

Prerequisites: English 205 BX (English 205 F3).

ENG 410 ADVANCED JOURNALISM 4 cr

A project-oriented seminar for long investigative projects.

Prerequisites: None.

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ENG 415A CDQ BLACK WOMEN WRITERS 4 cr

This course offers a study of selected novels, short stories, and essays by African American women writers in the 20th and 21st centuries. Emphasizing the intersections of race, gender, class, and sexuality, and informed by critical studies of race and ethnicity and black feminist criticism, we will explore the following main questions: What are the major themes and issues in black women’s literature? What textual strategies do African American women writers employ to represent “blackness” and “femaleness?” In what ways do these writers challenge or accommodate dominant discourses of race, gender, class and sexuality? What does it mean to be a black feminist reader, and what does it mean for non-black and/or non-female readers to interpret black women’s writings? Cross-listed with ETHS 415A & WS 415A.

Prerequisites: ENG 110 or a “W” tag course.

ENG 443 FOCUSED STUDY: ETHNIC AMERICAN LIT 4 cr

A close examination of a particular ethnic American literary period, genre, or theme, such as the Harlem Renaissance, immigrant narratives, or Asian Americans in popular culture.

Prerequisites: None.

ENG 443A CDQ THE PASSING NARRATIVE IN ETHNIC AMERICAN LITERATURE 4 cr

This course offers a study of selected “passing narratives” of various genres (fiction, autobiography, and film) by women and men from diverse ancestries in American literature. By focusing on the intersections of race, ethnicity, gender, class, and sexuality in passing narratives and situating these texts in their historical, cultural, and critical contexts, we will explore the following main questions: What are the political motivations in the origins and maintenance of identity categories and boundaries, and what motivates passing, or boundary trespassing? What are the possibilities, consequences, and limitations of passing? In what ways do passing narratives destabilize the binaries of white/non-white, man/woman, authenticity and counterfeiting? What textual strategies do ethnic American writers employ to imagine the positive potential of passing while revealing its individual and cultural anxieties? How do these writers challenge or accommodate dominant discourses of difference, assimilation, and identity? Finally, to what extent are the issues underlying the passing narrative relevant to our own identity constructions in the contemporary U.S. culture? Cross-listed with ETHS 443A CDQ.

Prerequisites: ENG 110 W and sophomore standing.

ENG 470 FOCUSED STUDY OF WORLD LITERATURE 4 cr

A study of masterpieces from the Western and/or non-Western traditions, selected for their cultural or literary significance. This course may be organized around a central theme or question, such as the nature of literary tragedy or the role of the individual in the community.

Prerequisites: None.

ENG 476 ADVANCED WRITING WORKSHOP 4 cr

Directed study in the writing of various literary forms, such as the informal essay, nature writing, scriptwriting, genre fiction (detective, fantasy, juvenile, etc.), the long poem, the novella, or other forms.

Prerequisites: ENG 205F3 and either ENG 305 or 306, or consent of instructor.

ENG 477 SEMINAR IN LITERARY STUDIES 4 cr

A special study of a literary period, figure, genre, or group, of some other special literary focus.

Prerequisites: ENG 110, ENG 280, and a 300/400 level literature course.

ENG 478 INDEPENDENT STUDY - ENGLISH VAR cr

A program of independent reading/research in a genre, or an author, or a period if a comparable course is not offered in the same year. This program may be one or two semesters in length.

Prerequisite: A literature course at the 300/400 level or consent of instructor.

ENG 479 INDEPENDENT STUDY - ENGLISH VAR cr

A program of independent reading/research in a genre, or an author, or a period if a comparable course is not offered in the same year. This program may be one or two semesters in length.

Prerequisite: A literature course at the 300/400 level or consent of instructor.

ENG 480 FOCUSED STUDY OF LITERARY CRITICISM 4 cr

A study of a particular approach or issue in contemporary criticism and theory, such as feminist theory, gender studies, trauma studies, or migration and diaspora.

Prerequisites: ENG 280, a prior course in *Women’s and Gender Studies*, or consent of the instructor.

ENG 480A GQU FOCUSED STUDIES LIT CRITICISM: CONTEMPORARY GLOBAL FEMINISM 4 cr

What issues are important to women in different parts of the world? How do those issues relate to one another? What makes an issue “feminist” or not? How do we conceive of feminisms outside of our borders, whether those borders are geographic, political, or personal? What strategies can we employ to understand women’s lives and concerns in different cultures, locations, and times? Is it possible to actively support feminist causes across the globe without imposing dangerous sets of limiting assumptions? This course is an exploration of the methods, concepts, and experiences of feminism as it is practiced all over the world in different ways. The historical development and cultural mappings of feminism since the second wave will be our main concern, but we will maintain specificity by focusing on particular locations, and on locational concerns. Three large units will make up the course: feminism and race at the end of the second wave and into the present; postcolonial critiques of feminism and issues of religion, rights, and class in various locations throughout the world; and transnational approaches to feminist identity, politics and possibilities. Throughout our explorations of contemporary feminisms, we will interrogate how our own lives and choices affect the lives of women around the world, in part by investigating the origins of products we purchase regularly. Feminist theorists from a variety of disciplines including philosophy, literature, political science, history and sociology will provide groundwork for our explorations, which will be filled out through case studies, historical texts and literary narratives. Cross-listed with ETHS 481 and WS 480.

Prerequisites: ENG 110 and ENG 280.

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ENG 481 3 ADVANCED STUDIES IN ENGLISH 4 cr

The first half of this course will explore different approaches to the course theme. Tenured and tenure-track members of the English Department will each take responsibility for one day's course content by assigning readings in advance and then conducting one class. In this way, students will learn how the course theme relates to different fields. The instructor of the course will be responsible for all other classes and will organize assignments. The second half of the course will be a workshop focusing on student work. Readings will be determined by student interest and course time will be spent discussing those readings, developing project proposals, learning and using research techniques, and putting together student projects. Students will help one another with their projects and will receive direct feedback from the instructor regularly.

Prerequisites: COR 2, ENG 110 and 280.

Environmental Studies (ENVS)

ENVS 101 1ER SPIRITUALITY AND ECOLOGY 4 cr

While focusing on Eco-Spirituality and Environmental Justice, this COR 1 course introduces the Dominican Liberal Arts tradition: building a more just and compassionate world through the integration of spirituality, study and service, in a community searching for truth. Through grappling with ecological concerns, students discover connections between their own spiritualities and what they are learning about the environment through various disciplines and their active collaboration in making the world a better place. We join Dominicans and others exploring "Is there a way to reverse global warming?" "Who suffers or benefits most from the way things are?" "What is 'green' living?" "What will motivate & empower us to reduce our own carbon footprints?" Cross-listed with RS 101 1ER. (F)

Prerequisites: This course is for first semester freshmen or freshmen transfer students.

ENVS 107 F7 PHILOSOPHIES OF EARTH 3 cr

What is our relationship to our earth home? What is our relationship to our earth home and all the beings who share it? This course and all the beings who share it? This course studies the foundations of western and studies the foundations of western and non-western philosophies in order to examine non-western philosophies in order to examine this and other cosmological and ecological this and other cosmological and ecological questions. Current issues in environmental questions. Current issues in environmental ethics are included. Cross-listed with PHIL ethics are included. (See PHIL 107)

Prerequisites: PHIL 101.

ENVS 110 EPU ENVIRONMENTAL ETHICS 3 cr

What ways of thinking help us participate responsibly in the web of life on Earth? This course will help us recognize the interdependence of human society and the natural environment and the ways in which principles of ecological sustainability are essential to building a just and compassionate world. Our course will be built around case studies, other readings, and the chapters of the text. Through the case studies, we will apply critical thinking theory to real life examples and develop an understanding of how these situations affect individuals, the local and larger communities, and the Earth. We will analyze these situations from the core ethical arguments of utilitarian ethics, virtue ethics, and Kantian ethics as well as the ecological ethical frameworks of light green

ethics, dark green ethics, biocentrism, and ecocentrism. We will then identify and argue our personal environmental ethic. This course will develop your ability to think philosophically; to think critically about several philosophical traditions in ethics and to apply your abilities and understandings to environmental issues. Cross-listed with PHIL 110.

Prerequisites: T tag course.

ENVS 201 LIVING SUSTAINABLY IN DOMINICAN STUDIUM 2 cr

The first of a two-semester, Living & Learning Community which integrates the study and practice of eco-spiritualities and application of the principles of sustainability. Open to students from every religious and spiritual tradition, this LLC integrates the features of the Dominican Studium: Community, Contemplation, Study, and Mission. The first semester includes weekly seminars, regular gatherings for contemplative rituals and eco-celebrations as well as community meetings to deal with the practicalities of living as sustainably as possible. Participants attend a "Constitution-Writing Retreat" the first week of the semester and prepare research papers and public presentations for early December. Cross-listed with RS 201. (F)

Prerequisites: COR 1 or equivalent required of students in their second or third year; Students apply in March for admission to the "Sustainable Living and Learning "Studium" in Dominican Hall and register in April for RS 201.

ENVS 201 E DEBATING THE EARTH: POLITICAL PERSPECTIVES ON ENVIRONMENT 4 cr

In the minds of many scientists and policymakers, there are ultimately is no issue of greater important than sorting out humankind's relationship to the deteriorating natural environment that sustains all life on earth. In this course, we shall explore how a diverse array of competing political perspectives views this relationship in terms of both the sources of and the solutions to our current ecological crisis. In investigating these different paradigms and how each constructs the issues, we will come to better understand how these views shape public policy, political movements, public opinion, and even international relations. Cross-listed with PS 201.

Prerequisites: None.

ENVS 202 2ER LIVING SUSTAINABLY IN DOMINICAN STUDIUM 2 cr

The second of a two-semester sequence associated with the Sustainable Living & Learning Community in Dominican Hall. Continuing the intensive study of eco-spiritualities and efforts to live sustainably during the Fall in RS 201, student's partner with others in the wider community in a variety of sustainability efforts through research and practical assistance. In addition to weekly seminars, students summarize their learning, beliefs and actions for the annual Student Academic Showcase and write a COR 2 Statement to articulate their own spirituality, worldview, beliefs and values. Note Well: Students must take both RS 201 and RS 202 in order to fulfill requirements for the COR 2, E and R tags. Cross-listed with RS 202 2ER. (S)

Prerequisites: COR 1 or equivalent; open to students in their second or third year, or sophomore and above transfers; RS 201. Prior or concurrent enrollment in another Environmental Studies course recommended; Acceptance in the "Sustainable Living and Learning Community" in Dominican Hall.

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ENVS 206 EV NATURAL COMMUNITIES OF WISCONSIN 3 cr

An exploration of Wisconsin's wetlands, lakes and streams, prairies, savannas, and forests. In field trips and labs, we practice identifying local plants and animals, see some of the science behind our understanding of these biological communities, and support collaborative efforts to preserve our natural heritage. Cross-listed with ENVS 206. (F/SS)

Prerequisites: None.

ENVS 216 EV ENVIRONMENTAL GEOLOGY 3 cr

Environmental geology focuses on the interaction between humans and geological processes that shape Earth's environment. An emphasis is placed upon both how integral earth processes are to human survival and the fact that humans are an integral part of a complex and interactive system called the Earth System. The study of Environmental Geology brings important knowledge and information to the search for solutions to many of the problems facing humanity today. Challenges such as expanding populations, resource distribution and use, energy and water availability and earth processes (especially flooding, earthquakes, volcanic eruptions, landslides, etc.) that pose serious risks to life and property are addressed. Possible solutions are explored that work within ecological realities and prioritize the ability to meet the needs of the current population without reducing the options available to future generations.

Prerequisites: None.

ENVS 224 DRAWING IN NATURE 3 cr

An experiential hands-on course in the study of art and ecology that provides students with the opportunity to draw outdoors and creatively experience the diversity of the Wisconsin landscape. Students will also explore historic and contemporary visual art with concern for global and local environmental issues.

Prerequisites: None.

ENVS 250 EV ENVIRONMENTAL BIOLOGY 3 cr

Humans are intimately connected to the natural world. We not only depend on the environment for our existence and well-being, we are part of the environment and our actions can affect it profoundly. This course explores the connections between humans and our environment by exploring basic ecological principals and applying them to many of the major environmental issues currently faced by humanity. Cross-listed with BIO 250 (F/S)

Prerequisites: None.

ENVS 265 E ENVIRONMENTAL CONSERVATION 2 cr

A seminar designed to investigate the ecological, cultural, geographic and economic background of the conservation of natural resources. Some of the specific issues that will be explored are: resource allocation and energy production; water issues; intergenerational externalities and food production; and population pressures. A special section will be devoted to producer and consumer cooperatives and alternative institutional responses to many of these pressing issues. Cross-listed with GEOG 265 E.

Prerequisites: None.

ENVS 275 DENDROLOGY 2 cr

A field course in the identification of the wild and cultivated woody plants growing in the Great Lakes region. Emphasis is on observation of plant characteristics permitting easy identification, in addition to discussion of the basic natural history, ecology, distribution, and human uses of each species. There is one three-hour laboratory per week. Cross-listed with BIO 275 (F)

Prerequisites: None.

ENVS 301 2 ROOTS AND SHOOTS 3 cr

Dynamic interrelationships within and between ecosystems are the key to what we will study in this course as well as the history of human relationship and impact with the natural world and the ecological history of civilization. Finally we will look at what the future may hold for this relationship depending on the choices that each of us make. Course work will include activities both inside and out of doors as we expand our knowledge of the plants and plant communities of the Edgewood campus, the surrounding neighborhoods and the University of Wisconsin Arboretum. The class will collaborate with several community groups and business groups to research and promote the practice of sustainable living. We will also be fostering a culture of sustainability within the Edgewood Community with hands on experience in ecological restoration practices on the Edgewood grounds, the UW Arboretum and the City of Madison parks and Recreation. Field trips will include several Saturday day-trips to scientific areas, Nature Conservancy sites, sustainable housing and LEED certified buildings and one overnight to the Environmental Retreat Center in Mazomanie. Students will collaborate with Woods Edge, the Environmental Studies Student Organization with outdoor activities and community outreach projects. Each student will be expected to make a 20 minute presentation to the class during the month of April. These presentations will illustrate how the material covered in the class relates specifically to the individual students major or main area of interest.

Prerequisites: COR 1 or equivalent; open to students in their second or third year, or sophomore and above transfers; prior or concurrent enrollment in another Environmental Studies course recommended.

ENVS 325 ENVIRONMENTAL ECONOMICS 2 cr

Examines the mechanisms societies employ to allocate limited natural resources among unlimited demands. By seeing environmental issues as economic issues, this course identifies the incentives faced by consumers and producers that lead to environmental problems and how alternative incentives might alleviate problems like pollution, global warming, and vanishing rainforests; or to promote sustainable resource use.

Prerequisites: None.

ENVS 330 2EG SUSTAINABILITY: GLOBAL-LOCAL CONNECT 3 cr

This course explores how people relate to each other and with the natural world, and how these relationships reflect our values and shape our future. Starting from the premise that we are in the midst of historically unprecedented ecological and social crises that threaten modern civilization, if not our survival as a species, we will examine grassroots movements in different cultures aimed at addressing these crises at both the local and global levels, with particular focus on

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the U.S. and Latin America. Students will become familiar with key concepts of ecological and cultural sustainability, and apply these concepts in community-based projects that address local needs.

Prerequisites: COR 1 or equivalent; open to students in their second or third year, or sophomore and above transfers.

ENVS 333 E ECOLOGICAL HISTORY OF CIVILIZATION 3 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 have led to the present, this course also explores the challenges faced by a growing and increasingly globalized human population as we move toward the future. Cross-listed with BIO 333. (F)

Prerequisites: BIO 151 or consent of instructor.

ENVS 352 EJ 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. Cross-listed with PS 352.

Prerequisites: None.

ENVS 353 EJ POLITICS OF SPRAWL: LAND USE & TRANSPORTATION POLICY 2 cr
Since World War II, the United States has undergone a revolution in how we live and get around. The suburb is now where most Americans live and the car is how most get around. Ever-spreading development of housing subdivisions and shopping malls at the edges of metropolitan areas, known as suburban sprawl, is increasingly becoming a major local political issue all over the country. This course examines the environmental and social consequences of suburban sprawl and the patterns of mobility associated with it. In doing so, we will closely explore the role of public policies at the local, state, and federal levels in creating, supporting and now questioning this entire system. Cross-listed with PS 353.

Prerequisites: None.

ENVS 404 ROOTS AND SHOOTS 3 cr
This course focuses on interrelationships between humans and nature, specifically focusing on success stories where humans have rethought the assumption that they are to be rulers of the earth. Students will deepen their knowledge of plants and plant communities on the Campus and beyond. Cross-listed with HI 404.

Prerequisites: None.

ENVS 405 ROOTS AND SHOOTS 2 cr
Cross-listed with HI 405

Prerequisites: None.

ENVS 450 E ECOLOGY 4 cr
No species exists in isolation; life on Earth depends on interconnections between organisms and their environment. This course explores this

interdependence by considering ecological principles as they pertain to individual organisms, populations, communities, ecosystems, and the biosphere. Special attention is given to the role of humans in global ecological systems. Many topics are explored through field-based research in local natural communities. Lecture, discussion, and laboratory. Cross-listed with BIO 450. (F)

Prerequisites: BIO 151/152 or BIO 181/182.

ENVS 460 SPECIAL TOPICS: PERMACULTURE DESIGN 2 cr
An intensive 8-day exploration of permaculture design principles and applications. students will learn how thoughtful planning can preserve and enhance both people and nature by careful use of resources based on nature's design. Students will complete a design project.

Prerequisites: Consent of the instructor.

ENVS 469A TOPICS: PERMACULTURE DESIGN 2 cr
An intensive 8-day exploration of permaculture design principles and applications. students will learn how thoughtful planning can preserve and enhance both people and nature by careful use of resources based on nature's design. Students will complete a design project.

Prerequisites: Consent of the instructor.

ENVS 469B TOPICS: SUSTAINABLE DEVELOPMENT 4 cr
This course provides the foundation for the Sustainability Leadership Program. We introduce major approaches to and measures of sustainability (e.g., ecological design, permaculture, biomimicry, life-cycle costing, triple bottom line, natural capitalism, ecological footprint, bioregionalism, The Natural Step, Transition movement); explore relationships among sustainability, economic development, and social justice; and apply systems thinking and sustainability principles to specific issues. We also use existing models and team projects to examine how personal values, goals, and communication styles influence our roles as change agents; and we practice a variety of methods (e.g.m Scenario Thinking, Appreciative Inquiry, World Cafe, Open Space) that can promote networking, public participation, planning, and group decision-making on sustainability issues. This is a mostly residential course designed to create a community of reflective learners that support each other in becoming effective as social entrepreneurs and sustainability change agents.

Prerequisites: Admissions into Sustainability Leadership Program or consent of the instructor.

ENVS 469C TOPICS: ECOLOGICAL SUSTAINABILITY 4 cr
In the second course of the Sustainability Leadership Program, we use an ecological framework to explore the scientific basis of sustainable systems and the extension of principles of ecology and natural systems at multiple levels of organization, with emphasis on the fundamental roles of energy flow, nutrient dynamics, and hydrological cycles in ecosystem and biosphere function. We work extensively with principles of ecological design, resilience, and restoration; and we critically analyze key sustainability indicators and reporting frameworks (e.g., ecological and carbon footprints, green building certifications, Global Reporting Initiative, Genuine Progress Indicator). Key related concepts considered in some depth include: ecosystem services; adaptive management; regeneration; permaculture; biomimicry; integral ecology; indigenous knowledge systems; ecospiritality.

Prerequisites: SUST 650.

ENVS – ETHS

ENVS 469D TOPICS: SOCIAL & ECONOMIC SUSTAINABILITY 4 cr
Prerequisites: None.

ENVS 469E TOPICS: SUSTAINABILITY LANDSCAPE CAPSTONE 3 cr
Prerequisites: None.

ENVS 479 INDEPENDENT STUDY - ENVIRONMENTAL STUDIES 1 cr
The study of selected topics in Environmental Studies under the direction of a faculty member in the program. (F/S/SS)
Prerequisites: Consent of instructor.

ENVS 489 UNDERGRADUATE RESEARCH 1 cr
Independent research related to environmental studies to be completed in collaboration with a faculty member or researchers from other agencies.
Prerequisite: consent of instructor.

Ethnic Studies (ETHS)

ETHS 200 D EDUCATION & IDENTITY IN PLURALISTIC SOCIETY 3 cr
Students will examine, interact with, and explore the pluralistic and diverse educations and identities of peoples in Wisconsin, the United States, and beyond through the lenses of privilege, oppression, and opportunity before and beyond the 21st century. Individual and institutional discrimination will be examined through culturally significant identity vistas that include race, ethnicity, gender, sexuality, class, language, and ability. Through self-analysis and reflection, historical investigation linked with analysis of contemporary schools and society, school/community-based experiences, and communication-skill building, students will learn how to be culturally responsive to the contexts of communities and the dynamics of difference. Course meets Wisconsin DPI American Indian Tribes requirement. Course will have a primary emphasis on Wisconsin Teacher Standards 3, 6, and 10 and will involve fieldwork. Cross-listed with ED 200 D
Prerequisites: sophomore standing or consent of the School of Education.

ETHS 201 DJ INTRODUCTION TO ETHNIC STUDIES 4 cr
This is a gateway course for majors and minors in Ethnic Studies, as well as for all who are interested in learning about peoples of color in the United States in a global context. Using sociological, historical, and other disciplinary concepts and methods, the course introduces the history and current development of ethnic studies as an academic discipline; fundamental concepts and issues in ethnic studies; and the historical, social, and cultural experiences of African American, Latino/a American, Asian and Pacific American, and Native American peoples and/or other historically marginalized racial and ethnic groups in the United States, focusing on issues of race and ethnicity as they intersect with class, gender, sexuality, and nation. To declare an Ethnic Studies major, students must have completed or be currently enrolled in this course. (F/S)
Prerequisites: None.

ETHS 204 DH SOCIAL MOVEMENTS IN AMERICAN HISTORY 4 cr
The course examines the process of social change in U.S. history from the period of Native American and European contact to the 1980s. Emphasis will be placed on analyzing the causes and consequences of "rights" movements in American history. Cross-listed with HIST 204 DH.
Prerequisites: None.

ETHS 222 GJ INTRO TO CULTURAL ANTHROPOLOGY 4 cr
This course provides an introduction to the nature and diversity of human society and culture through an examination of specific cross-cultural cases. It includes a comparative study of social, political and economic organization, patterns of religious and aesthetic orientations, gender issues, relations with the natural environment, as well as the process of sociocultural persistence and change. Special consideration will be given to the circumstances faced by contemporary small-scale societies. Cross-listed with ANTH 222 GJ.
Prerequisites: None.

ETHS 242 CDX LITERATURE OF AMERICAN MINORITIES 4 cr
This course provides an introduction to literatures of ethnic minorities in the U.S., including Native American, African American, Hispanic American, and Asian American literatures. We will read a number of significant 20th-century texts which have shaped ethnic minority traditions and have become part and parcel of American literature. We will explore such major issues as identity, culture, history, race, gender, sexuality, and class. We will examine how these texts present specific ethnic experiences via diverse literary means and innovations and by doing so contribute to American literature and culture. Cross-listed with ENG 242 CDX. (S)
Prerequisites: ENG 110 or W cornerstone.

ETHS 250 THEMES AND ISSUES IN ETHNIC STUDIES VAR cr
A study of historically marginalized racial and ethnic groups in the U.S. through the exploration of various topics, such as ethnic autobiography, slave narratives, the Civil Rights movement, Chicano art, or the graphic novel.
Prerequisites: None.

ETHS 250B CDX THEMES: AMERICAN SLAVE NARRATIVES 4 cr
During the eighteenth and nineteenth centuries, slaves of African origin composed a series of autobiographies that revised literary genres to finally give voice to experiences shared by millions forced into bondage over several centuries. As first-person stories with great political and historical significance, slave narratives reflect the inherent disjunction between the American ideal of equality and its continued use of brutal forced servitude. The development of the slave narrative as a literary genre provides a unique perspective on American cultural and political history while acknowledging voices long exiled from the American canon.
Prerequisites: ENG 110 or W cornerstone.

ETHS

ETHS 250D CDX THEMES: MULTI-ETHNIC GRAPHIC NOVEL

4 cr

This course is designed to introduce to students contemporary multi-ethnic American literature through the graphic novel as an increasingly significant literary genre for academic inquiry. We will read a number of significant graphic novels by Native American, African American, Latino/a American, Jewish American, Asian American, and white American graphic novelists and will explore such major issues as identity, culture, history, memory, community, race, gender, sexuality, and class. Students will gain knowledge of diverse multi-ethnic experiences and various literary expressions through the genre of the graphic novel and will develop critical thinking, reading, and writing skills to interpret literary texts. Cross-listed with ENG 250D CDX.

Prerequisites: ENG 110 or W cornerstone.

ETHS 262 FOUNDATIONS OF ELS/ BILINGUAL EDUCATION

3 cr

This course is a study of 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. It shows models of bilingual/ bicultural programs, parental and community involvement and their effects on children is examined. Cross-listed with ED 262.

Prerequisites: Preliminary Entry to Teacher Education.

ETHS 264 ADU MULTICULTURAL ART IN THE USA

4 cr

This course provides an inclusive, multicultural introduction to 20th- and 21st-century art of the US, with emphasis on ways that art is related to the historical, social, and cultural contexts in which it is created. We consider such questions as: How have the social dynamics of race and ethnicity, along with gender and class, shaped the experiences of American artists and their audiences at various historical moments during the past hundred years? How do artists' social positions inform their artistic responses to questions of modernity? What does art by artists of diverse ethnicities tell us about the historic and contemporary experiences of various cultural groups in the US? As well as exploring movements in art of the US and the work of individual artists of various ethnicities, this course introduces the students to methodological and theoretical issues underlying the study of modern and contemporary art in the US, and ways that consideration and critical analysis of multiple disciplinary and social perspectives can enrich our understanding of this art. Readings, class discussion, group inquiry projects, and other assignments will emphasize the development of reflective, creative, and critical approaches to the study of visual art. Cross-listed with ART 264 ADU.

Prerequisites: None.

ETHS 271 2DH ASIAN AMERICAN EXPERIENCE

4 cr

This course examines major issues in the history of the Asian American experience from the middle of the 19th century to present, including the causes of early Asian immigration, the formation of Asian American communities and Asian American culture/identity, the history of exclusion/discrimination and resistance, and Asian Americans' contributions to American democracy. While special attention will be given to Chinese and Japanese Americans, students will also examine other Asian immigrants, such as East Indians, Koreans, and Hmong.

As it is a community-based learning course, students in this class are required to participate in activities that will allow them to interact with Asian Americans in the greater Madison community to explore Asian American cultures and race/ethnic relations. They will be guided to rethink their sense of self, their relations with other race/ethnic groups, and their American identity through studying Asian American views on self, community, social justice, equal rights, and democracy. Out of this experience, a deep understanding of their role in constructing a more justice and compassionate world will be achieved. Cross-listed with HIST 251 2DH.

Prerequisites: COR 1 or equivalent; open to students in their second or third year, or sophomore and above transfers.

ETHS 309 D RACE & ETHNICITY

4 cr

This course engages students in 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 . Cross-listed with SOC 309 D.

Prerequisites: One of the following: SOC 201, ANTH 222, PSY 101.

ETHS 317 D INTERCULTURAL COMMUNICATION

3 cr

This course is the study of how individuals perceive and react to cultural rules, and how those perceptions and reactions affect the ways they communicate with one another. The general goals of the class are for students to develop understanding of the role that identity plays in intercultural communication, develop understanding of how cultural rules affect communication, learn how cultures differ from each other and how they come together and coexist, and develop competence in communicating with people of various cultures in the United States and beyond.

Prerequisites: None.

ETHS 325A CDQ ASIAN AMERICAN WRITERS

4 cr

This course offers a study of selected works of various genres (e.g., fiction, drama, memoir, and film) by Asian American women and men of diverse ethnicities. Emphasizing the intersections of race, class, gender, and sexuality, and informed by critical studies of race and ethnicity, feminist criticism, and cultural studies, we will explore the following main questions: What are the major themes and issues in Asian American literature and literary studies? What textual strategies do Asian American writers employ to represent Asian American self-identities and cultural politics? In what ways do these writers challenge or accommodate dominant representations of Asian American women and men as raced and gendered subjects? In what ways do the subject positions of the writers, characters, and readers impact our understanding of Asian American texts? Cross-listed with ENG 325A.

Prerequisites: ENG 110 or W cornerstone and sophomore standing.

ETHS 359 D AFRICAN AMERICAN HISTORY

4 cr

African American history from the beginning of the African Diaspora to the present. Cross-listed with HIST 359 D.

Prerequisites: None.

ETHS

ETHS 362 ADX NATIVE AMERICAN ART

4 cr

This course provides an introduction to North American Indian, or Native American, art, and to the broader questions underlying its study. Focus will be on post-contact Native American art, the impact on this art of encounters between Indian and non-Indian peoples, and 20th-21st century art. Particular attention is given to indigenous perspectives through the writings of Native American scholars and artists.

Prerequisites: ENG 110 or W cornerstone.

ETHS 383 PSY/SOC PERSPECTIVE: HMONG FAMILIES

4 cr

This course provides an overview of the Hmong history, background, refugee experiences, and an in-depth discussion of issues facing Hmong families in the United States from psychological and sociological perspectives.

Prerequisites: None.

ETHS 390 UK THEORIES AND METHODS IN ETHNIC STUDIES

4 cr

How has "race" been explained and explored by different disciplines? What new conceptual and interpretive approaches have been developed in ethnic studies? What does it mean to conduct research into issues of race and ethnicity, and how do we redress the power dynamics between the researcher and the researched?

This course provides a study of critical theories and research methods in ethnic studies, integrating multiple perspectives and disciplines, such as history, sociology, literary studies, and cultural studies. Examining an array of critical approaches, including critical race theory, postcolonial studies, feminism and race, and diaspora studies, we will develop the critical vocabulary and frameworks for understanding the history and contemporary impact of race within the U.S and in a global context. To connect theory with community activism, the course also provides students with the skills and strategies for social research on race and ethnicity. Interrogating the ethics and the historical and contemporary impact of research on communities of color, we will examine anti-oppressive methodologies and develop research agendas that seek to rethink and reconstitute the power relations between expert and community, researcher and researched. Required for the Ethnic Studies majors, this course is also recommended for the minors.

Prerequisites: ETHS 201.

ETHS 401 TOPICS IN ETHNIC STUDIES

VAR cr

Advanced study of selected themes or issues, such as ethnic diasporas, immigration, indigenous history, or race and popular culture.

Prerequisites: None.

ETHS 401A K TOPICS: ENGLISH LANGUAGE LEARNERS

3 cr

This course will provide an historic framework for understanding the special issues that affect the teaching of students who are learning English in the mainstream classroom. Designed to nurture educational equity for English language learners in the classroom and in the wider school community by addressing the theories of second language acquisition, implications for curriculum and assessment, and research in sociolinguistics relevant to mainstream teacher practices. This

course emphasizes the art and science of spoken word, use of language, and oral communication as fundamentally important to the lives of humans. Students will acquire enhanced competence and confidence in language communication while simultaneously acquiring structures for language use and language performance. Appropriate techniques for working with the parents/guardians and families of immigrant and refugee ELL students will also be explored. This course will have a primary emphasis on Wisconsin Teacher Standards 3, 7, and 8 and will involve fieldwork. Cross-listed with ED 307 K.

Prerequisites: ED 201 and ED 303.

ETHS 401B TOPICS: MULTICULTURAL COUNSELING

4 cr

Advanced study of selected themes or issues such as ethnic diasporas, immigration, indigenous history, or race and popular culture.

Prerequisites: None.

ETHS 415A CDQ BLACK WOMEN WRITERS

4 cr

This course offers a study of selected novels, short stories, and essays by African American women writers in the 20th and 21st centuries. Emphasizing the intersections of race, gender, class, and sexuality, and informed by critical studies of race and ethnicity and black feminist criticism, we will explore the following main questions: What are the major themes and issues in black women's literature? What textual strategies do African American women writers employ to represent "blackness" and "femaleness?" In what ways do these writers challenge or accommodate dominant discourses of race, gender, class and sexuality? What does it mean to be a black feminist reader, and what does it mean for non-black and/or non-female readers to interpret black women's writings? Cross-listed with ENG 415A CDQ & WS 415A CDQ.

Prerequisites: ENG 110 or W cornerstone, sophomore standing.

ETHS 430B TOPICS: AFRO-AMERICAN COMMUNITIES

3 cr

This course explores African-American language, culture, and communication with in-depth and critical interpretations within a social and historical context. Cross-listed with COMMS 430B.

Prerequisites: None.

ETHS 443A CDQ THE PASSING NARRATIVE IN ETHNIC AMERICAN LITERATURE

4 cr

This course offers a study of selected "passing narratives" of various genres (fiction, autobiography, and film) by women and men from diverse ancestries in American literature. By focusing on the intersections of race, ethnicity, gender, class, and sexuality in passing narratives and situating these texts in their historical, cultural, and critical contexts, we will explore the following main questions: What are the political motivations in the origins and maintenance of identity categories and boundaries, and what motivates passing, or boundary trespassing? What are the possibilities, consequences, and limitations of passing? In what ways do passing narratives destabilize the binaries of white/non-white, man/woman, authenticity and counterfeiting? What textual strategies do ethnic American writers employ to imagine the positive potential of passing while revealing its individual and cultural anxieties? How do these writers challenge or accommodate dominant discourses of difference, assimilation, and identity? Finally,

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to what extent are the issues underlying the passing narrative relevant to our own identity constructions in the contemporary U.S. culture? Cross-listed with ETHS 443A CDQ.

Prerequisites: ENG 110 W and sophomore standing.

ETHS 479 INDEPENDENT STUDY

An in-depth exploration of an ethnic studies topic in an area not provided in the current course offerings. Ethnic Studies Program approval and supervision required. Prerequisite: Consent of Instructor.

Prerequisites: Consent of instructor.

ETHS 480 INTEGRATIVE SEMINAR IN ETHNIC STUDIES 1 cr

The seminar integrates advanced research and community-based learning, focusing on selected themes or issues in ethnic studies. Synthesizing the goals of the major and minor, the course applies integrative approaches to the development of multicultural understanding. For two-session topics, students must complete both semesters to satisfy the ETHS 480 requirement. Cross-listed with 300-400 level COR courses approved by Ethnic Studies. (F/W/S/SS)

Prerequisites: Junior standing or consent of the instructor.

ETHS 480A 2CD INTEGRATIVE SEMINAR: IMMIGRANT NARRATIVES 4 cr

An integrative seminar in ethnic studies, literary studies, and community-based learning, this course investigates, through multidisciplinary lenses, the issues of migration, border, and identities in the United States in the 20th and 21st centuries. Focusing on immigrant narratives of various genres, such as fiction, film, autobiography, and oral narrative, by women and men of diverse ethnic and racial ancestries, and integrating classroom inquiry and community engagement, we will explore the following questions: What are the major themes and issues in immigrant narratives? What does it mean to cross borders, and what motivates and causes border crossings? What are the possibilities and problems of border crossings? In what ways do immigrant and diasporic subjects challenge or negotiate boundaries that seek to oppress exclude or constrain? How do the forces of race, ethnicity, gender, and class intersect in the construction of immigrant or diasporic identities? In what ways do immigrant narratives challenge or accommodate the US national discourse of immigrant integration and progress? How does the study of migration, border, and identities shape our understanding of our own histories and identity constructions? What is our role in building communities committed to cultural pluralism and social justice? Cross-listed with COR 380 2CD.

Prerequisites: COR 1 or equivalent; open to students in their second or third year, or sophomore and above transfers; ENG 110 or W cornerstone.

ETHS 480B INTEGRATIVE SEMINAR: FREEDOM RIDES 4 cr

This class focuses on the Civil Rights and Black Power era, especially in the North. Students will also travel to various northern cities over Fall Break as part of this class as we relive this turbulent era. Cross-listed with HIST 361 3D.

Prerequisites: Instructor consent.

ETHS 480C 2DP INTEGRATIVE SEMINAR: PHILOSOPHY OF MLK JR 4 cr

This course discusses a shared inquiry into the nonviolent philosophy of M.L. King and its relevance both in the Civil Rights movement and in diverse communities in the U.S. and beyond. Students will study and discuss Dr. King's writings, reflect on their own potential for helping build the "Beloved Community," and engage in relevant service learning projects such as Amnesty International, the United Nations Association, and Fair Trade Advocacy. If funds are available, we may travel to the Civil Rights Museum in Memphis . Cross-listed with PHIL 307 2DP.

Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers; completion of the T tag or concurrent enrollment in a T tag course.

ETHS 480D 2GR INTEGRATIVE SEMINAR: CHALLENGE OF ISLAM 4 cr

The events of 9/11 and other recent radical Muslim terrorist activities worldwide have caused both a growing interest in understanding Islam and an increased animosity toward the faith accompanied by stereotyping and profiling individuals. The presupposition of this course is that the "challenge of Islam" cannot be addressed without understanding Islam's scriptures, values, history, culture, and attitude toward politics. The challenge can present itself either as one to Muslims or one to non-Muslims. All students will complete an experiential component with members of the Muslim community of Madison through individual conversational partners and through dialogue with guest presenters in class. Cross-listed with RS 356 2GR

Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers.

ETHS 480E INTEGRATIVE SEMINAR: BRIDGING BORDERS: US/MEXICAN IMMIGRATION 1 3 cr

This course focuses on borders and bridges between the neighboring people of Mexico and the U.S. We will examine the root causes of Mexican immigration to the U.S., as well as the rhetoric, cultural practices and public policies that have built physical and symbolic walls between the two countries. We will also learn about the educational and social activist work of "bridging" organizations in the U.S. that have attempted to promote understanding and tolerance and advocate for the human rights of immigrants. Using these bridging models as inspiration, we will develop our own major "bridging" projects. Students must complete both ETHS 480E and 480F in order to meet the requirements for ETHS 480. Cross-listed with SOC 377.

Prerequisites: Any G tag course, COR1.

ETHS 480F 2DG INTEGRATIVE SEMINAR: BRIDGING BORDERS: US/MEXICAN IMMIGRATION 2 1 cr

A continuation of ETHS 480E, this Winterim session will involve travel to Veracruz, Mexico. Students must complete both ETHS 480E and 480F in order to meet the requirements for ETHS 480.

Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers; ETHS 480E.

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ETHS 481 G GQU CONTEMPORARY GLOBAL FEMINISMS 4 cr

What issues are important to women in different parts of the world? How do those issues relate to one another? What makes an issue "feminist" or not? How do we conceive of feminisms outside of our borders, whether those borders are geographic, political, or personal? What strategies can we employ to understand women's lives and concerns in different cultures, locations, and times? Is it possible to actively support feminist causes across the globe without imposing dangerous sets of limiting assumptions? This course is an exploration of the methods, concepts, and experiences of feminism as it is practiced all over the world in different ways. The historical development and cultural mappings of feminism since the second wave will be our main concern, but we will maintain specificity by focusing on particular locations, and on locational concerns. Three large units will make up the course: feminism and race at the end of the second wave and into the present; postcolonial critiques of feminism and issues of religion, rights, and class in various locations throughout the world; and transnational approaches to feminist identity, politics and possibilities. Throughout our explorations of contemporary feminisms, we will interrogate how our own lives and choices affect the lives of women around the world, in part by investigating the origins of products we purchase regularly. Feminist theorists from a variety of disciplines including philosophy, literature, political science, history and sociology will provide groundwork for our explorations, which will be filled out through case studies, historical texts and literary narratives. Cross-listed with ENG 480A and WS 480.

Prerequisites: ENG 110 and ENG 280.

ETHS 480H INTEGRATIVE SEMINAR: LIBERATION THEOLOGY DISMANTLING OF RACISM 2cr.

The course offers an opportunity to identify and develop your personal spirituality through the study of Black Liberation Theology and dismantling racism. You will integrate insights from the philosophy of Martin Luther King, Jr., the theologies of Black & Womanist Theologians, and the literary works of African-American authors and poets in reflecting on your own struggle to dismantle racism and help build "the beloved community" envisioned by Dr. King. This is a two-semester sequence course; students must enroll in both the fall and spring sessions in order to meet the ETHS 480 requirement. Cross-listed with RS 308.

Prerequisites: COR 1; junior standing preferred.

ETHS 480I 2DR INTEGRATIVE SEMINAR: LIBERATION THEOLOGY DISMANTLING OF RACISM 2cr.

This course is a continuation of ETHS 480H. Students must enroll in both ETHS 480H and ETHS 480I 2DR in order to meet the ETHS 480 requirement. Cross-listed with RS 309.

Prerequisites: ETHS 480H.

ETHS 490 SENIOR SEMINAR IN ETHNIC STUDIES 4 cr

This is a research seminar in which graduating majors will be guided to examine an issue of particular interest and complete an intermediate-length research paper, reflecting knowledge and approaches from more than one Ethnic Studies-related field.

Prerequisites: ETHS 390.

ETHS 495 ETHNIC STUDIES INTERNSHIP VAR cr

Students will contract with Ethnic Studies program and a site offering ethnic studies related experiences. Number of credits is determined by the number of contracted hours.

Prerequisites: Consent of instructor.

French (FREN)

FREN 101 L 1ST SEMESTER FRENCH 4 cr

FREN 101 is an interactive, introductory French class designed for beginners. This multi-media first year French program will enable language learners to acquire the four skills of reading, writing, speaking, and understanding elementary French by using a proficiency-oriented, communicative method combining audio-video technology with the written text. FREN 101 & FREN 102 will focus on active learning and communication in French through vocabulary and structures presented in a culturally authentic context, skill-building exercises, and intensive oral and listening practice reinforced via visual medium and audio aid

Prerequisites: None.

FREN 102 L 2ND SEMESTER FRENCH 4 cr

FREN 102 is the continuation of FREN 101 and as such is also a participatory, elementary French course. This multi-media first year French program will enable language learners to acquire the four skills of reading, writing, speaking, and understanding elementary French by using a proficiency-oriented, communicative method combining audio-video technology with the written text. FREN 101 & FREN 102 will focus on active learning and communication in French through vocabulary and structures presented in a culturally authentic context, skill-building exercises, and intensive oral and listening practice reinforced via visual medium and audio aid.

Prerequisites: FREN 101 or appropriate placement for FREN 102 (online placement testing available).

FREN 201 GL 3RD SEMESTER FRENCH 4 cr

FREN 201 is an interactive French class designed for language learners who have completed 1 year of college French or equivalent. This third semester French course will enable learners to develop the four skills of reading, writing, speaking, and listening comprehension in French, as well as acquiring an understanding of French and Francophone cultures through a proficiency-oriented, communicative approach. FREN 201 will focus on active learning and oral communication in French through skill-building activities, vocabulary and structures presented in a culturally authentic context.

Prerequisites: Second semester French or appropriate language placement (online placement test available).

FREN 202 GL 4TH SEMESTER FRENCH 4 cr

FREN 202 is a continuation of FREN 201. This fourth semester French course will enable learners to develop the four skills of reading, writing, speaking, and listening comprehension in French, as well as acquiring an understanding of French and Francophone cultures through a proficiency-oriented, communicative approach. FREN 202 will focus on active learning and oral communication in French through skill-

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building activities, vocabulary and structures presented in a culturally authentic context.

Prerequisites: FREN 201 or appropriate language placement (online placement test available).

FREN 279 INDEPENDENT STUDY - FRENCH 1-4 cr
Given with the consent of the instructor.

Prerequisites: Consent of instructor.

FREN 312 G CONVERSATION & COMPOSITION 4 cr
French 312 is aimed at language learners who have completed 2 years of college French or equivalent. It is designed as an interactive, learning-centered, proficiency-orientated language course focusing on the development of written and oral communication in French using a meaningful cultural framework. This French course will enable language learners to improve their writing skills through compositions, essays, and assignments on a variety of topics, themes, issues and events studied in the course. Students will also develop fluency in spoken French through discussions, debates, and oral presentations set in culturally authentic contexts from contemporary France and the Francophone world.

Prerequisites: French 202, correct placement or equivalent.

FREN 313 G 3RD YEAR CONVERSATION & COMPOSITION 4 cr

FREN 313 is aimed at language learners who have completed 2 years of college French or equivalent. It is designed as an interactive, learning-centered, proficiency-oriented language course focusing on the development of oral and written communication in French using a meaningful cultural framework. This French course will enable language learners to develop fluency in spoken French through listening comprehension activities, vocabulary building exercises, guided dialogues and role play set in culturally authentic contexts from contemporary France and the Francophone world as well as improve their writing skills through reflections, essays and short compositions on cultural themes, issues and events studied in the course.

Prerequisites: Fourth semester French or appropriate language placement.

FREN 314 G LANGUAGE IN THE MEDIA 4 cr

FREN 314 is a 3rd year French language course designed to develop students' listening comprehension, reading, and understanding of French idioms and spoken and written language used in the French media. Through a sampling of French TV programs, news paper articles, music videos, films, and various other cultural products, Language in the Media aims to improve the learners' listening comprehension, oral communication, and written expression in French while lending insights into the Francophone world through culturally authentic media and realistic contexts.

Prerequisites: French 202, correct language placement or equivalent.

FREN 316 G LANGUAGE & THE FRANCOPHONE WORLD 4 cr

Language and the Francophone World is aimed at language learners who have completed 2 years of college French or equivalent. This course is designed as an interactive, culture-based course focusing

on the development of oral and written communication in French using a meaningful global framework. This proficiency-oriented, learning-centered course will provide a deeper understanding of the Francophone world by reviewing grammatical structures and vocabulary-enrichment activities in the context of culture-based readings, films, research projects, and class discussions. Via culturally authentic topics ranging from family and society (Polygamy in Senegal; Marriage rituals in Tunisia; Role of women in Madagascar) and questions of socio-linguistics (Quebecois; Creole; status of French in Vietnam, regional dialects) to ecological and environmental issues of global concern (deforestation and solar energy in Cote d'Ivoire; space exploration and research in Guiana), French 316 will lend insights into the customs, traditions, social codes, communicative practices and global preoccupations of French speakers across borders.

Prerequisites: Fourth semester French or appropriate language placement.

FREN 332 G CONTEMPORARY FRANCOPHONE CULTURE 4 cr

Contemporary Francophone Culture is an upper-level culture course aimed at the advanced language learner. The course will survey the rich cultural traditions of the French-speaking world (The Antilles, Maghreb, Quebec, and West Africa), as well as examining the ethnic, racial, linguistic, and religious diversities of the immigrant populations in present-day France. Students will also investigate France's relationship with its former colonies and its role in the global context. Successful completion of French 432 will enable students to: Identify different Francophone cultures; Show familiarity with the history and politics of the French speaking world; Describe France's relationship with former colonies; Demonstrate knowledge about the minority and immigrant populations of France; Recognize the dynamics of power and privilege associated with colonization; Understand the role of France in the global context.

Prerequisites: French 202, correct placement or equivalent.

FREN 333 G FILM AND SOCIETY 4 cr

Film and Society is aimed to develop cultural competency and student understanding of French civilization and the dynamics of contemporary French society through cinematic representations of different class structures and social framework as they existed in the past (la classe paysanne, l'aristocracie, et la bourgeoisie), and figure today (les fonctionnaires, la classe aisee, les ouvriers, les immigrants, les pretres, et les etudiants) by some of France's great filmmakers. We will study the following films: Inch'Allah dimanche, Jean de Florette, Manon des Sources, Ressources humaines, Marius et Jeannette, Madame Bovary, Ridicule, Au revior les enfants, 8 femmes, L'esquive, Le diner de cons, and LAubergerie espagnole.

Prerequisites: French 202, correct placement or equivalent.

FREN 379 INDEPENDENT STUDY - FRENCH 1-4 cr
Given with the consent of the instructor.

Prerequisites: Consent of instructor.

FREN 380 SPECIAL TOPICS 4 cr

A course which will meet the specialized needs of intermediate students - e.g., literature, culture or language.

Prerequisites: None.

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FREN 412 ADVANCED CONVERSATION & COMPOSITION 4 cr

Upper level oral and written exercise to develop vocabulary, grammatical structures, and fluency. * If enrollment or rotation sequence does not permit taking these courses at Edgewood, they may be taken at the University of Wisconsin-Madison under the Collaborative Program.

Prerequisites: None.

FREN 413 ADVANCED CONVERSATION & COMPOSITION 4 cr

Upper level oral and written exercise to develop vocabulary, grammatical structures, and fluency. * If enrollment or rotation sequence does not permit taking these courses at Edgewood, they may be taken at the University of Wisconsin-Madison under the Collaborative Program.

Prerequisites: None.

FREN 414 LANGUAGE IN MEDIA: ADVANCED 4 cr

Advanced practice of written and oral communication through cultural readings. Offered as a study of language and culture communicated through the mass media.

Prerequisites: None.

FREN 416 G ADVANCED LANGUAGE & THE FRANCOPHONE WORLD 4 cr

Advanced Language and the Francophone World is aimed at language learners who have successfully completed a 300 level French course in college. This course is designed as an interactive, culture-based course focusing on the development of oral and written communication in French using a meaningful global framework. This proficiency-oriented, learning-centered course will provide a deeper understanding of the Francophone world by reviewing grammatical structures and vocabulary-enrichment activities in the context of culture-based readings, films, research projects, and class discussions. Via culturally authentic topics ranging from family and society (Polygamy in Senegal; Marriage rituals in Tunisia; Role of women in Madagascar) and questions of socio-linguistics (Quebecois; Creole; status of French in Vietnam, regional dialects) to ecological and environmental issues of global concern (deforestation and solar energy in Cote d'Ivoire; space exploration and research in Guiana), French 416 will lend insights into the customs, traditions, social codes, communicative practices and global preoccupations of French speakers across borders.

Prerequisites: Successful completion of a 3rd year French language class.

FREN 428 CG INTRO FRENCH LIT: MIDDLE AGES - REVOLUTTION 4 cr

FREN 428 is a literature course which introduces students to the primary genres and literary trends starting with Medieval France all the way up to the French Revolution through a sampling of texts written in the French language from 1100-1789. During the course of the semester, students will acquaint themselves with a variety of literary genres ranging from poetry, short stories, and essays to novels and theatre from the French Middle Ages, Renaissance, Classicism, and Enlightenment. Throughout the course of the semester, students will be trained to think critically and engage in thoughtful reflection and textual analysis. Class will be conducted entirely in French.

Prerequisites: French 202, correct placement or equivalent.

FREN 429 CG INTRO TO FRENCH LIT: 19TH-20TH CENTURY 4 cr

This is a literature course aimed to acquaint students with the key literary genres, movements, authors, and texts from the 19th and 20th centuries. Course will survey representative prose, poetry and drama from 1800 to 1999.

Prerequisites: Fourth semester college French or equivalent placement.

FREN 430 FRENCH PHONETICS AND DICTION 3 cr

Theory of French sounds, phonetic transcription, practice in pronunciation and intonation. *If enrollment or rotation sequence does not permit taking these courses at Edgewood, they may be taken at the University of Wisconsin-Madison under the Collaborative Program.

Prerequisites: None.

FREN 431 GH FRENCH CIVILIZATION 4 cr

This course is a survey of French history and cultural evolution from Preroman Gaul to present day (post WWII) France.

Prerequisites: 4th semester college French or equivalent placement.

FREN 437 LITERARY MOVEMENT OF MODERN FRANCE 4 cr
In-depth study of selected thematic issues and trends.

Prerequisites: None.

FREN 437A CGQ LITERARY MOVEMENTS OF MODERN FRANCE 4 cr

Literary movements of Modern France is an upper-division French Literature class focusing on a specific literary trend or theme. Our topic for FREN 437A is women writers, and to that end, we will study literary and critical texts by French women authors, learn about women's movements and feminist manifestos in France, and examine samples of "écriture feminine." The goal of this course is two-fold. FREN 437A is designed to develop (1) Student's knowledge of different narrative genres such as the journal, diary, letter, short story, and the literary autobiography through the study of literary texts and increase their ability to interpret literary works and (2) Student's understanding of the social, cultural, political and historical contexts in which women's literature from France was produced and experienced.

Prerequisites: 4th semester French, appropriate language placement, or equivalent.

FREN 438 CG FRANCOPHONE LITERATURE 4 cr

Francophone Literature is an upper-level literature course designed for advanced French learners. Francophone literature will expose students to the literary productions in a variety of genres from former French colonies (Haiti, Senegal, Cote d'Ivoire, Morocco, Algeria) along with other parts of the French speaking world (Martinique, Guadeloupe, Quebec, Nouvelle Caledonie) and offer strategies for literary analysis and interpretation. Grounded in post-colonial theory, the course will provide cultural, historical, and geo-political contexts for the works studied (colonization and slavery, le deracinement, la Negritude, decolonization, sociolinguistics and language politics).

Prerequisites: Completion of FREN 202, appropriate language placement, or equivalent.

FREN – GEOS

FREN 459F TEACHING FOREIGN LANGUAGE ELEMENTARY/MIDDLE/SECONDARY 4 cr

Theory and practice of methodologies. Required for all foreign language teaching majors and minors. Co-taught with Spanish 459F; also known as ED 459F.

Prerequisites: None.

FREN 479 INDEPENDENT STUDY - FRENCH 1-4 cr

Given with the consent of the instructor.

Prerequisites: Consent of instructor.

FREN 480 SPECIAL TOPICS 4 cr

A course which would meet specialized needs of advanced students - e.g., literature, language or culture.

Prerequisites: None.

Geography (GEOG)

GEOG 265 E ENVIRONMENTAL CONSERVATION 2 cr

A seminar designed to investigate the ecological, cultural, geographic and economic background of the conservation of natural resources. Some of the specific issues that will be explored are: resource allocation and energy production; water issues; intergenerational externalities and food production; and population pressures. A special section will be devoted to producer and consumer cooperatives and alternative institutional responses to many of these pressing issues.

Prerequisites: None.

GEOG 266 MAPPING WISCONSIN 2 cr

A course intended for students in the social sciences and education who are interested in the interrelationships between Wisconsin's physical environment and its people. Topics covered include: Physiographical history, Landscape regions, Landscape morphology, Climate, Natural vegetation, and Soils.

Prerequisites: None.

GEOS 101 1EV ALL ABOUT WATER 3 cr

This course explores water. Water is everywhere: in our bodies, our food, our atmosphere and underfoot. We can't live without it! And because we can't live without it, we fight about it, we write legislation regarding it, we try to steal it from each other, and we have turned it into big business--selling it in small and large plastic bottles. Unfortunately, we have also polluted it and wasted it with little regard to its value to us as individuals and the biosphere as a whole.

Prerequisites: This course is for first semester freshmen or freshmen transfer students.

Geoscience (GEOS)

GEOS 102 S INTRO TO EARTH SCIENCE 4 cr

This course is a study of the major physical materials, processes and features of the earth, and how they are investigated. Such a study will provide students with a better understanding of how a growing human populations is increasingly affected by natural phenomena

that are hazardous or influence economic development. Students will understand the nature of geologic change on the Earth, and how humanity is becoming a significant agent of such change. Students will come to appreciate how our understanding of the solid Earth has helped raise our standard of living by helping us locate the fuel and ores on which our modern society rests. It will also provide a background for appreciating geologic features of their surroundings. And finally it will suggest what types of questions to ask when matters of private concern or public policy, such as groundwater pollution or earthquake hazard mitigation, contain an important geologic component. The theory of plate tectonics, the current unifying theory of the geosciences, will be used as an illustration of how scientific hypothesis are constructed and tested using many lines of evidence.

Prerequisites: Placement into ENG 110 and college level mathematics.

GEOS 103 S OCEANS AND ATMOSPHERE 4 cr

This course is a study of the major systems of the earth's oceans and atmosphere, dealing with their physical materials, processes and features, and how these are investigated. Students will understand the nature of change in Earth systems and how humanity is becoming a significant agent of such change. It will also suggest what types of questions to ask when matters of private concern or public policy, such as coastline modification, disaster preparedness, or global climate change.

Prerequisites: Placement into ENG 110 and completion of M requirement.

GEOS 105 1V NATURAL HAZARDS; HUMAN DISASTERS 3 cr

This course introduces students to the scientific study of the causes of natural hazards, and an interdisciplinary approach to how individuals and the public respond to natural disasters caused by those hazards. Students will discuss issues related to floods, hurricanes, other severe weather, earthquakes, and volcanic eruptions. While grappling with real-world concerns, this course enables students to discover connections between natural hazards with what they are learning about the needs of the world, in their liberal arts and sciences education, from culture and the news and through their own collaborative efforts towards making the world a better place.

Prerequisites: This course is for first semester freshmen or freshmen transfer students.

GEOS 203 S HISTORICAL GEOLOGY 4 cr

GEOS 203 S covers the broad topics of the 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. The laboratory experiences are intended to train students to solve problems, apply principles, distinguish between fact and assumption, use models, and to acquaint students with some of the important techniques for geologic investigations.

Prerequisites: GEOS 102.

GEOS 206 EV ENVIRONMENTAL GEOLOGY 3 cr

Environmental geology focuses on the interaction between humans and geological processes that shape Earth's environment. An emphasis

GEOS – GS

is placed upon both how integral earth processes are to human survival and the fact that humans are an integral part of a complex and interactive system called the Earth System. The study of Environmental Geology brings important knowledge and information to the search for solutions to many of the problems facing humanity today. Challenges such as expanding populations, resource distribution and use, energy and water availability and earth processes (especially flooding, earthquakes, volcanic eruptions, landslides, etc.) that pose serious risks to life and property are addressed. Possible solutions are explored that work within ecological realities and prioritize the ability to meet the needs of the current population without reducing the options available to future generations.

Prerequisites: None.

GEOG 279 INDEPENDENT STUDY - GEOGRAPHY VAR cr

Consent of Instructor.

Prerequisites: Consent of instructor.

GEOS 292 GEOSCIENCE EXCURSIONS VAR cr

In these field experiences, students will discover and investigate facts, concepts, and laws of science for themselves, much as scientists do in their professional lives.

Prerequisites: Consent of instructor.

GEOS 301 S WEATHER AND CLIMATE 4 cr

This course is an introduction to the study of weather and climate. Topics for this course include: the nature and variability of wind, temperatures, clouds & precipitation, storm systems, fronts, thunderstorms, tornadoes and their prediction, air composition and pollution, global winds, seasonal changes, climate and climate change.

Laboratory experiences are intended to train students to solve problems, apply principles, distinguish between fact and assumption, use models, and to acquaint students with some of the important techniques for investigations in meteorology and climatology.

Prerequisites: Completion of M requirement, GEOS 102 or consent of instructor.

GEOS 379 INDEPENDENT STUDY - GEOSCIENCE VAR cr

Independent study of selected topics in the earth sciences developed by the student with the approval and direction of the instructor.

Prerequisites: Consent of instructor.

GEOS 469 SPECIAL TOPICS IN GEOSCIENCE VAR cr

Advanced study of topics of special current interest in geoscience and related fields. Seminar/discussion format.

Prerequisites: Consent of instructor.

GEOS 479 INDEPENDENT STUDY - GEOSCIENCE VAR cr

Independent study of selected topics in the earth sciences developed by the student with the approval and direction of the instructor.

Prerequisites: Consent of instructor.

GEOS 489 UNDERGRADUATE RESEARCH VAR cr

Opportunities are available for students to engage in geological research, in conjunction with collaborative student-faculty research projects

or with projects done with researchers from various governmental agencies. This course may be repeated.

Prerequisites: Consent of the instructor.

Global Studies (GS)

GS 101 GU INTRO TO GLOBAL STUDIES 4 cr

This course presents interdisciplinary perspectives on key global issues with an emphasis on critical analysis, problem-solving, and an understanding of the interdependence of the world's peoples and cultures. It is designed as the introductory course for students minoring in Global Studies or for students with a personal or professional interest in global studies wanting to meet general education requirements.

Prerequisites: None.

GS 111 G INTRO TO LATIN AMERICAN STUDIES 4 cr

This introductory course, required for the Latin American Studies Minor, explores contemporary Latin America from a variety of perspectives and in a comparative context. Students will acquire a broad knowledge of the history, geography, society, politics and culture of Latin America, exploring key periods and themes with an emphasis on contemporary issues.

Prerequisites: None.

GS 115 1G MANY MEXICOS 3 cr

This course provides a cross-cultural exploration of the following questions: What conceptions and misconceptions do we have about our nearest neighbor? What shapes and influences our knowledge and perceptions about Mexico? What is the actual diversity present within Mexico? What does a more complex and nuanced understanding of Mexico illuminate about contemporary issues of global social justice? In depth explorations of race/ethnicity, economics and education in Mexico will provide cases through which students consider these questions. The course culminates with a student-selected inquiry project in which they identify the needs and opportunities of contemporary Mexico, along with our individual and collective roles in building a more just and compassionate global community.

Prerequisites: This course is for first semester freshmen or freshmen transfer students.

GS 235 AGQ WOMEN IN WORLD CINEMA 4 cr

Women in World Cinema is a survey course introducing students to visual texts made by women filmmakers from around the world. The course will cover different genres from full-length features, to shorts, documentaries, and ethnographic representations. GS 235 and WS 235 will include representative works by important filmmakers such as Suzana Amaral from Brazil, Kathryn Bigelow from the US, Iciar Bollain from Spain, Jane Campion from New Zealand, Safi Faye from Senegal, Deepa Mehta from India, Sally Potter from England, Agnes Varda from France and Li Yu from China. Students will critically examine, analyze, and evaluate national and international women's cinema in terms of form and techniques (light, camera, sound, cinematography) as well as content (themes, genres, ideology).

Prerequisites: None.

GS

GS 270 INTERNATIONAL SERVICE LEARNING IN CAMBODIA 2 cr

This course will help participants to become culturally competent, life-long learners, and active citizens in our global world. The clinical component will enhance assessment skills, cultural competency, and develop critical thinking. The education component will provide real life teaching experiences for students working with an underserved population. Travel required at extra cost.

Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers. Must register for GS 271.

GS 271 2G INTERNATIONAL SERVICE LEARNING IN CAMBODIA 2 cr

This course will help participants to become culturally competent, life-long learners, and active citizens in our global world. The clinical component will enhance assessment skills, cultural competency, and develop critical thinking. The education component will provide real life teaching experiences for students working with an underserved population. Travel required at extra cost.

Prerequisites: GS 270.

GS 290 CULTURE TRINIDAD & TOBAGO: ART & STORY I 2 cr

Students will explore the diverse and multiethnic twin Caribbean islands of Trinidad and Tobago where African, East Indian, Dutch, Chinese and Syrian cultures are blended and live harmoniously. Through music, dance, and story, students will investigate the history (including slavery), cultural expressions, life styles and values/beliefs of these island peoples and then contrast these with their personal histories, cultures, life styles and values/beliefs. While visiting the islands (January 5-15, 2013, GS 291), students will live with local families, study environmental and socio-economic issues, and experience the arts and story-telling as part of the community preparations for Carnival.

Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers. Must register for GS 291.

GS 291 2G CULTURE TRINIDAD & TOBAGO: ART & STORY II 1 cr

Students will explore the diverse and multiethnic twin Caribbean islands of Trinidad and Tobago where African, East Indian, Dutch, Chinese and Syrian cultures are blended and live harmoniously. Through music, dance, and story, students will investigate the history (including slavery), cultural expressions, life styles and values/beliefs of these island peoples and then contrast these with their personal histories, cultures, life styles and values/beliefs. While visiting the islands (January 5-15, 2013), students will live with local families, study environmental and socio-economic issues, and experience the arts and story-telling as part of the community preparations for Carnival.

Extra costs: Around \$2250.00.

Prerequisites: GS 290.

GS 350 LONG-TERM STUDY ABROAD: COR 2 1 cr

This two-part course is designed for students who have applied to a study abroad program 5 weeks or longer. To receive the COR 2 and G tags, students must participate in pre-departure meetings in the semester prior to study abroad, enroll in GS 350 during the Study

Abroad program, and enroll in GS 351 2G during the semester after the Study Abroad program. Around the theme of global citizenship students will prepare for and engage in a meaningful community-based learning experience in the host country, culminating in a personal mission statement. The cost of the study abroad program is in addition to the tuition of these two courses.

Prerequisites: COR 1 or equivalent; open to second or third year students or sophomores and above transfers. Must register for GS 351.

GS 351 2G LONG-TERM STUDY ABROAD: COR 2 2 cr

This two-part course is designed for students who have applied to a study abroad program 5 weeks or longer. To receive the COR 2 and G tags, students must participate in pre-departure meetings in the semester prior to study abroad, enroll in GS 350 during the Study Abroad program, and enroll in GS 351 2G during the semester after the Study Abroad program. Around the theme of global citizenship students will prepare for and engage in a meaningful community-based learning experience in the host country, culminating in a personal mission statement. The cost of the study abroad program is in addition to the tuition of these two courses.

Prerequisites: GS 350, submitted application for a study abroad program.

GS 370 LONDON: THEATER AND ART HISTORY 2 cr

This interdisciplinary and experiential course consists of two parts, the first conducted in weekly meetings during the Fall semester and the second in London, England during the Winterim term. The first part of the course will offer an introduction to the study of theater and art history, and to the social, cultural, and artistic history of London. Course participants will engage in readings and research relating to some aspect of our planned experience. This research will be presented to the rest of the class when we are in London. The two-week study tour to London will provide the opportunity to study culture, theater, and art history in one of the world's premier cities for such study.

While in London, course participants will experience historical, modern, and contemporary theater and art. Class sessions in London will be designed to enrich experiential learning through faculty and student presentations. Our itinerary will include plays, museums, and art galleries, coordinated when possible so that we will view art from the era of a play we will be seeing, whether historical or contemporary. We will also visit cultural sites in and around London that have been important historically for artists and playwrights. Free time to explore London and its surrounds on their own will round out the travel component of the course.

Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers. Must register for GS 371.

GS 371 2AG LONDON: THEATER AND ART HISTORY 2 cr

This interdisciplinary and experiential course consists of two parts, the first conducted in weekly meetings during the Fall semester and the second in London, England during the Winterim term. The first part of the course will offer an introduction to the study of theater and art history, and to the social, cultural, and artistic history of London. Course participants will engage in readings and research relating to some aspect of our planned experience. This research will be presented to the rest of the class when we are in London. The two-week study tour to London will provide the opportunity to study culture, theater, and art history in one of the world's premier cities for such study.

GS – HI

While in London, course participants will experience historical, modern, and contemporary theater and art. Class sessions in London will be designed to enrich experiential learning through faculty and student presentations. Our itinerary will include plays, museums, and art galleries, coordinated when possible so that we will view art from the era of a play we will be seeing, whether historical or contemporary. We will also visit cultural sites in and around London that have been important historically for artists and playwrights. Free time to explore London and its surrounds on their own will round out the travel component of the course.

Prerequisites: GS 370.

GS 379 GLOBAL STUDIES INDEPENDENT STUDY 1 cr

A program of independent reading/research, given with the consent of the instructor.

Prerequisites: Consent of instructor.

GS 380 EL SALVADOR: THE LAND AND ITS PEOPLE 2 cr

This seminar is an experiential and interdisciplinary exploration for the land and the people of El Salvador from the perspective of international solidarity and sistering. As we examine the interrelated political, economic and cultural systems of El Salvador, our focus will be to define international solidarity and to explore the development of grass-roots social movements as a means to develop a sense of understanding and connection between the peoples of the United States and El Salvador. Our class will study and promote the practices of consciousness raising, empowerment, and liberation, and explore the meanings of democracy for us in the United States and for the Salvadoran people. Class includes mandatory travel to El Salvador with associated costs.

Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers. Must register for GS 381.

GS 381 2G EL SALVADOR: THE LAND AND ITS PEOPLE 2 cr

This seminar is an experiential and interdisciplinary exploration for the land and the people of El Salvador from the perspective of international solidarity and sistering. As we examine the interrelated political, economic and cultural systems of El Salvador, our focus will be to define international solidarity and to explore the development of grass-roots social movements as a means to develop a sense of understanding and connection between the peoples of the United States and El Salvador. Our class will study and promote the practices of consciousness raising, empowerment, and liberation, and explore the meanings of democracy for us in the United States and for the Salvadoran people. Class includes mandatory travel to El Salvador with associated costs.

Prerequisites: GS 380.

Human Issues (HI)

HI 301 HUMAN ISSUES SEM I: 2 cr

Prerequisites: Junior or senior standing.

HI 302 HUMAN ISSUES SEM I: 1 cr

Prerequisites: HI 301.

HI 303 HUMAN ISSUES SEM I: 1 cr

Prerequisites: HI 302.

HI 305 HUMAN ISSUES SEM I: 2 cr

This course is the first of a two-semester interdisciplinary experiential sequence. Topics are listed in the current Timetable. See HI 405.

Prerequisites: Junior or senior Standing.

HI 306 HUMAN ISSUES SEMINAR I 2 cr

First of a two-semester interdisciplinary experiential sequence. Topics are listed in the current Timetable. See HI 406.

Prerequisites: None.

HI 307 HI SEMINAR I: VITA 1 cr

The first of a two-semester, academic and experiential series, HI 307 introduces students to different types of tax systems while presenting diverse perspectives on what makes up a fair and just tax system. This course will explore how culture plays a role in the development of tax systems both in the US and internationally. We will also discuss how government uses taxes to influence behavior and promote social goals. During this 8 week session, you will also complete the Department of Revenue certification required to volunteer at the IRS sponsored Volunteer Income Tax Assistance (VITA) sites during the spring semester. VITA provides free tax service to clients in need, generally low-income, handicapped and/or the elderly. Cross-listed with BUS 307.

Prerequisites: None.

HI 308 HUMAN ISSUES SEMINAR II: VITA 2 cr

Course includes participation in IRS sponsored Volunteer Income Tax Assistance (VITA) Program giving students an opportunity to provide free tax service to clients in need, generally low-income, handicapped and/or the elderly. The course will challenge the student to develop a philosophy on what constitutes a just and compassionate tax system and to understand what the social goals are for a tax system. 50 volunteer hours through VITA is required spring semester for 2 credits; 100 volunteer hours through VITA is required for 3 credits.

Prerequisites: COR 1, HI 307.

HI 404 TOPICS IN HUMAN ISSUES VAR cr

This course is a one-semester seminar on a selected topic, which fulfills the Human Issues requirement. This course may be cross-listed with another academic department. Specific topics are listed in the current timetable.

Prerequisites: Junior or senior standing. Specific offerings may have additional prerequisites.

HI 405 HUMAN ISSUES SEMINAR 2 2 cr

Continuation of HI 305. Second of a required two-semester interdisciplinary sequence involving readings, discussion, and reports of studies by seminar members.

Prerequisites: HI 305.

HI 406 HUMAN ISSUES SEMINAR II 1 cr

Continuation of HI 306. Second of a required two-semester interdisciplinary sequence involving readings, discussion, and reports of studies by seminar members.

Prerequisites: HI 306.

HI – HIST

HI 479 INDEPENDENT STUDY - HUMAN ISSUES 1 cr
This course is a one- or two-semester independent study for a total of three credits involving planning, implementation, and presentation of students' work.

Prerequisites: Consent of instructor.

History (HIST)

HIST 108 H MEDIEVAL EUROPE 4 cr
A survey of the history of Europe during the medieval period.

Prerequisites: None.

HIST 110 H BEGINNINGS OF MODERN EUROPE 4 cr
A survey of the history of Europe from 1500 to the French Revolution.

Prerequisites: None.

HIST 111 GH EAST ASIAN HISTORY 4 cr
An examination of selected developments, themes and issues in the history of east Asia.

Prerequisites: None.

HIST 115 H EUROPE & THE WORLD 4 cr
A survey of the history of Europe from the French Revolution to the present.

Prerequisites: None.

HIST 117 GH HISTORY OF MODERN CHINA 4 cr
This course provides a general by analytic survey of Chinese modern history from the late 17th century to present.

Prerequisites: None.

HIST 120 GH WORLD CIVILIZATION SINCE 1500 4 cr
World history since 1500, with emphasis on the global nature of historical changes.

Prerequisites: None.

HIST 131 H AMERICAN HISTORY I 4 cr
A survey of the history of the US from pre-Columbian times to the Civil War.

Prerequisites: None.

HIST 132 H AMERICAN HISTORY II 4 cr
A survey of the history of the U.S. from post-Civil War to the present.

Prerequisites: None.

HIST 204 DH HISTORY OF AMERICAN SOCIAL MOVEMENTS 4 cr
A survey of US social movements, with emphasis on post WWII movements.

Prerequisites: None.

HIST 207 H RECENT UNITED STATES HISTORY 4 cr
A survey of Post World War II American History.

Prerequisites: None.

HIST 211 H HISTORY GERMANY FROM UNIFICATION TO NAZIFICATION 4 cr

A history of Germany from the Wars of Unification to the seizure of power by Adolf Hitler in 1933.

Prerequisites: None.

HIST 221 GH MODERN JAPAN 4 cr
Transformation of Japan from a feudal to a post-industrial society and global economic power.

Prerequisites: None.

HIST 238 WHO BUILT AMERICA? EVERYDAY PEOPLE 4 cr
Emphasis will be placed on understanding how working people shaped developments in U.S. history. (Varies)

Prerequisites: None.

HIST 240 H THE MIDDLE EAST 4 cr
A survey of the history of the Middle East from 1900 to the present.

Prerequisites: None.

HIST 249 GH HISTORY OF U.S. & EAST ASIAN RELATIONS 4 cr

A course that studies US and East Asian relations since the 19th century.

Prerequisites: None.

HIST 251 2DH ASIAN AMERICAN EXPERIENCE 4 cr
A course that examines major issues in the history of the Asian American experience from the middle of the 19th century to present.

Prerequisites: COR 1 or equivalent, open to students in their second or third year or sophomore and above transfers.

HIST 271 H SELECTED ISSUES 4 cr
Selected issues varies by topic.

Prerequisites: None.

HIST 271A H SELECTED ISSUES :UNITED STATES AND EAST ASIA 4 cr

Prerequisites: None.

HIST 271B H SELECTED ISSUES: 20TH CENTURY GLOBAL HISTORY 4 cr

Prerequisites: None.

HIST 284 GH HISTORY OF PEOPLE'S REPUBLIC OF CHINA 4 cr

A study of the history of the People's Republic of China since 1949.

Prerequisites: None.

HIST

HIST 295 PROSEMINAR – HISTORIANS, HISTORIOGRAPHY AND HISTORICAL METHODS 4 cr

An introductory study of historical method and selected historical traditions. Includes an introduction to the use of historical data bases. All majors and minors are encouraged to take this course no later than their junior year.

Prerequisites: None.

HIST 310A CHINA TRADITION & TRANSFORMATION(A) 3 cr

This course is an introduction to Chinese history and culture and preparatory session for the field study of contemporary China.

Prerequisites: COR 1 or equivalent and open to students in their second or third year or sophomore and above transfers.

HIST 310B 2GH CHINA TRADITION & TRANSFORMATION(B) 1 cr

The second of a two-semester sequence studying contemporary Chinese history and current issues, consisting of a short period of on-campus preparation and a trip to China. Students are responsible for the field trip expenses in addition to tuition. (SS)

Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers; HIST 310A.

HIST 312 GHU CHINA AND THE WEST 4 cr

A course that examines the history of China's relations with the West, focusing on the period since 1500.

Prerequisites: None.

HIST 325 H GERMANY & THE RISE OF NAZI GERMANY 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 WWI through 1945.

Prerequisites: None.

HIST 341 H EUROPEAN HOLOCAUST 4 cr

A history of the Holocaust which explores the policies of the Nazis that called for the extermination of the Jews of Europe and other targeted populations.

Prerequisites: None.

HIST 342 AMERICAN FOREIGN POLICY 4 cr

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

Prerequisites: None.

HIST 359 D AFRICAN AMERICAN HISTORY 4 cr

African American history from the beginning of the African Diaspora to the present. Cross-listed with ETHS 359.

Prerequisites: None.

HIST 360 HISTORY OF WOMEN IN AMERICA 4 cr

Women in North America and the United States from 1500 to the

present. Special emphasis will be placed on understanding how and why ideas about femininity and masculinity have changed over time. (Varies)

Prerequisites: None.

HIST 361 FREEDOM RIDES: THE CIVIL RIGHTS ERA 4 cr

This class focuses on the Civil Rights and Black Power era, especially in the North. Students will also travel to various northern cities over Fall Break as part of this class as we relive this turbulent era. May be cross-listed with ETHS 480 or HI 404.

Prerequisites: Instructor consent.

HIST 362 19TH CENTURY AMERICAN HOMOPHOBIA 4 cr

A study of the development of homophobia in the US during the last 20 years of the 19th century in response to that era's discovery of the "homosexual." Cross-listed with WS 362.

Prerequisites: HIST 132 or consent of instructor.

HIST 363 NATIVE AMERICAN HISTORY 4 cr

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

Prerequisites: None.

HIST 375 WORLD WAR II 4 cr

General survey course of WWII from 1930s until 1945.

Prerequisites: None.

HIST 400A SELECT ISSUES IN EUROPEAN HISTORY 4 cr

A study of the historiography of significant individuals, movements or groups in European History. Topics vary.

Prerequisites: None.

HIST 400B SELECT ISSUES IN AMERICAN HISTORY 4 cr

A study of the historiography of significant individuals, movements or groups in American History. Topics vary.

Prerequisites: None.

HIST 400C SELECT ISSUES IN EAST ASIAN HISTORY 4 cr

A study of the historiography of significant individuals, movements or groups in East Asian History. Topics vary.

Prerequisites: None.

HIST 401 SEMINAR 4 cr

Prerequisites: None.

HIST 401A RESEARCH PAPER IN EUROPEAN HISTORY 4 cr

Discuss and write a major research paper.

Prerequisites: HIST 400A.

HIST 401B RESEARCH PAPER IN AMERICAN HISTORY 4 cr

Discuss and write a major research paper.

Prerequisites: HIST 400B.

HIST – IC

HIST 401C RESEARCH PAPER IN E. ASIAN HISTORY 4 cr
Discuss and write a major research paper.

Prerequisites: HIST 400C.

HIST 450 CIVIL RIGHTS MOVEMENT: FREEDOM RIDES 4 cr
We will spend three weeks living in Milwaukee, where we will visit various “famous” Civil Rights sites, listen to veterans from the movement, as well as Civil Rights scholars from the Milwaukee community, all in an effort to broaden our understanding of the Civil Rights movement.

Prerequisites: None.

HIST 459 TEACHING HISTORY & SOCIAL STUDIES- MIDDLE/SCHOOL 4 cr

A study of the significant problems and issues in teaching history and social studies. This course does not count toward the credits in history required for a major or a minor. (Varies)

Prerequisites: None.

HIST 479 INDEPENDENT STUDY - HISTORY VAR 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.

HIST 479A INDEPENDENT STUDY - EUROPEAN HISTORY VAR cr

Prerequisites: Consent of instructor.

HIST 479B INDEPENDENT STUDY - U.S. HISTORY VAR cr

Prerequisites: Consent of instructor.

HIST 479C INDEPENDENT STUDY - EAST ASIAN HISTORY VAR cr

Prerequisites: Consent of instructor.

Human Services (HS)

HS 300 METHODS OF HUMAN SERVICES I 4 cr

Students will learn and apply basic knowledge and skills for working directly with individuals and families (i.e., micro practice). Special attention will be given to the competencies of case management and interviewing, emphasizing communication skills and management of the helping relationship. The generalist perspective from social work will be used in a context of multiculturalism. Professional values and ethics will be employed as guiding principles to micro practice skills and decisions. In a practice course students should be prepared to take an active role in “hands-on” learning using demonstrations, dyads and small group-work. X-listed with PSY 301.

Prerequisites: None.

HS 302 SOCIAL WELFARE AND POLICY 4 cr

This course is an introduction to the history, mission, and philosophy of social work and social welfare. It has examination of the major social welfare policies and programs in the United States and consideration

of current issues. Presentation of frameworks for evaluating and influencing social policy.

Prerequisites: None.

HS 303 ADVANCED SOCIAL CHANGE SKILLS 4 cr

This course addresses methods for planning and facilitating change in organizations and communities. Students will be introduced to community and organizational theories. The class will examine principles of planned social change and the role of social workers as macro-level change agents. Students will learn how to analyze and define a social or organizational condition, set a goal, and organize to bring about social change from a variety of theoretical and cultural perspectives. Students will examine ethical considerations inherent in macro-level social work.

Prerequisites: None.

HS 304 GROUP METHODS IN HUMAN SERVICES 4 cr

Students will acquire basic knowledge and skills needed to work directly with small groups in Human Services. Various forms of group practice, such as task groups, support groups, self-help groups and

organizational groups, will be explored. Special attention will be given to the development of groups and to group facilitation skills. Professional values and ethics, as established by the National Association of Social Workers, will be employed as guiding principles to mezzo-practice skills and decisions.

Prerequisites: None.

HS 305 HUMAN BEHAVIOR & SOCIAL ENVIRONMENT 4 cr

Human development and behavior will be examined as outcomes of interaction with the social environment. Ecological and systems theories will be applied to this reciprocal process, examining biological, psychological, sociological, spiritual and cultural aspects of development. The role played by social systems (such as families, groups, communities and organizations) will be explored for each phase of human development. Particular attention will be paid to gender identity, ethnic identity, sexual orientation and socioeconomic status.

Prerequisites: None.

HS 400 HUMAN SERVICES INTERNSHIP 4 cr

Offers Human Services majors an opportunity to gain first-hand knowledge and skills of actual social work/human services practice. Facilitates the integration of curricular content through supervised experience with diverse systems and populations. Cross-listed with PSY 495C.

Prerequisites: HS 300, 302, and consent of instructor.

Institutional Course (IC)

IC 000 DUMMY PREREQUISITE - FRESHMAN COURSES VAR cr

Prerequisites: None.

IC 090 LEARNING STRATEGIES 2 cr

Prerequisites: None.

IC – LAS

IC 101 FORUM: 2 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.

Prerequisites: None.

IC 104 CRITICAL THINKING - WRITING & READING I 4 cr

Prerequisites: None.

IC 105 CRITICAL THINKING, WRITING & READING 4 cr

Prerequisites: None.

IC 110 ACADEMIC SUCCESS 1 cr

Prerequisites: None.

IC 111 ACADEMIC SUCCESS II 1 cr

This course is designed to assist at-risk freshmen students to continue to acquire and develop the techniques, resources, and information necessary to enhance their success in college. As the second course in the Academic Success sequence, IC 111 will help students revise their study habits within a framework of realistic goals and build upon the skills taught in IC 110. Students will benefit by learning about academic strategies based on mistakes or successes they have experienced in the preceding semester. The course will help students further clarify why they are in college, explore life goals, develop critical and creative thinking, and explore career and academic major opportunities. Students will also develop the skills necessary to become actively engaged in the campus environment and assets to the Edgewood College community. The course will continue to assess their strengths as learners and identify new strategies to enhance areas needing improvement.

Prerequisites: IC 110.

IC 150 FOUNDATIONS SEMINAR 4 cr

This seminar is an interdisciplinary, topical course for first year students which focuses on developing skills in critical thinking, oral communication, and information literacy.

Prerequisites: Open to new Freshmen only.

IC 200 EXPLORING LEADERSHIP 2 cr

The study of leadership theories, concepts and skills. Students develop their own leadership potential through values exploration, self-assessment, and practice, including a service learning activity.

Prerequisites: None.

IC 201 PEER ASSISTANT LEADERSHIP VAR cr

Introduces students to leadership skills needed in order to participate in the College's peer leader program in the COR 1 Program.

Prerequisites: None.

IC 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.

Prerequisites: None.

IC 205 FINDING YOUR PURPOSE, MAJOR, CAREER 1 cr

Assists students in assessing their interests, values and skills and relating that information to career options. Interest inventories, strategies for career development and informational interviewing are also included in the course.

Prerequisites: None.

IC 401 HONORS SCHOLARSHIP VAR cr

For students engaged in Honors contract work. Course is pass/fail

Prerequisites: Consent of Honors Director Required.

IC 405 JOB SEARCH STRATEGIES FOR JUNIORS/SENIORS 1 cr

Learn, develop and practice skills essential for finding employment that matches the students interests and values. Develop professional goals.

Prerequisites: Junior or Senior standing.

Italian (ITAL)

ITAL 101 L FIRST SEMESTER ITALIAN 4 cr

For students beginning the language. The following four skills are taught: understanding, speaking, reading and writing. Use of the language in class and while abroad is required. Course sequence ITAL 101-102 satisfies the B.S. graduation requirement.

Prerequisites: None.

ITAL 102 L SECOND SEMESTER ITALIAN 4 cr

For students beginning the language. The following four skills are taught: understanding, speaking, reading and writing. Use of the language in class and while abroad is required. Course sequence ITAL 101-102 satisfies the B.S. graduation requirement.

Prerequisites: ITAL 101 or equivalent.

Latin American Studies (LAS)

LAS 380 EL SALVADOR: THE LAND AND THE PEOPLE 2 cr

This seminar is an experiential and interdisciplinary exploration of the land and the people of El Salvador from the perspective of international solidarity and sistering. As we examine the interrelated political, economic and cultural systems of El Salvador, our focus will be to define international solidarity and to explore the development of grass-roots social movements as a means to develop a sense of understanding and connection between the peoples of the United States and El Salvador. Our class will study and promote the practices of consciousness raising, empowerment, and liberation, and explore the meanings of democracy for us in the United States and for the Salvadoran people. Class includes mandatory travel to El Salvador with associated costs.

Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers. Must register for LAS 381.

LAS 381 2G EL SALVADOR: THE LAND AND ITS PEOPLE 2 cr

This seminar is an experiential and interdisciplinary exploration fo the land and the people of El Salvador from the perspective of international

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solidarity and sistering. As we examine the interrelated political, economic and cultural systems of El Salvador, our focus will be to define international solidarity and to explore the development of grass-roots social movements as a means to develop a sense of understanding and connection between the peoples of the United States and El Salvador. Our class will study and promote the practices of consciousness raising, empowerment, and liberation, and explore the meanings of democracy for us in the United States and for the Salvadoran people. Class includes mandatory travel to El Salvador with associated costs.

Prerequisites: LAS 380.

Mathematics (MATH)

MATH 079 INDEPENDENT STUDY - MATHEMATICS VAR cr
Prerequisites: Consent of instructor.

MATH 098 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.

Prerequisites: None.

MATH 099 MATH WORKSHOP 2 cr
Continuation of Mathematical Connections. Must be taken the semester after MATH 98.

Prerequisites: Consent of instructor.

MATH 101 M INTRO 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 M tag General Education requirement.

Prerequisites: Satisfactory score on placement examination or passing grade in MATH 98.

MATH 102 ARITHMETIC STRUCTURES 3 cr
This course 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 Common Core State Standards for Mathematics. Emphasis is on problem solving, critical thinking, and communication. This course does not satisfy the M tag General Education requirement. (F/S and SS of even-numbered years)

Prerequisites: Math 101 with a grade of “C” or above.

MATH 103 GEOMETRIC STRUCTURES 3 cr
This course focuses on the geometric and measurement content of Pre-K--8 mathematics and appropriate teaching methods. Instruction will be guided by the NCTM Principles and Standards for School Mathematics and the Common Core State Standards for Mathematics. Emphasis is on problem solving, critical thinking, and communication.

This course does not satisfy the M tag General Education requirement. (F/S and SS of odd-numbered years)

Prerequisites: Math 102 with a grade of “C” or above.

MATH 114A M PRECALCULUS A: ALGEBRA 3 cr
Algebra preparation necessary for success in calculus. Topics include: thorough overview of algebraic properties of linear, quadratic, polynomial, rational, exponential and logarithmic functions and their graphs. This course is offered in two different formats: an accelerated 10-week version – and – a standard semester-long version. Combined with Pre-calculus B: Accelerated Trigonometry, during the last five weeks of a semester, the two courses comprise a complete overview of algebra and trigonometry required for calculus. This course satisfies the M tag General Education requirement.

Prerequisites: Satisfactory score on placement examination or passing grade in MATH 98.

MATH 114B PRECALCULUS B: TRIGONOMETRY 2 cr
Trigonometry preparation necessary for success in calculus. Topics include: thorough overview of trigonometric functions and their inverses, including identities, graphs, and applications. This course is delivered in an accelerated format, during the last five weeks of the semester. Combined with Pre-calculus A: Accelerated College Algebra, the two courses comprise a complete overview of algebra and trigonometry required for calculus.

Prerequisites: MATH 114A or placement.

MATH 121 M 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. This course satisfies the M tag General Education requirement.

Prerequisites: Satisfactory score on placement examination or passing grade in MATH 98.

MATH 122 FINITE MATHEMATICS 3 cr
An introduction to finite mathematics, including linear systems, linear programming, mathematics of finance, probability, and other related topics. This course is designed primarily for business majors. This course does not satisfy the College general education requirement in math. (F/S)

Prerequisites: MATH 114A with a grade of C or above or placement.

MATH 222 M CALCULUS WITH BUSINESS APPLICATIONS 3 cr
This course is an introduction to single-variable differential and integral calculus of algebraic, exponential, and logarithmic functions with emphasis on business applications. This course satisfies the M tag General Education requirement.

Prerequisites: Completion of MATH 114A with a grade of C or above and placement, and Math 122 with a grade of C or above. (Restrictions: Students who have received credit for Math 232 are not eligible to take this course for credit.

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MATH 231 M CALCULUS I 4 cr
An introduction to differential and integral calculus and plane analytic geometry. Derivatives are developed for algebraic functions, logarithmic and exponential functions for various bases, and trigonometric functions and their inverses. The Riemann integral and the first form of the Fundamental Theorem of Calculus are introduced. Definite integrals and anti-derivatives are developed for basic algebraic, exponential, logarithmic, and trigonometric functions. Applications of key concepts are integrated throughout the course. This course satisfies the M tag General Education requirement.

Prerequisites: Successful completion of MATH 114B with a grade of C or above.

MATH 232 M CALCULUS II 4 cr
This course is a continuation of differential and integral calculus. Topics include integration techniques, improper integrals, applications, differential equations, Taylor polynomials, and infinite series. This course emphasizes the mastery of key concepts and their applications. This course satisfies the M tag General Education requirement.

Prerequisites: MATH 231 with a grade of “C” or above.

MATH 233 M CALCULUS III 4 cr
An introduction to multivariable calculus; topics include vectors, curves, partial derivatives, differential forms, gradients, multiple and iterated integrals, Green’s and Stokes’ theorems. This course satisfies the M tag General Education requirement.

Prerequisites: MATH 232 with a grade of “C” or above.

MATH 279 INDEPENDENT STUDY - MATHEMATICS VAR cr
Prerequisites: Consent of instructor.

MATH 301 U PROBLEM SOLVING & 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.

Prerequisites: MATH 231.

MATH 331 DIFFERENTIAL EQUATIONS 3 cr
Theory of ordinary differential equations with an emphasis on problems of the physical world which are modeled well by differential equations. Topics include first order equations, second order and higher linear equations, series solutions, a brief introduction to numerical methods and partial differential equations as time permits.

Prerequisites: MATH 232; MATH 233 highly recommended.

MATH 341 LINEAR ALGEBRA 3 cr
An introduction to linear algebra including matrices, linear transformations, eigenvalues and eigenvectors, and vector spaces.

Prerequisites: MATH 301 highly recommended.

MATH 351 PROBABILITY 4 cr
A calculus-based introduction to probability. Topics include combinatorics; discrete and continuous probability distributions and joint probability; binomial, Poisson, exponential, and normal distributions. Expected value, variance, and moment generating functions will also be covered. This course will provide a solid introduction to probability and prepare interested students for the first actuarial exam.

Prerequisites: MATH 232 or consent of instructor.

MATH 379 INDEPENDENT STUDY - MATHEMATICS VAR cr
Independent study of selected topics in mathematics developed by the student with the approval and direction of the instructor.

Prerequisites: Consent of instructor.

MATH 431 REAL ANALYSIS 4 cr
The course introduces analysis as a tool for a deeper understanding of calculus. With the least upper bound axiom of the real numbers as its starting point, the course develops the foundations necessary to work with limits and prove results from calculus. Topics include sequences, series, power series, derivatives, and integrals. Time permitting, the course will explore how the same tools are used in more advanced settings.

Prerequisites: MATH 233 and 301.

MATH 432 COMPLEX ANALYSIS 4 cr
This course continues the study of analysis shifting from the real numbers to complex numbers. Topics include functions of a complex variable, Cauchy’s theorem, integration by residues, power series, and conformal mappings.

Prerequisites: MATH 233, 301. Math 431 recommended.

MATH 441 ABSTRACT ALGEBRA I 4 cr
This introductory course in abstract algebra is focused mainly on number theory, with an introduction to the concepts of groups, rings, and fields. Number theoretic concepts include congruences, number-theoretic functions, Euler’s Theorem, linear Diophantine equations and systems, selected special topics. (F of odd numbered years)

Prerequisites: MATH 301.

MATH 442 ABSTRACT ALGEBRA II 4 cr
This course continues the study of abstract algebra and is focused mainly on groups, with some exploration of rings and fields as time allows. Group theoretic topics include subgroups, normal subgroups and quotient groups, and some counting principles. A wide variety of examples will be explored.

Prerequisites: MATH 441.

MATH 451 EXPLORATIONS IN MIDDLE/SECONDARY SCHOOL MATH 4 cr
This course 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 Common Core State Standards for mathematics. Emphasis is

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on problem solving, critical thinking, communication, and issues of technology, number and operations, the development of algebraic and geometric reasoning, measurement, data analysis and probability in grades 5-12. (F)

Prerequisites: MATH 231.

MATH 459 TEACHING OF MATH IN SECONDARY SCHOOLS 3 cr

This course is designed to provide an integrative study of curriculum and instruction in mathematics for middle/secondary level classrooms including appropriate research and practice in learning theories, curriculum development, teaching methods, instructional materials, evaluation and assessment at the middle/secondary level. Emphasis will be placed on the NCTM Principles and Standards for School Mathematics and the Common Core State Standards for Mathematics. Cross-listed with ED 459M.

Prerequisites: Praxis I and II and completion of the Emergent Professional Transition.

MATH 461 GEOMETRY 4 cr

An introduction to geometry. Topics include postulation development of Euclidean and non-Euclidean geometry; introduction of other geometries: projective, finite, vector, and transformational; historical development of geometry.

Prerequisites: MATH 301.

MATH 462 TOPOLOGY 4 cr

This course focuses on 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. (S of odd numbered years)

Prerequisites: MATH 301; 461 recommended.

MATH 479 INDEPENDENT STUDY - MATHEMATICS VAR cr

Independent reading and research of selected topics in mathematics developed by the student with the approval and direction of the instructor.

Prerequisites: Consent of instructor.

MATH 485 X MATHEMATICS SEMINAR 3 cr

This course discusses selected topics in mathematics, mathematics education, and applications of mathematics to related fields. With mentoring supervision, student will investigate significant mathematics independently and present findings in oral and written form at a variety of levels and to varying audiences. Student will investigate how topics are situated in the history and development of mathematics as a liberal art, and in the world; and reflect upon the relevance of their own scholarship to their professional goals and values. (F)

Prerequisites: ENG 110 or W Cornerstone; Completion of COR 2 course, declared major in Mathematics or Mathematics Teaching, and junior or senior standing; or consent of the instructor.

Music (MUS)

MUS 000 PERFORMANCE CLASS VAR cr

A requirement for music majors that consists of attendance at a designated number of performance classes each semester. Music majors must pass six semesters, minors three semesters. All students registered in the Theory/Aural Skills sequence Mus 141B through 244, and Mus 344/345 must register for Mus 000 each semester.

Prerequisites: None.

MUS 101 B PIANO CLASS 2 cr

This course is for students with no previous keyboard experience. Students will learn the basics of the keyboard, rhythms, sight-reading, technique, scales, patterns, intervals, piano repertoire from diverse styles and time periods, and the ways in which music comes together as a whole.

Prerequisites: None.

MUS 102 B CLASS PIANO 2 cr

This course is for students who have had previous keyboard experience. Students will continue the development of their sight-reading skills, technical ability, performance of repertoire from diverse styles and time periods, and their understanding of the ways in which music comes together as a whole.

Prerequisites: MUS 101 or consent of instructor.

MUS 103 KEYBOARD SKILLS FOR MAJORS VAR cr

This course will address the skills needed to pass the piano proficiency as well as prepare the student to succeed at the next level of private piano instruction, MUS 201.

Prerequisites: None.

MUS 104 PIANO PROFICIENCY 1 cr

All music majors must pass a piano proficiency before graduation. MUS 104 will be the course under which a grade will be entered once the student has completed this piano proficiency requirement.

Prerequisites: MUS 103.

MUS 106 B BEGINNING CLASS GUITAR 2 cr

The purpose of this course is to give students a broad experience with the guitar that touches on a variety of styles, techniques and roles. Students will apply basic elements of music (rhythm, harmony, texture and melody) to the instrument. They will use both picking and strumming techniques and demonstrate them in performance. They will also listen to diverse styles of music (Classical, Blues, Flamenco, Rock) and play elementary works from those traditions.

Prerequisites: None.

MUS 107 CLASS GUITAR 2 cr

For students that have previous guitar experience and wish to expand their knowledge before beginning private guitar lessons. Students learn technique, scales and rhythms to become more proficient on the guitar.

Prerequisites: None.

MUS

MUS 111A BG WEST AFRICAN DRUMMING ENSEMBLE 2 cr

A performance-based drumming class with an emphasis on the role of drumming in a variety of West African cultures and the transformation of such styles in cultures throughout the world.

Prerequisites: None.

MUS 111B BG MIDDLE EASTERN DRUMMING AND CULTURE 2 cr

Students will learn and perform basic techniques on percussion instruments representing a variety of Middle Eastern cultures, and will use the musical experience as a lens through which to view sociocultural issues. In addition to playing drums, students will study recordings, artwork, and literary works, exploring the greater cultural traditions beyond the music. Islam, Judaism, Christianity, and Sufism will be addressed.

Prerequisites: None.

MUS 122 B THE BASICS OF SINGING 2 cr

This course offers basic instruction in the art and craft of singing and speaking. Designed for students with no previous vocal training, MUS 122 seeks to increase understanding of vocal function, vocal health and various styles of vocal music. Through the preparation and performance of simple song repertoire, students will develop efficient and healthy singing habits, improve their musical skills, and increase their musical understanding. And it will be fun.

Prerequisites: None.

MUS 130A WOMEN'S CHOIR 1 cr

Women's Choir is a performing ensemble open to any female singer, without audition. Through the preparation and performance of a broad range of choral repertoire, students will develop healthy and efficient singing habits, improve musical skills and increase their musical understanding.

Prerequisites: None.

MUS 130B B WOMEN'S CHOIR 1 cr

Women's Choir is a performing ensemble open to any female singer, without audition. Through the preparation and performance of a broad range of choral repertoire, students will develop healthy and efficient singing habits, improve musical skills and increase their musical understanding.

Prerequisites: None.

MUS 140 B INTRO TO THE LANGUAGE OF MUSIC 3 cr

Introduction to basics of written notation and composition, including introductory music reading, ear training, and keyboarding skills.

Prerequisites: None.

MUS 141 MUSIC THEORY I 3 cr

Beginning music theory with focus on harmonic progression, rhythmic reading and analysis, melodic construction, formal design. Must also register for MUS 142 and MUS 000.

Prerequisites: MUS 140 B or proficiency exam.

MUS 141A B MUSIC STRUCTURE - THEORY & PRACTICE 3 cr

This course provides an introduction to basic music theory, methods and materials with practical applications to performing, active listening, and teaching at the elementary school level, with emphasis on the ways in which music is related to the historical, social and cultural contexts in which it is created, performed and taught.

Prerequisites: None.

MUS 142 EAR TRAINING & SOLFEGE 1 cr

Focuses on skill development in rhythmic reading, ear training and sightsinging.

Prerequisites: None.

MUS 143 MUSIC THEORY II 3 cr

Study of functional harmony and the treatment of modulation, chromaticism, and secondary dominants, as well as form as an organizing scheme during the Common Practice Period. Student must be registered concurrently for MUS 000 and MUS 144.

Prerequisites: None.

MUS 144 EAR TRAINING & SOLFEGE 1 cr

Expands the development of music skills in rhythmic reading, ear training, sightsinging, melodic/harmonic dictation, and error detection.

Prerequisites: MUS 142.

MUS 150A ORCHESTRA 1 cr

Edgewood students who successfully audition may participate in the Madison Community Orchestra for credit. Contact the Music Department Chair for details.

Prerequisites: Audition required.

MUS 150B B ORCHESTRA 1 cr

Edgewood students who successfully audition may participate in the Madison Community Orchestra for credit. Contact the Music Department Chair for details.

Prerequisites: Audition required.

MUS 151 1AD ART OF LISTENING: MULTICULTURAL WORLD 4 cr

This course encourages students to embrace “deep listening,” a practice in which one mindfully perceives, analyzes, interacts and connects with music. Far from the surface-level “hearing” than many of us routinely practice, deep listening allows individuals to explore the aesthetic side of music as well as how music creates change and reflects diverse sociocultural values. The course helps students explore who they are, who they can become, and how they are an important part of building a just and compassionate world. Along with classroom activities, we will attend a variety of musical performances, noting the intersection of music, setting, and self.

Prerequisites: This course is for first semester freshmen or freshmen transfer students.

MUS

MUS 152 AD JAZZ HISTORY 3 cr

This course will explore the history of Jazz music in America. Students will investigate various styles and periods in the development of jazz. They will learn to identify key innovators and their contributions to this art form. The course will also address the impact of race, class and ethnicity on the development of Jazz.

Prerequisites: None.

MUS 153 A MUSIC IN WESTERN CIVILIZATION 3 cr

This course is intended to enhance students' knowledge, understanding, and ability to express aesthetic awareness and critical judgments of creative musical works and the socio-historical contexts in which they take place. In this course, we will survey music in the Western world from the medieval through the 21st century with lectures, guided listening, readings, attendance to live concerts, and active participation.

Prerequisites: None.

MUS 154 AD MUSICS OF MULTICULTURAL AMERICA 3 cr

This course explores music derived from multicultural influences that have come to be known as American Music. Students will learn the basic elements of music: rhythm, harmony, melody, texture and form and use that knowledge to critically listen to and analyze music of their own national heritage and that of other diverse cultural populations.

Prerequisites: None.

MUS 155 AGX WORLD MUSIC 4 cr

This course explores global music in cultural context, and includes examination of traditional ritualistic music as well as modern transformations. Lectures, guest speakers, performance-based activities, and guided listening are all a part of the learning experience. In addition, students complete an ethnographic research project on a topic of interest to them.

Prerequisites: ENG 110 or W cornerstone.

MUS 158 AQX WOMEN AND MUSIC 4 cr

An examination of the role of women in music in a wide array of genres, ranging from art music to rock and blues, with focus on social construction of gendered roles in music. Students will write a research paper on a topic of interest to them.

Prerequisites: ENG 110 or W cornerstone.

MUS 159 AD POPULAR MUSIC: A MULTICULTURAL APPROACH 3 cr

This course will explore the impact of geographical location, race, class and ethnicity on the development of American popular music. Students will investigate a variety of genres and styles as well as key contributors to this music.

Prerequisites: None.

MUS 172 INTRODUCTORY PRIVATE PIANO STUDY 1 cr

This course is an introduction to college level private piano study. Students meet weekly with a piano instructor of the music department's choice. Each semester, several performances for peer groups are required, as well as a final juried performance.

Prerequisites: None.

MUS 173 INTRODUCTORY PRIVATE INSTRUMENT 1 cr

This course is an introduction to college level private instrumental study. Students meet weekly with an instrumental instructor of the music department's choice. Each semester, several performances for peer groups will be required as well as a final juried performance.

Prerequisites: None.

MUS 174 INTRODUCTORY PRIVATE VOICE STUDY 1 cr

This course is an introduction to college level private voice study. Students meet weekly with a voice instructor of the Music Department's choice. Each semester, several performances for peer groups are required, as well as a final juried performance.

Prerequisites: None.

MUS 191 I COMPUTER APPLICATIONS IN MUSIC 3 cr

This class is designed to enhance your knowledge about computer hardware and software as they relate to music research, listening, composing, performing, teaching, publishing, and managing.

Prerequisites: None.

MUS 201 PRIVATE PIANO 1 cr

The first level of college (advanced level) piano studies.

Prerequisites: Piano experience, audition, and consent of the instructor.

MUS 209A CONCERT BAND 1 cr

Students will perform a wide variety of works for the wind band, ranging from orchestral transcriptions to modern wind ensemble works. Analysis of performances is also included.

Prerequisites: Audition required.

MUS 209B B CONCERT BAND 1 cr

Students will perform a wide variety of works for the wind band, ranging from orchestral transcriptions to modern wind ensemble works. Analysis of performances is also included.

Prerequisites: Audition required.

MUS 210 INSTRUMENTAL ENSEMBLE 1 cr

Study and performance of chamber works for strings, woodwinds, brass or percussion. Available upon student interest. Contact the Chair for details.

Prerequisites: None.

MUS 211 PRIVATE INSTRUMENTAL LESSONS 1 cr

First level of college-level instrumental instruction.

Prerequisites: Prior experience, audition, and consent of the instructor.

MUS 215 GUITAR ENSEMBLE 1 cr

Guitar Ensemble is for both music majors and minors. It rehearses and performs literature from throughout the guitar's long history; from medieval through modern. The ensemble participates in several concerts each semester, both on and off the Edgewood campus.

Prerequisites: None.

MUS

MUS 221 PRIVATE VOICE 1 cr

First level of private vocal instruction.

Prerequisites: Prior experience, audition, and consent of the instructor.

MUS 225 B JAZZ IMPROVISATION 2 cr

This is a performance-based class with the emphasis being spontaneous musical creation through specified musical parameters.

Prerequisites: An audition is required.

MUS 230 CHAMBER SINGERS 1 cr

Audition required. Intended as a two-semester sequence (fall and spring). The study and performance of works from various periods and styles. Numerous public performances including an annual spring tour. Three full-group rehearsals, plus one sectional each week.

Prerequisites: None.

MUS 230A CHAMBER SINGERS 1 cr

The Chamber Singers is Edgewood's premiere a cappella choral ensemble, open to students of all majors. This ensemble focuses on the exciting process of generating musical expression from a cohesive community of student-musicians. The choir performs literature from the Medieval period to the 21st century, participating in multiple concerts throughout the school year.

Prerequisites: A vocal audition and consent of the instructor.

MUS 230B B CHAMBER SINGERS 1 cr

The Chamber Singers is Edgewood's premiere a cappella choral ensemble, open to students of all majors. This ensemble focuses on the exciting process of generating musical expression from a cohesive community of student-musicians. The choir performs literature from the Medieval period to the 21st century, participating in multiple concerts throughout the school year.

Prerequisites: A vocal audition and consent of the instructor.

MUS 240 MADRIGAL SINGERS 1 cr

Audition required. The study of literature appropriate to the smaller choral ensemble. Members must be concurrently registered for MUS 230 Chamber Singers.

Prerequisites: None.

MUS 241 MUSIC THEORY 3 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. Student must be registered concurrently for MUS 000 and MUS 242.

Prerequisites: MUS 142 and 144.

MUS 242 EAR TRAINING & SOLFEGE 1 cr

Intermediate skill development in rhythmic reading, ear training, sight-singing, melodic/harmonic dictation, and error detection.

Prerequisites: MUS 142 and 144.

MUS 243 MUSIC THEORY 4 3 cr

Intensive score study and analysis of harmonic concepts from the Common Practice Period and beyond. Topics focus on altered chords, extensive chromaticism and non-tertian harmonic techniques, as well as form as an organizing element. Student must be registered concurrently for MUS 000 and MUS 244.

Prerequisites: None.

MUS 244 EAR TRAINING & SOLFEGE 1 cr

Advanced skill development in rhythmic reading, ear training, sightsinging, melodic/harmonic dictation, and error detection.

Prerequisites: MUS 142, 144 and 242.

MUS 275A TOPICS: PEDAGOGY FOR MUSIC: FOLK INSTRUMENTS VAR cr

Development of competencies and skills used in the music classroom.

Prerequisites: Consent of Instructor.

MUS 275B TOPICS: PEDAGOGY FOR MUSIC: BRASS PEDAGOGY VAR cr

Development of competencies and skills used in the music classroom.

Prerequisites: Consent of Instructor.

MUS 275C TOPICS: PEDAGOGY FOR MUSIC: WOODWIND PEDAGOGY 1 cr

Development of competencies and skills used in the music classroom.

Prerequisites: Consent of Instructor.

MUS 275D TOPICS IN PEDAGOGY STRING VAR cr

Development of competencies and skills used in the music classroom.

Prerequisites: Consent of Instructor.

MUS 275E TOPICS IN PEDAGOGY PERCUSSION VAR cr

Development of competencies and skills used in the music classroom.

Prerequisites: Consent of Instructor.

MUS 275F TOPICS: PEDAGOGY FOR MUSIC: VOCAL VAR cr

Development of competencies and skills used in the music classroom.

Prerequisites: Consent of Instructor.

MUS 279 INDEPENDENT STUDY - MUSIC VAR cr

Prerequisites: Consent of instructor.

MUS 301 PRIVATE PIANO 1 cr

Second level of college-level piano study.

Prerequisites: MUS 201 and faculty approval.

MUS 310 JAZZ ENSEMBLE 1 cr

Study and performance of jazz ensemble literature, with campus and community performances.

Prerequisites: Audition required.

MUS

MUS 311 PRIVATE INSTRUMENTAL LESSONS Second level of college-level instrumental instruction. <i>Prerequisites: MUS 211 and faculty approval.</i>	1 cr	readings, live concerts and critiques. Individual research project. Student must be registered concurrently for MUS 000. Offered in alternate years. <i>Prerequisites: MUS 143/144.</i>
MUS 321 PRIVATE VOICE Second level of private vocal instruction. <i>Prerequisites: MUS 221 and faculty approval.</i>	1 cr	
MUS 330 CAMPUS-COMMUNITY CHOIR Study and performance of major works, as well as smaller choral gems. One or more performances each semester. <i>Prerequisites: Consent of instructor.</i>	1 cr	MUS 356 MUSIC HISTORY: CLASSICAL - 21ST CENTURY 3 cr Events, movements, composers, and compositions from the Classical Period through the 20th century with lectures, guided listening, assigned readings, live concerts and critiques. Individual research project. Student must be registered concurrently for MUS 000. Offered in alternate years. <i>Prerequisites: MUS 143/144.</i>
MUS 343 ARRANGING 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. <i>Prerequisites: None.</i>	2 cr	MUS 379 INDEPENDENT STUDY - MUSIC VAR cr <i>Prerequisites: Consent of instructor.</i>
MUS 344 CONDUCTING The study of the basic conducting gestures necessary for ensemble rehearsal and performance. Student must be registered concurrently for MUS 000. <i>Prerequisites: None.</i>	2 cr	MUS 381 K JUNIOR RECITAL 2 cr A culminating recital for juniors or seniors at the 300 level of vocal or instrumental study. <i>Prerequisites: MUS 000 and the completion or concurrent registration in/of an O-tag course.</i>
MUS 345 ADVANCED CONDUCTING Application of score study and analysis in conjunction with the conducting demands of instrumental and choral scores. Student must be registered concurrently for MUS 000. <i>Prerequisites: None.</i>	2 cr	MUS 400 MUSIC EDUCATORS WORKSHOP VAR cr Topics vary. Check the Music Department for current offerings. <i>Prerequisites: None.</i>
MUS 350 CHAMBER ORCHESTRA Study and performance of standard works for chamber orchestra. See the Department Chair for details. <i>Prerequisites: Audition required.</i>	1 cr	MUS 400A DALCROZE EURHYTHMICS VAR cr <i>Prerequisites: None.</i>
MUS 352 2DG MEXICAN & MEXICAN-AMERICAN ART, MUSIC & CULTURE This course offers students the opportunity to learn about the role that music and art have played in the development and expressions of Mexican and Mexican-American identity, and ways that the experience of immigration changes one's relationship to one's culture of origin and sense of identity. Through readings and discussion, students explore ways in which individual and collective cultural identity have been both reflected in and influenced by art and music in Mexico and in Mexican immigrant communities in the United States. During Spring Break the class will travel to Mexico in order to gain understanding of historic and contemporary art, music and culture in Mexico. Cross-listed with ART 352. <i>Prerequisites: COR 1 or equivalent, open to students in their second or third year or sophomore and above transfers.</i>	4 cr	MUS 400B COMPUTER APPLICATION I 1 cr <i>Prerequisites: None.</i>
MUS 355 MUSIC HISTORY: MEDIEVAL - CLASSICAL Events, movements, composers, and compositions from early music through the Baroque Period with lectures, guided listening, assigned	3 cr	MUS 400C COMPUTER APPLICATION II 2 cr <i>Prerequisites: None.</i>
		MUS 400D CHORAL MUSIC WORKSHOP VAR cr <i>Prerequisites: None.</i>
		MUS 400E SACRED MUSIC WORKSHOP 1 cr <i>Prerequisites: None.</i>
		MUS 400F GOSPEL MUSIC WORKSHOP 2 cr <i>Prerequisites: None.</i>
		MUS 400G INSTRUMENTAL MUSIC WORKSHOP VAR cr <i>Prerequisites: None.</i>
		MUS 400H General Music Workshop VAR cr <i>Prerequisites: None.</i>
		MUS 400I WORLD MUSIC WORKSHOP VAR cr <i>Prerequisites: None.</i>

MUS – NATS

MUS 400J KEYBOARD WORKSHOP <i>Prerequisites: None.</i>	VAR cr	MUS 489B STUDENT TEACHING: CHORAL MUSIC VAR cr <i>Prerequisites: None.</i>
MUS 400K SOLO VOICE WORKSHOP <i>Prerequisites: None.</i>	VAR cr	MUS 489C STUDENT TEACHING: INSTRUMENTAL MUSIC VAR cr <i>Prerequisites: None.</i>
MUS 400L CULTURAL/CONCERT TOUR <i>Prerequisites: None.</i>	VAR cr	MUS 491 INTERNSHIP VAR cr Offers the student the opportunity to gain experience in a professional setting according to the student's major area of emphasis. current offerings. <i>Prerequisites: None.</i>
MUS 400M MUSIC-CULTURAL TOUR <i>Prerequisites: None.</i>	VAR cr	MUS PORT MUSIC PORTFOLIO VAR cr <i>Prerequisites: None.</i>
MUS 401 PRIVATE PIANO-ADVANCED Third level of college-level piano study. <i>Prerequisites: MUS 301 and consent of faculty.</i>	1 cr	
MUS 411 PRIVATE INSTRUMENTAL LESSONS - ADVANCED Third level of college-level study. <i>Prerequisites: MUS 311 and faculty approval.</i>	1 cr	Natural Science (NATS)
MUS 421 PRIVATE VOICE-ADVANCED Third level of private vocal instruction. <i>Prerequisites: MUS 321 and faculty approval.</i>	1 cr	NATS 101 1EV ALL ABOUT WATER 3 cr All About Water explores water. Water is everywhere: in our bodies, in our food, in our atmosphere and underfoot. We can't live without it! And because we can't live without it, we fight about it, we write legislation regarding it, we try to steal it from each other, and we have turned it into big business. Unfortunately, we have also polluted it and wasted it with little regard to its value to us as individuals and the biosphere as a whole. This course will challenge students to explore and to critically reflect upon their personal values, beliefs, and worldviews in the context of decision making. It utilizes an inquiry-based approach to investigate how we use and abuse water, the importance of informed decision making, and our personal responsibly to our world. Cross-listed with GEOS 101. (F) <i>Prerequisites: This course is for first semester freshmen or freshmen transfer students.</i>
MUS 456 METHODS OF TEACHING MUSIC K-8 Methods and materials for effective work in K-8 settings, including conceptual and philosophical grounding in general music and performance curricula. Practicum included. Cross-listed with ED 456. <i>Prerequisites: Full admission to teacher education.</i>	2 cr	NATS 104 H5 INTRO NATURAL SCIENCE - HONORS 4 cr <i>Prerequisites: None.</i>
MUS 457 METHODS OF TEACHING MUSIC 6-12 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. <i>Prerequisites: Full admission to teacher education.</i>	2 cr	NATS 104 S INTRO TO NATURAL SCIENCE FOR ELEMENTARY EDUCATION I 4 cr This course is for Elementary Education majors only. The first of a two-semester sequence in the natural sciences which integrates basic principles in the physical and biological sciences. The course sequence focuses on a scientific view of the evolution of the physical universe from its origin to the development of living systems. The course sequence includes concepts in physical, earth, biological, and environmental sciences. The sequence is designed for students majoring in Elementary Education, and does not serve as a prerequisite for other courses in chemistry, biology, or geoscience, except by special permission of the instructors. The course focuses on three major elements of science as a discipline: 1) the nature and scope of science (science as a "way of knowing"; what science is and how it works; what makes science different from other disciplines), 2) the relationship between science and society (science and technology; the usefulness and limitations of science in society), and 3) the practice of science (hypothesis-testing and theory formation; experimental design; data collection and analysis). All three of these elements are approached
MUS 479 INDEPENDENT STUDY - MUSIC <i>Prerequisites: Consent of instructor.</i>	VAR cr	
MUS 481 K SENIOR RECITAL A culminating recital for seniors at the 400 level of vocal or instrumental study. <i>Prerequisites: MUS 000 and the completion or concurrent registration in/of an O-tag course.</i>	1 cr	
MUS 489 STUDENT TEACHING: MUSIC a) General Music (4-12 credits) b) Choral Music (4-12 credits) c) Instrumental Music (4-12 credits) Cross-listed with ED 489A, B, C. <i>Prerequisites: None.</i>	VAR cr	
MUS 489A STUDENT TEACHING: GENERAL MUSIC <i>Prerequisites: None.</i>	VAR cr	

Natural Science (NATS)

NATS 101 1EV ALL ABOUT WATER 3 cr
All About Water explores water. Water is everywhere: in our bodies, in our food, in our atmosphere and underfoot. We can't live without it! And because we can't live without it, we fight about it, we write legislation regarding it, we try to steal it from each other, and we have turned it into big business. Unfortunately, we have also polluted it and wasted it with little regard to its value to us as individuals and the biosphere as a whole. This course will challenge students to explore and to critically reflect upon their personal values, beliefs, and worldviews in the context of decision making. It utilizes an inquiry-based approach to investigate how we use and abuse water, the importance of informed decision making, and our personal responsibly to our world. Cross-listed with GEOS 101. (F)
Prerequisites: This course is for first semester freshmen or freshmen transfer students.

NATS 104 H5 INTRO NATURAL SCIENCE - HONORS 4 cr
Prerequisites: None.

NATS 104 S INTRO TO NATURAL SCIENCE FOR ELEMENTARY EDUCATION I 4 cr
This course is for Elementary Education majors only. The first of a two-semester sequence in the natural sciences which integrates basic principles in the physical and biological sciences. The course sequence focuses on a scientific view of the evolution of the physical universe from its origin to the development of living systems. The course sequence includes concepts in physical, earth, biological, and environmental sciences. The sequence is designed for students majoring in Elementary Education, and does not serve as a prerequisite for other courses in chemistry, biology, or geoscience, except by special permission of the instructors. The course focuses on three major elements of science as a discipline: 1) the nature and scope of science (science as a "way of knowing"; what science is and how it works; what makes science different from other disciplines), 2) the relationship between science and society (science and technology; the usefulness and limitations of science in society), and 3) the practice of science (hypothesis-testing and theory formation; experimental design; data collection and analysis). All three of these elements are approached

NATS – NRS

using specific science content from different sciences, including biology, ecology, environmental science, chemistry, physics, earth science, and astronomy. (S)

Prerequisites: Placement into ENG 110; completion of MATH 102; supplementary work in science problem-solving is required if proficiency is not demonstrated; concurrent registration in ED 427A.

NATS 105 ES INTRO TO NATURAL SCIENCE FOR ELEMENTARY EDUCATION II 4 cr

This course is for Elementary Education majors only. The second semester of a two-semester sequence in the natural sciences which integrates basic principles in the physical and biological sciences. The course sequence focuses on a scientific view of the evolution of the physical universe from its origin to the development of living systems. The course sequence includes concepts in physical, earth, biological, and environmental sciences. This course is designed for students majoring in Elementary Education, and does not serve as a prerequisite for other courses in chemistry, biology, or geoscience, except by special permission of the instructors. (ES)

Prerequisites: Placement into ENG 110; completion of MATH 102; supplementary work in science problem-solving is required if proficiency is not demonstrated; completion of NATS 104; concurrent enrollment in ED 427B.

NATS 108 ES REAL WORLD SCIENCE 4 cr

This is a course intended for non-science majors that explores the science behind real world issues and concerns. Topics covered include human energy use, transportation, radioactivity, space exploration, and natural disasters. The course is integrated and interdisciplinary, and includes basic principles of the physical and biological sciences. Concepts from astronomy, biology, chemistry, cosmology, geology, and physics are used throughout the course.

Prerequisites: ENG 110 placement.

NATS 109 ES MORE REAL WORLD SCIENCE 4 cr

This is a course intended for non-science majors that explores the science behind real world issues and concerns. Topics covered include global climate change, evolution, water resources, food & agriculture, and infectious disease. The course is integrated and interdisciplinary, and includes basic principles of the physical and biological sciences. Concepts from astronomy, biology, chemistry, cosmology, geology, and physics are used throughout the course.

Prerequisites: ENG 110 placement.

NATS 110 F5 HONORS NATURAL SCIENCE I 4 cr

Prerequisites: None.

NATS 111 F5 HONORS NATURAL SCIENCE II 4 cr

Prerequisites: None.

NATS 250 PV HISTORY & PHILOSOPHY OF SCIENCE 3 cr

This course 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.

Prerequisites: PHIL 101; or consent of instructor.

NATS 292 BIOLOGY EXCURSIONS VAR cr

Science learning experiences occur in the classroom, in the laboratory, and in the field. In this experience-based course, students discover and experience facts, concepts, and laws of science for themselves, much as scientists do in their professional lives. Experiences that extend from the classroom into the field allow students to explore, observe, and investigate things in the natural world that cannot be effectively brought into the classroom learning environment. Travel is an essential part of the class and locations will be chosen for their scientific and/or environmental significance. Classroom sessions will precede the travel portion of the course. Cross-listed with BIO 292 and GEOS 292. (S)

Prerequisites: Vary from semester to semester and travel destination.

NATS 294 2 SCIENCE IN ACTION 3 cr

This course is for students who are interested in how science can be communicated to the community at large. Students will examine the roles of the scientists and science educators in society. Topics for discussion will include: ethical and controversial issues in science, the various ways scientific knowledge is conveyed to the public, and how the general public uses science in their lives. Students will have the opportunity to share their experience with science with the local community, and engage community members in science outreach activities. Through intensive community engagement, students will develop a sense of the role scientists and science educators play in the community at large.

Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers; ENG 110 placement and college level mathematics.

NATS 459 TEACHING SCIENCE IN MIDDLE/SECONDARY 3 cr

This course is the study of the theory and practice for teaching science in the middle and secondary schools. It provides tools a beginning science teacher will need to effectively design, organize, and teach science at the secondary level. Practicum required. (F)

Prerequisite: full admission into teacher education program; or consent of instructor.

Nursing (NRS)

NRS 210 I FOUNDATIONS OF PROFESSIONAL NURSING 3 cr

Nurses play a significant role in promoting health across the life span at the individual, group and societal level. The knowledge and skills necessary to assess psychosocial and physical health status and facilitate the development of therapeutic and collaborating relationships are explored. Beginning exploration of the fundamentals of professional nursing practice, information management and evidence-based practice are introduced. (F/S)

Prerequisites: Admission into the nursing program; concurrent registration with: NRS/RNRS 211. \$165 course fee.

NRS

NRS 211 U CARING: NURSING ASSESSMENT & INTERVENTION 3 cr

Clinical and laboratory application of basic concepts discussed in NRS 210. Emphasis is on assessment and health promotion. Interventions include comfort and safety, interviewing, basic concepts related to teaching/learning and development of nurse/client relationships. Fundamentals of professionalism and the development of professional values are introduced. (F/S)

Prerequisites: Admission into the nursing program; concurrent registration with: NRS/RNRS 210. \$165 course fee.

NRS 270 INTERNATIONAL SERVICE LEARNING IN CAMBODIA 2 cr

This course will help participants to become culturally competent, life-long learners, and active citizens in our global world. The clinical component will enhance assessment skills, cultural competency, and develop critical thinking. The education component will provide real life teaching experiences for students working with an underserved population.

Prerequisites: COR 1 or equivalent, sophomore standing.

NRS 271 2G INTERNATIONAL SERVICE LEARNING IN CAMBODIA 2 cr

This course will help participants to become culturally competent, life-long learners, and active citizens in our global world. The clinical component will enhance assessment skills, cultural competency, and develop critical thinking. The education component will provide real life teaching experiences for students working with an underserved population.

Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers.

NRS 279 INDEPENDENT STUDY - NURSING VAR cr

Prerequisites: Consent of instructor.

NRS 310 PROFESSIONAL NURSING: ADULT HEALTH 4 cr

Nursing content addressing the management of psychosocial and physiological care of hospitalized adults is discussed within a framework of acute illness. Integration of behavioral science, pathophysiology, and pharmacology into nursing care is emphasized. (F/S)

Prerequisites: NRS/RNRS 210, 211; Concurrent registration with: NRS/RNRS 311, NRS/RNRS 312, NRS/RNRS 315, BIO 410 \$90 course fee.

NRS 311 CARING: ADULT HEALTH NURSING 4 cr

Clinical course focused on nursing care of adult clients in an acute care setting. The course is designed to further develop the necessary skills for baccalaureate generalist nursing practice including an introduction to patient safety, quality improvement, and information management. Continued development and application of professional practice standards are addressed. (F/S)

Prerequisites: NRS/RNRS 310, NRS/RNRS 312, NRS/RNRS 315, BIO 410. \$90 course fee.

NRS 312 PHARMACOLOGY 2 cr

Nurses play a significant role in assisting individuals and families in the pharmacological management of health and illness. This course includes a study of the major drug classes addressing the principles of evidence-based practice, which is necessary for understanding drug effects across the lifespan. Issues related to safety, cost, compliance and therapeutic outcomes are emphasized. (F/S)

Prerequisites: Concurrent registration with NRS/RNRS 310, 311, and 315 or consent of instructor. \$90 course fee.

NRS 315 CARING: ADULT HEALTH NURSING LAB 1 cr

Presents the knowledge of psychomotor skills, unique to professional nursing practice, used to meet the therapeutic, physiologic, comfort, and safety needs of adult clients in a variety of settings. Beginning scholarship for evidence-based practice is addressed in the context of quality and safety measures. Skills are practiced and evaluated in the laboratory environment prior to application in the clinical setting. (F/S)

Prerequisites: Concurrent with NRS/RNRS 310, 311. \$90 course fee.

NRS 340 PROFESSIONAL NURSING: LONG TERM ISSUES 4 cr

Nursing content addressing the management of psychosocial-spiritual and physiological care of adults and families is discussed within a framework of chronic illness management. Integration of behavioral science, pathophysiology, and pharmacology into nursing care is emphasized along with concepts related to wellness and health promotion while living a life with chronic illness. (F/S)

Prerequisites: NRS/RNRS 310, NRS/RNRS 311, NRS/RNRS 312, NRS/RNRS 315; Concurrent registration with: NRS/RNRS 341, NRS/RNRS 390; prerequisite or concurrent PSY 345. \$90 course fee.

NRS 341 COLLABORATIVE PRACTICE-LONG TERM 4 cr

Managing nursing care with individuals and families experiencing complex, long-term health problems. Development of interprofessional team skills, collaborative planning, and leadership skills are emphasized. (F/S)

Prerequisites: NRS/RNRS 310, 311, 312, 315, BIO 410; Concurrent registration with: NRS/RNRS 340, prerequisite or concurrent PSY 345. \$90 course fee.

NRS 342 PROFESSIONAL NURSING: OLDER ADULT 2 cr

The complex interaction of acute and chronic health conditions experienced by older adults is addressed within the context of health promotion, health maintenance and health restoration. Provision of holistic care is examined using principles of interdisciplinary team management.

Prerequisites: NRS/RNRS 310, NRS/RNRS 311, NRS/RNRS 312, NRS/RNRS 315; concurrent NRS/RNRS 340, NRS/RNRS 341. \$90 course fee.

NRS 390 RESEARCH IN PROFESSIONAL NURSING 3 cr

Introduction to methods of inquiry including interpretive and empirical approaches. Basic statistical measurements are studied in

NRS

relation to understanding nursing research. Topics include critiquing nursing research, exploring application of research to practice, and identifying researchable problems and appropriate methodologies. (F/S)

Prerequisites: NRS/RNRS 310, NRS/RNRS 311; *Concurrent registration with:* NRS/RNRS 340, NRS/RNRS 341.

NRS 391 FIELD STUDY **VAR cr**
Prerequisites: Consent of instructor.

NRS 410 PROFESSIONAL NURSING: FAMILIES IN TRANSITION **4 cr**
Nursing care with families experiencing transition such as pregnancy and parenting. Issues related to environmental contexts, political awareness, health care systems, family dynamics, children and adolescents and women's health are examined.

Prerequisites: NRS 340, 341, PSY 345; *concurrent with* NRS 411. \$90 course fee.

NRS 411A CARING: FAMILIES IN TRANSITION (A) **2 cr**
Nursing care with families, young children, adolescents, and women in a variety of settings. The major focus is on health promotion and health maintenance.
Prerequisites: None.

NRS 411B CARING: FAMILIES IN TRANSITION (B) **2 cr**
Nursing care with families, young children, adolescents, and women in a variety of settings. The major focus is on health promotion and health maintenance.
Prerequisites: None.

NRS 412 X LEADERSHIP WITHIN THE HEALTHCARE SYSTEM **3 cr**
This course overviews the study of the health care system in the United States, including healthcare policy, finance and regulatory environments. Leadership approaches to care management, systems leadership for improved client outcomes and effective use of resources are explored. Professional nursing roles, responsibilities and issues in a rapidly changing sociopolitical environment are examined.

Prerequisites: NRS/RNRS 340, NRS/RNRS 341, NRS/RNRS 390; *Concurrent registration with:* NRS/RNRS 410, NRS/RNRS 411. \$90 course fee.

NRS 415 NURSING CARE IN GUATEMALA **2 cr**
This course is the first of a two-semester interdisciplinary experiential sequence. Cross-listed with HI 305.
Prerequisites: NRS 310, 311, 312, 315; COR 1 or equivalent, open to students in their second or third year or sophomore and above transfers.

NRS 416 NURSING CARE IN GUATEMALA **2 cr**
This course is the second of a two-semester interdisciplinary experiential sequence. Cross-listed with HI 405.
Prerequisites: NRS 310, 311, 312, 315, 415.

NRS 430 HOLISTIC APPROACHES TO HEALING **3 cr**
This course examines the relationship of the body, mind, and spirit within the field of health, healing, and nursing. A variety of complementary therapies will be discussed and demonstrated including conscious breathing, meditation, body-centered therapy, guided imagery, therapeutic massage, homeopathy, Chinese medicine, movement therapy, energy medicine, and therapeutic nutrition. Course is open to non-nursing majors.

Prerequisites: None.

NRS 435 COPING AND STRESS IN MODERN LIFE **3 cr**
This course explores original theories and empirical evidence related to the causes and wide range effect of stress. It explores effective coping styles and strategies to manage stress and distress in modern life. The course consists of three components: theory, self assessment, and stress reduction. Several models of stress reduction will be explored, examined and experienced including elements of positive psychology. Stress related chronic illness will be explored and discussed with an eye toward prevention.

Prerequisites: PSY 101.

NRS 440 ADULT HEALTH: ADVANCED CONCEPTS IN ACUTE CARE **2 cr**
Theory course addressing nursing care of adults in high acuity settings experiencing multisystem illnesses. Integration and application of biological sciences is emphasized to advance baccalaureate generalist nursing knowledge. (F/S)

Prerequisites: NRS/RNRS 410, NRS/RNRS 411; *Concurrent registration with:* NRS/RNRS 460, NRS/RNRS 461. \$90 course fee.

NRS 460 PROFESSIONAL NURSING: HEALTH OF COMMUNITIES **4 cr**
Nursing concepts are integrated with those of public health science to promote the health of aggregates in the community. The role of nursing in affecting health care policy, finance and regulatory environments is examined.

Prerequisites: NRS/RNRS 410, NRS/RNRS 411, NRS/RNRS 412; *Concurrent registration with:* NRS/RNRS 440. \$90 course fee.

NRS 461 NURSING CARE WITH AGGREGATES **4 cr**
Clinical course addressing the nursing care of culturally diverse families, aggregates, and communities. Nursing skills in health assessment, education, and health promotion are extended to include groups in communities. Developing and maintaining community partnerships is emphasized. (F/S)

Prerequisites: NRS/RNRS 410, NRS/RNRS 411, NRS/RNRS 412; *Concurrent registration with:* NRS/RNRS 461, NRS/RNRS 440. \$90 course fee.

NRS 470 STRATEGIES FOR SUCCESS **1 cr**
Independent study and in-class study designed for senior level students to promote success for first-time state board licensure examinees, looking at test taking strategies and studying techniques. (F/S)

Prerequisites: Senior standing and consent of the instructor. \$90 course fee.

NRS – PHIL

NRS 479 INDEPENDENT STUDY - NURSING **1 cr**
Consent of Instructor.

Prerequisites: Consent of instructor.

Philosophy (PHIL)

PHIL 101 T LOGIC: PRACTICE OF CRITICAL THINKING **3 cr**
Learn how to develop and strengthen your ability to identify, evaluate and construct arguments. Cultivate a critical thinking practice through the process of Socratic questioning in a learning community. Understand the value of multiple perspectives in critical thinking as a dialogical process necessary for building a just and humane society.

Prerequisites: None.

PHIL 101A PT CRITICAL THINKING FOR DELIBERATIVE DEMOCRACY **3 cr**
A study of deliberative democratic theory with a special emphasis on the duties of citizens to deliberate and think critically about public policy.

Prerequisites: None.

PHIL 101B PT CRITICAL THINKING & POPULAR CULTURE **3 cr**
In this course we will develop and strengthen skills required to identify, construct and evaluate arguments. We will investigate the nature of evidence and logical relations between claims. We will cultivate and internalize standards of critical thinking practice and build an understanding and appreciation for open-minded, ongoing dialogue that seeks truth. These goals will be incorporated into a critical examination of popular culture. We will seek to understand what is popular culture, how it influences us in how we view ourselves and others. We will evaluate the forces that shape popular culture, and our critical, and non-critical, responses to those forces.

Prerequisites: None.

PHIL 102 PU FOUNDATIONS IN PHILOSOPHY **3 cr**
In this course, students will gain a greater awareness of the conversation that surrounds some of the most important questions of fact and value that have puzzled and continue to puzzle humankind, questions like: Is there a god, do we survive death, and does morality have a basis in fact? Students will also be asked to contribute something to this conversation: something that is well thought out, reasonably coherent, responsive to what others have said, and reflective of their most authentic selves. Students will be given the tools to do this through an extended discussion of the principles of critical thinking and the philosophical method that they were first exposed to in PHIL 101.

Prerequisites: PHIL 101.

PHIL 103 P PHILOSOPHY OF THE PERSON **3 cr**
This class examines the nature of human existence by asking fundamental questions from numerous disciplinary perspectives: is there such a thing as human nature? What is a meaningful life? Where do our values come from? How do our values influence how we see ourselves and others? How can we know who we are, both as members

of the human community and as individuals? Can we control who we are or who we become? How can we live freely and responsibly? We will approach these questions through philosophical, psychological, and literary texts, as well as through reflections on and documentary representations of issues such as gender, sexuality and race.

Prerequisites: PHIL 101.

PHIL 104 P ETHICS **3 cr**
This class examines various ethical theories and dilemmas from various perspectives with the goal of discerning guidelines for individual human action and for the attainment of the good in human life.

Prerequisites: PHIL 101.

PHIL 104A PQU ETHICS OF SEX LOVE AND MARRIAGE **3 cr**
This class examines various ethical theories about sex, love and marriage, with the goal of understanding and evaluating feminist and GLBT arguments about the worth of marriage as an institution.

Prerequisites: PHIL 101.

PHIL 105 PU SOCIAL AND POLITICAL PHILOSOPHY **3 cr**
In this course, students will gain a beginner's understanding of some of the major social and political philosophies, including liberalism, conservatism, communitarianism, feminism, environmentalism, and cosmopolitanism. Students will also be asked to make some tentative steps towards developing your own social and political philosophy: a philosophy that is well thought out, reasonably coherent, consistent with the facts, responsive to what others have said, and reflective of their genuine points of view. Students will be given the tools to do this through an extended discussion of the principles of critical thinking and the philosophical method that they were first exposed to in PHIL 101.

Prerequisites: PHIL 101.

PHIL 106 PQ PHILOSOPHY AND GENDER **3 cr**
This course will introduce students to the main theoretical paradigms within feminist and gender theory. The course is centered on the following questions: What is gender? What constitutes gender oppression? Is gender oppression related to oppression based on race, sexuality and class? If so, how? What is gender identity? Are gender differences natural, psychological, social, or some combination of these? How, if at all, is it possible to combat and perhaps overcome oppression?

Prerequisites: PHIL 101.

PHIL 108 PU SCIENCE, RELIGION & PHILOSOPHY **3 cr**
An exploration into the historical, cultural, ethical and philosophical relationships between religious traditions and the rise of Modern science. We will investigate these relationships as they have impacted: culturally shaped ways of knowing; changing worldviews about God, humanity and nature; methods of scientific, religious and philosophical inquiry; views on authority; and particular issues such as creation, evolutions and intelligent design, the mind-brain problem, and life after death.

Prerequisites: PHIL 101.

PHIL – PHYS

PHIL 109 GP HUMAN RIGHTS: THE GLOBAL STRUGGLE 4 cr

A shared inquiry into the philosophy, history and global struggles pertaining to human rights.

Prerequisites: PHIL 101.

PHIL 110 EPU ENVIRONMENTAL ETHICS 3 cr

What ways of thinking help us participate responsibly in the web of life on Earth? This course will help us recognize the interdependence of human society and the natural environment and the ways in which principles of ecological sustainability are essential to building a just and compassionate world. Our course will begin with developing an understanding of the multidisciplinary context of environmental ethics, and then we will explore fundamental worldviews of our relationship with and responsibility to the natural world. We will then look at specific areas of concern and case studies where you will be given the chance to examine an issue from different philosophical perspectives. This course will develop your ability to think philosophically; to understand several philosophical traditions in ethics; and to apply your abilities and understandings to environmental issues. Cross-listed with ENVS 110.

Prerequisites: PHIL 101.

PHIL 250 PV HISTORY & PHILOSOPHY OF SCIENCE 3 cr

History and Philosophy of Science is an introduction to the nature of scientific knowledge, the philosophical implications of science, development of science as we know it today, along with some of the processes and products of scientific inquiry. In addition, the course addresses the history of science through the study of notable scientific revolutions and the exploration of the natural world as a human activity. The goals of the course include: introducing students to philosophical ways of thinking and arguing within the natural sciences and student development of an appreciation of the scientific enterprise. Cross-listed with NATS 250.

Prerequisites: PHIL 101 or consent of instructor.

PHIL 305 PHILOSOPHICAL THEMES VAR cr

Exploration of such topics as the human use of leisure and work, technology, mass media and the arts, cross cultural philosophical issues.

Prerequisites: PHIL 101.

PHIL 306 GP PHILOSOPHY OF PEACE WITH JUSTICE 4 cr

Philosophy of Peace explores 5 key philosophies; the Just War theory, nationalism, Gandhian Active Nonviolence, “Holy War”, and global governance and the UN. The course normally includes a service-learning project and a travel seminar to NYC to visit the UN and various peace organizations.

Prerequisites: PHIL 101.

PHIL 307 2DP THE PHIL OF MARTIN LUTHER KING, JR. 4 cr

This course is a shared inquiry into the nonviolent philosophy of M.L. King and its relevance both in the Civil Rights movement and in diverse communities in the U.S. and beyond. Students will study and discuss Dr. King’s writings, reflect on their own potential for helping build the “Beloved Community,” and engage in relevant service learning projects

such as Amnesty International, the United Nations Association, and Fair Trade Advocacy. If funds are available, we may travel to the Civil Rights Museum in Memphis. Cross-listed with HI 404A & ETHS 307.

Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers; completion of the T tag or concurrent enrollment in a T tag course.

PHIL 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.

Prerequisites: PHIL 101 and one P tag course.

PHIL 401 SELECTED PHILOSOPHERS VAR cr

In-depth concentration on one or two philosophers, selected in response to student interest.

Prerequisites: PHIL 101 and one P tag course.

PHIL 479 INDEPENDENT STUDY - PHILOSOPHY VAR cr

Research into a philosophical theme related to a students’ major field. Required of philosophy minors.

Prerequisites: PHIL 101 and one P tag course.

Physics (PHYS)

PHYS 130 S GENERAL PHYSICS I 4 cr

The first semester of a two-semester introductory physics sequence primarily designed for those who do not need a calculus-based course. The first semester includes principles of mechanics, heat, and sound and their applications. Three two-hour sessions per week. (F/S)

Prerequisites: MATH 114A; MATH 114B or equivalent recommended.

PHYS 131 S GENERAL PHYSICS II 4 cr

The second semester of a two-semester introductory physics sequence primarily designed for those who do not need a calculus-based course. The second semester includes principles of electricity and magnetism, optics, and modern physics and their applications. Three two-hour sessions per week. (F/S)

Prerequisites: PHYS 130, MATH 114A; MATH 114B or equivalent recommended.

PHYS 201 S COLLEGE PHYSICS I 4 cr

This course is the first of the two-semester calculus-based introductory physics sequence designed for pre-engineering, mathematics, and other science majors. It includes mainly principles of mechanics and their applications and is taught in integrated lecture-lab format in three two-hour sessions per week. The core of the curriculum is the study of motion with various levels of complexity. Some specific topics include: Kinematics in one and two dimensions, dynamics and Newton’s laws of motion, work, energy and conservation of energy, linear momentum and collisions, and rotational kinematics and dynamics.

Prerequisites: MATH 231 and concurrent registration or prior completion of MATH 232 or equivalent.

PHYS – PS

PHYS 202 S COLLEGE PHYSICS II 4 cr

This course is second of the two-semester calculus-based introductory physics sequence designed for pre-engineering, mathematics, and other science majors. It is taught in three two-hour sessions per week in integrated lecture-lab format. This course mainly includes principles of electricity and magnetism and their applications.

Prerequisites: PHYS 201 or equivalent and concurrent registration in or prior completion of MATH 233.

PHYS 220 V INTRO HUMAN BIOMECHANICS 3 cr

Biomechanics is a field which uses mechanical analyses to investigate biological problems. Biomechanics involves combining what we know about the anatomy and physiology of the body, and physics to investigate problems. It is an increasingly popular field of study, as it has applications in health, prosthetic design, ergonomics, athletics, and computer gaming. Students who complete this course will study the methods that are currently used in investigating human biomechanical problems. Topics covered will include: mechanical and structural properties of living tissues, loads applied to joints, common sports injuries and treatments, linear and angular kinematics, linear and angular kinetics, equilibrium and torque. Course cross-listed with BIO 220.

Prerequisites: MATH 114B.

PHYS 250 V 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.

Prerequisites: MATH 114A.

PHYS 300 MATHEMATICAL METHODS OF PHYSICS 3 cr

The physics content of the general physics sequence will be examined in greater detail using the tools of calculus to examine physical problems from classical mechanics, electricity, and magnetism. Focus will be an interpretation of graphs, basic differential equations, and vector analysis of physical problems. Students will use the tools and language of mathematics to understand physics.

Prerequisites: PHYS 131 or 202, MATH 231, and concurrent registration or prior completion of MATH 232.

PHYS 310 PRINCIPLES OF MECHANICS 3 cr

Origin and development of classical mechanics; mathematical techniques, especially vector analysis; conservation laws and their relation to symmetry principles; brief introduction to orbit theory.

Prerequisites: PHYS 202F5 or 260 and concurrent registration in or prior completion of Math 331 highly recommended.

PHYS 320 ELECTROMAGNETISM 3 cr

Electrostatic fields, capacitance and dielectrics, magnetostatics; electromagnetic induction; Maxwell’s equations.

Prerequisites: PHYS 310 and MATH 331.

PHYS 350 SCIENTIFIC COMPUTING 3 cr

Introduces computing tools useful in solving scientific problems. Considers a variety of techniques of tackling scientific calculations such as spreadsheets, symbolic packages, and using any suitable

programming language(s). Topics will include elementary theory of errors, solution of algebraic equations, roots of polynomials, differentiation and integration of functions, and Euler’s method. Examples will be drawn from such diverse fields as astronomy, physics, chemistry, earth science, biology and mathematics.

Prerequisites: MATH 232 or equivalent or consent of instructor.

PHYS 360 MODERN PHYSICS 3 cr

An introduction to quantum mechanics and their applications to atomic, solid state, and nuclear physics and chemistry. Three lectures per week. Cross-listed with CHEM 360

Prerequisites: PHYS 202F5 or equivalent; concurrent registration in or prior completion of MATH 331 is highly recommended.

PHYS 361 THERMAL PHYSICS 3 cr

Investigates the laws of thermodynamics, properties of the states of matter and dynamics. Three lectures per week. Cross-listed with CHEM 361.

Prerequisites: CHEM 121F5 and PHYS 202F5 or consent of instructor.

PHYS 379 INDEPENDENT STUDY - PHYSICS VAR cr

Independent study of selected topics in physics conducted by the student with the approval and supervision of the instructor.

Prerequisites: Consent of instructor.

PHYS 469 SPECIAL TOPICS IN PHYSICS VAR cr

Advanced study of topics of special current interest in physics and related fields. Seminar/discussion format.

Prerequisites: Consent of instructor.

PHYS 479 INDEPENDENT STUDY - PHYSICS VAR cr

Independent study of selected topics in physics conducted by the student with the approval and supervision of the instructor.

Prerequisites: Consent of instructor.

PHYS 489 UNDERGRADUATE RESEARCH VAR cr

Opportunities are available for students to engage in physics research, in conjunction with collaborative student-faculty research projects or with projects done with researchers from various governmental agencies.

Prerequisites: Consent of the instructor.

Political Science (PS)

PS 201 E DEBATING THE EARTH: POLITICAL PERSPECTIVES ON ENVIRONMENT 4 cr

In this course, we shall explore how a diverse array of competing political perspectives views the relationship of humans to the natural environment in terms of both the sources of and the solutions to our current ecological crisis. In investigating these different paradigms and how each constructs the issues, we will come to better understand how these views shape public policy, political movements, public opinion, and even international relations. Cross-listed with ENVS 201.

Prerequisites: None.

PS

PS 210 GJ INTRO TO INTERNATIONAL RELATIONS 4 cr
In this course we shall explore the actors, structure, and behavior of the emerging global system.

Prerequisites: None.

PS 262 J INTRO TO AMERICAN POLITICAL PROCESS 4 cr
Explores the nature and structure of the American political system, and examines selected problems in American government at the national level.

Prerequisites: None.

PS 275 GJ INTRO TO COMPARATIVE POLITICS 4 cr
In this course we shall explore the structure and conduct of politics cross-nationally and examine some of the commonalities and differences among politics and political systems around the world.

Prerequisites: None.

PS 279 INDEPENDENT STUDY - POLITICAL SCIENCE VAR cr
Consent of Instructor.

Prerequisites: Consent of instructor.

PS 301 POLITICAL IDEAS 4 cr
Explores the major political ideologies of the modern and contemporary eras, as well as the political thinkers who played a role in developing and articulating such ideas. The role of these ideologies in shaping both historical and current events.

Prerequisites: None.

PS 342 AMERICAN FOREIGN POLICY 4 cr
Focuses on the United States and its relations with other nations, with emphasis upon the forces that determine contemporary American foreign policy. Cross-listed with HIST 342.

Prerequisites: None.

PS 343 CONSTITUTIONAL POLITICS 4 cr
Examines the political issues and conflicts that arise as society attempts to apply and interpret the US Constitution, especially as it regards civil rights and civil liberties. This would include such controversies as censorship, the rights of the accused, abortion, affirmative action, discrimination, privacy, and federalism. The roles played by the Supreme Court, the rest of the federal judiciary, state courts, Congress, the President, private interests, and public opinion. Notable past constitutional cases that helped shape current interpretations of the Constitution.

Prerequisites: None.

PS 350 PUBLIC POLICY PROCESS 2 cr
How policy decisions are made in the American political system. Attention will be paid to models of policymaking, the roles of specific actors in the policymaking realm, and the various stages of the policymaking process. Offered every three years.

Prerequisites: None.

PS 351 SELECTED ISSUES IN PUBLIC POLICY VAR 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.

Prerequisites: None.

PS 352 EJ ENVIRONMENTAL POLITICS 4 cr
This course examines the political dynamics that underlie environmental policymaking in the United States. Major issues in environmental policy, including public lands, wildlife, pollution and energy will be examined, as well as the role of governmental institutions, interest groups and the public in formulating environmental policy. Cross-listed with ENVS 352. **(S of alternate years)**

Prerequisites: None.

PS 353 EJ POLITICS OF SPRAWL: LAND USE & TRANSPORTATION POLICY 2 cr
This course examines the environmental and social consequences of suburban sprawl and the patterns of mobility associated with it. In doing so, we will closely explore the role of public policies at the local, state, and federal levels in creating, supporting and now questioning this entire system. Cross-listed with ENVS 353. **(S of alternate years)**

Prerequisites: None.

PS 360 J POLITICAL PARTIES & INTEREST GROUPS 4 cr
This course looks at the nature and function of two types of political organizations which influence American government: political parties and interest groups. Their structure, roles and behavior will be examined as will the process of political action in general. **(F every three years)**

Prerequisites: None.

PS 361 J THE PRESIDENT & THE EXECUTIVE BRANCH 4 cr
The structure and nature of the Presidency and the executive bureaucracy. The history, political behavior and functions of the executive office and its relationships to Congress, the bureaucracy, the media, interest groups, and the American people; the theory and practice of public administration within the executive branch. **(S of alternate years)**

Prerequisites: None.

PS 362 J CONGRESS & LEGISLATIVE POLITICS 2 cr
The structure and behavior of legislative bodies, especially the U.S. Congress. In addition, theories of representation, the role of constituents, and the legislature's complex relationship to the other branches of government. **(S of alternate years)**

Prerequisites: None.

PS 364 STATE AND LOCAL POLITICS 2 cr
The process of governing at the state and local levels here in Wisconsin 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. **(S of alternate years)**

Prerequisites: None.

PS – PSY

PS 379 INDEPENDENT STUDY - POLITICAL SCIENCE VAR cr
Consent of Instructor.

Prerequisites: Consent of instructor.

PS 380 GJ POLITICS OF LATIN AMERICA 4 cr
In this course we shall explore the structure, nature, and history of Latin American politics and examine some of the issues and problems unique to that region. **(F of alternate years)**

Prerequisites: None.

PS 381 GJ POLITICS OF EUROPE 4 cr
In this course we shall explore the structure, nature, and history of politics in Europe and of the European Union and examine some of the issues and problems unique to that region.

Prerequisites: None.

PS 383 INTERNATIONAL LAW AND ORGANIZATIONS 4 cr
This course explores international organizations, the United Nations system and international legal norms. The course examines some of the transnational problems that International law and organizations have been developed to address.

Prerequisites: None.

PS 384 GJ POLITICS OF THE MIDDLE EAST 4 cr
In this course we shall explore the structure, nature and history of Middle Eastern politics and examine some of the issues and problems unique to that region.

Prerequisites: None.

PS 460 J MASS MEDIA & POLITICS 4 cr
How media has transformed American politics in the last half-century. Explores the assumption that media coverage of politics is not apart from the events it reports on, but rather a determinant, in many ways, of those events. How the presentation of political reality by the media, especially TV, affects elections, political behavior, public opinion, policy debates, and the notion of citizenship and democracy. **(F of alternate years)**

Prerequisites: None.

PS 479 INDEPENDENT STUDY - POLITICAL SCIENCE VAR cr
Consent of Instructor.

Prerequisites: Consent of instructor.

PS 480 SEMINAR IN POLITICAL SCIENCE VAR cr
A seminar that explores specific contemporary issues in political science.

Prerequisites: None.

PS 481 SEMINAR IN INTERNATIONAL RELATIONS VAR cr
A seminar that explores specific contemporary issues in international relations

Prerequisites: None.

Psychology (PSY)

PSY 101 J GENERAL PSYCHOLOGY 4 cr
An introduction to psychology as a science. Emphasis on major topics and areas of research in psychology including: biology and behavior, perception, memory, learning, states of consciousness, emotions, personality, psychological disorders, and psychotherapies.

Prerequisites: None.

PSY 210 CHILD DEVELOPMENT 4 cr
The major goal of this course is to introduce students to the field of child psychology by providing an understanding of development from conception through adolescence. Major topics include cognitive development, language development, emotional and social development, and contexts of development. Two main questions guide the course: how do children develop the knowledge, skills, and personality characteristics that allow them to become successful adults and how do differences in children come about?

Prerequisites: None.

PSY 220 ADOLESCENT DEVELOPMENT 4 cr
The major goal of this course is to provide an introduction to adolescent development. This course will cover the major biological, cognitive, and social transitions that occur during adolescence in addition to providing an overview of the major developmental tasks of adolescence which include developing identity, autonomy, intimacy, and sexuality. Important contexts, such as family relationships, peer relationships, and school environments, in which adolescents develop, will also be explored.

Prerequisites: None.

PSY 230 PSYCHOLOGY OF HUMAN LEARNING 4 cr
The course will survey theories and research in learning and memory and the implications of their implications in educational, therapeutic, and other applied behavior change settings. Topics included are classical and operant conditioning; cognitive behavioral theories and cognitive theories; social learning; memory; other selected topics.

Prerequisites: PSY 101.

PSY 285 TOPICS IN PSYCHOLOGY 4 cr
A different topic in psychology will be examined in each topic course.

Prerequisites: None.

PSY 285R INDEPENDENT RESEARCH VAR cr
A course that enables students to become involved with faculty doing empirical research on a wide variety of topics in psychology. Learning will involve direct instruction as well as applied experiences. The activities and requirements of the course will vary depending upon the type of research. Students will be expected to work 3 hours per week per credit hour. A maximum of two credits in Independent Research can be applied toward the major.

Prerequisites: PSY 101 and consent of instructor.

PSY 287 PSYCHOLOGY OF GENDER 4 cr
Examines the biological basis of gender differences in men and women, including sex differences and gender roles; theoretical perspectives on

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gendered behavior, including developing gender identity; myths and stereotypes about masculinity and femininity; issues related to gender differences in men and women, including sexuality, the family, health, mental health, cognition. Cross-listed with WS 287.

Prerequisites: None.

PSY 300 PSYCHOLOGY OF PERSONALITY 4 cr
This course is an introduction to major theories and empirical research in the field of personality psychology. Topics include the dynamics, structure, and assessment of personality, as well as personality development and change. Biological and socio-cultural influences on personality will be considered.

Prerequisites: PSY 101 J.

PSY 301 CASE MANAGEMENT 4 cr
Basic knowledge and skills for working directly with individuals and families (ie., micropractice). Special attention will be given to the competencies of case management and interviewing, emphasizing communication skills and management of the helping relationship. The generalist perspective from social work will be used in a context of multiculturalism. Professional values and ethics will be employed as guiding principles to micropractice skills and decisions. In a practice course students should be prepared to take an active role in "hands-on" learning using demonstrations, dyads and small group-work. X-listed with HS 300.

Prerequisites: None.

PSY 310 PSYCHOLOGY OF INTIMATE RELATIONSHIPS 4 cr
Emphasizing the experience of the individual in the context of intimate others, this course examines marriage and family life from theoretical, empirical and applied perspectives. Topics covered include definitions of and trends in marriage and the family, the systems perspective of family life, families in cultural context, dating and mate selection, sexual intimacy, gender roles and power, communication and conflict resolution, parenthood, family stress and coping, divorce, single parenting, and stepfamilies. Practical principles intended to maximize individual growth and strengthen marriages and family relationships will be considered.

Prerequisites: PSY 101 J.

PSY 315 PARENT-CHILD RELATIONSHIPS 4 cr
This course examines fundamental issues and special topics in parent-child relationships in a variety of contexts and across the life-span. We explore the transformation in this relationship starting with pregnancy and childbirth, and continuing through the years of early and middle childhood, adolescence, and emerging adulthood. While the primary goal of this course is to give students an understanding of the biological, social, and cultural characteristics which influence the parent-child relationship, we will also focus on the interactional influences of parents and children (the influence of parents on the development of their children as well as the influence of children on the adult development of their fathers and mothers). The text provides a broad, comprehensive survey of the current theory and empirical research on parenting and parenthood. During the course of the semester we will supplement this comprehensiveness with in-depth coverage of a smaller number of topics, including: adolescent delinquent behavior;

the transition to and timing of parenthood; fatherhood; same-sex parenting; parenting children with special needs; and divorce. Students will be challenged to integrate theory, research findings, and their own attitudes and experiences as they consider a variety of parenting issues relevant in an ever-changing society.

Prerequisites: Consent of the instructor.

PSY 340 ABNORMAL PSYCHOLOGY 4 cr
This course is 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.

Prerequisites: PSY 101 J.

PSY 345 LIFESPAN DEVELOPMENT 4 cr
An integrated study of the processes and major influences throughout the human experience from the beginnings of life through aging. Learning, cognitive, self-actualization theories as well as the psychoanalytic tradition will be examined.

Prerequisites: PSY 101 J or consent of instructor.

PSY 349 SOCIAL PSYCHOLOGY 4 cr
This course is an overview of theories and research pertaining to the interaction and reciprocal influences between individuals and their societal context. It includes such topics as helping behavior, attribution, group processes, attitude change, racism, sexism, obedience/compliance, and aggression/violence (and others). Emphasis will be placed on both the major thinking in these areas and experimental investigation of these notions. Cross-listed with SOC 349.

Prerequisites: PSY 101 J or consent of instructor.

PSY 350 DRUG USE ABUSE AND DEPENDENCE 4 cr
Overview of the ways that substance abuse impacts on individuals, families and society. Various models of abuse and addiction will be discussed, with an emphasis on the Biopsychosocial Model. Demonstrates an appreciation of how biological, genetic, developmental, psychological, environmental, historical and cultural factors all interact to explain substance use, abuse and dependency. considerable emphasis on the psychopharmacological aspects of substance abuse and gaining an understanding of the way that specific drugs affect individuals on physical, emotional and behavioral levels. (S)

Prerequisites: None.

PSY 360 ASSESSMENT & TREATMENT OF SUBSTANCE ABUSE 4 cr
This course emphasizes that assessing individuals for potential substance abuse disorders, developing effective treatment plans, and providing the required treatment and aftercare should all be part of one seamless process. Various assessment instruments, interviewing methods, and diagnostic tools will be reviewed. Included will be a full discussion of Prochaska and Miller's Stages of Change Model and Motivational Interviewing. A review of treatment options will include 12-step and other self-help groups, outpatient individual and group therapies, hospital based interventions and long-term residential

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treatment. Cognitive-behavioral, family systems, interpersonal and psychopharmacological approaches to treatment will all be explored.

Prerequisites: None.

PSY 369 SOCIAL SCIENCE STATISTICS 4 cr
An introduction to the techniques of descriptive and inferential statistics appropriate to the research methods and forms of analysis used in the social sciences; and to the use of microcomputer statistical programs. Cross-listed with SS 469.

Prerequisites: None.

PSY 375 RESEARCH METHODS IN PSYCHOLOGY 4 cr
This course is 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.

Prerequisites: PSY 369.

PSY 379 INDEPENDENT STUDY - PSYCHOLOGY VAR cr
Prerequisites: Consent of instructor.

PSY 380 INTRODUCTION TO PSYCHOTHERAPIES 4 cr
This course is an introduction to the major therapy methods in use today. It gives 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.

Prerequisites: PSY 101 J.

PSY 382 MULTICULTURAL COUNSELING 4 cr
This course is an overview of basic theories and techniques of multicultural counseling. Students discuss basic definitions of race, culture and ethnicity; issues of racism, stereotyping, power dynamics and discrimination; theories of racial identity development and their implications for counseling; community and family structures of specific racial/ethnic groups in the United States; different theoretical perspectives of multicultural counseling and ethnic issues involved in working with multicultural groups. Cross-listed with ETHS 401B.

Prerequisites: PSY 101 J or consent of instructor.

PSY 385 TOPICS IN PSYCHOLOGY 4 cr
A different topic in psychology will be examined in each topic course. Knowledge on mood disorders in order to provide students with advanced knowledge on the historical development, classification of the disorders, and the role of genetics and neurobiology. We will also examine the role of gender (both male and female), class issues, culture, personality and developmental factors that can play a role in the development of mood disorders. Course texts will be a combination of theory and research, professional, popular psychology, and autobiographical approaches to mood disorders. A community project or practicum may be required.

Prerequisites: PSY 101F4.

PSY 385G TOPICS: DRUG ADDICTION 4 cr
Prerequisites: None.

PSY 386 PSYCHOLOGICAL ASSESSMENT 4 cr
An examination of the basic principles of test construction and interpretation including issues related to reliability and validity. Issues related to test administration, scoring and reporting are explored, with emphasis given to the ethical uses of psychological tests. Attention is also given to emerging trends in the practical uses of tests. (S)

Prerequisites: PSY 101 J.

PSY 387 PSYCHOLOGY OF HUMAN SEXUALITY 4 cr
Designed to give the students background and understanding of the contemporary issues in the field of psychology of human sexuality. Provides a theoretical and practical basis for those 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.

Prerequisites: PSY 101F4.

PSY 388 PERCEPTION, MEMORY AND COGNITION 4 cr
This course examines the related areas in psychology of perception, memory, and cognition. Will deal with a variety of topics in each of the three areas, including color, depth, and form perception, memory storage and retrieval, memory disorders, attention, mental imagery, and decision-making. An emphasis is given to the research methods used in the study of cognitive psychology and the brain physiology responsible for complex human behavior.

Prerequisites: PSY J.

PSY 389 MEN & MASCULINITIES 4 cr
This is a course for both men and women about men's issues. 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 to be covered include gender socialization, gender roles and stereotyping, boyhood, the privileges and perils of collegiate masculinities, portrayals of men and masculinities in the media, men's friendships, men in families, men and work, men and health, intimacy and power issues with women, male sexualities, and male violence. Students will be required to carry out activities on and off campus that promote healthy and new ways of being for boys and men. Cross-listed with WS 389.

Prerequisites: Consent of instructor.

PSY 390 GROUP PSYCHOTHERAPY 4 cr
Designed to provide students with knowledge in the theory and practice of group therapy, the course will explore basics in group selection and formation, therapeutic issues for group work, dealing with problems in process and participant behavior, and application with different populations.

Prerequisites: PSY 101 J.

PSY 430 S ANIMAL BEHAVIOR 4 cr
The study of animal behavior from an ecological and 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,

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mating and parental care, foraging, habitat selection, and sociality. This course provides a broad basis for understanding the behavior of animals, including ourselves.

Prerequisites: None.

PSY 440 PSYCHOLOGY OF ADULTHOOD AND AGING 4 cr
This course is an introduction to the study of early, middle, and late adulthood; theoretical orientations to aging. It is a study of the continuity and discontinuities in life such as the changes in biological systems, sensation-perception, psychomotor skills, intellectual functioning, and personality.

Prerequisites: PSY 101 J.

PSY 445 V BIOLOGICAL PSYCHOLOGY 4 cr
This course examines the relationship between the functions of the central nervous system and behavior. Topics include basic structure and function of brain cells, and the physiological mechanisms of sensory perception, motor coordination, sleep, memory, language, aggression, anxiety, schizophrenia, and depression. Cross-listed with BIO 445.

Prerequisites: PSY 101 or BIO 151.

PSY 479 INDEPENDENT STUDY - PSYCHOLOGY VAR cr
Topics and credits will be determined and approved by the Department of Psychology.

Prerequisites: Consent of instructor.

PSY 485 TOPICS IN PSYCHOLOGY 4 cr
A different topic in psychology will be examined in each topic course.

Prerequisites: None.

PSY 487 INTRO TO FAMILY THERAPY 4 cr
Addresses the major concepts of the field including both theory and the application of Family Therapy. Practical applications and demonstrations given in class to foster the student's beginning skills as a therapist.

Prerequisites: PSY 101 J.

PSY 488 GRAD SCHOOL & CAREERS IN PSYCHOLOGY 1 cr
This course will help students select and work towards a career in psychology. Students will complete a series of exercises and assignments to help select a career path. Students will select several graduate programs, licensing requirements, and other aspects of a career in the chosen area. (S)

Prerequisites: None.

PSY 495 PSYCHOLOGY INTERNSHIP VAR 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 two internship credits for graduation. A student can complete multiple internships but a maximum of six internship credits can be counted toward the psychology major. Students will contract with individual faculty members for internships and the nature and extent of the contracted experience will determine the number of credits. Internships will be available in the following areas: Students will work in a setting offering psychological services.

Prerequisites: Consent of instructor.

PSY 495A GUIDED EXPERIENTIAL LEARNING (GEL): COUNSELING VAR cr

Experiences involving psychology as a science or in psychology as a means to improving human welfare. Each psychology major is required to complete a minimum of one internship credit for graduation. A student may do multiple internships but a maximum of six internship credits can be counted toward the psychology major. Students with contract with individual faculty members for internships. Sixty hours in an internship setting is required for each internship credit. Students will work in a setting offering psychological services. (F/S/SS)

Prerequisites: PSY 380 and consent of instructor.

PSY 495B GEL INTERNSHIP: RESEARCH VAR cr

Experiences involving psychology as a science or in psychology as a means to improving human welfare. Each psychology major is required to complete a minimum of one internship credit for graduation. A student may complete multiple internships but a maximum of six internship credits can be counted toward the psychology major. Students will contract with individual faculty members for internships. Students will work with individual faculty members on empirical research.

Prerequisites: Consent of instructor.

PSY 495C GEL INTERNSHIP: HUMAN SERVICES 4 cr

Students work in an agency under the supervision of a licensed social worker. This internship is taken by in the Human Services Concentration and is administered by the Social Science Department. Cross-listed with HS 400.

Prerequisites: HS 300, HS 302 and consent of instructor.

PSY 495E GEL INTERNSHIP: BROADFIELD PSYCHOLOGY VAR cr

Experiences involving psychology as a science or in psychology as a means to improving human welfare. Each psychology major is required to complete a minimum of one internship credit for graduation. A student may do multiple internships but a maximum of six internship credits can be counted toward the psychology major. Students will contract with individual faculty members for internships. (F/S/SS)

Prerequisites: Consent of instructor.

PSY 496G PROFESSIONAL SEMINAR/INTERNSHIP SUBSTANCE ABUSE 4 cr

Work in a setting for the assessment and treatment of alcohol and other substance abuse. The internship participants will discuss their internship experiences, specifically related to issues of case management and referral, assessment and treatment planning, record keeping, cultural diversity, relapse prevention, aftercare, patient and community education, and the ethical considerations facing professionals working in the field. The senior seminars and GEL internships are the clinical capstone within the Substance Abuse Counseling concentration.

Prerequisites: None.

PSY 496H PROFESSIONAL SEMINAR/INTERNSHIP SUBSTANCE ABUSE 4 cr

Work in a setting for the assessment and treatment of alcohol and other substance abuse. The internship participants will discuss their

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internship experiences, specifically related to issues of case management and referral, assessment and treatment planning, record keeping, cultural diversity, relapse prevention, aftercare, patient and community education, and the ethical considerations facing professionals working in the field. The senior seminars and GEL internships are the clinical capstone within the Substance Abuse Counseling concentration. (S)

Prerequisites: None.

PSY 498 KUX 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: ENG 110 or W cornerstone, PSY 369 or MATH 121; PSY 375; psychology major declaration; senior standing; and consent of the instructor.

PSY 499 WORKSHOPS VAR cr

Prerequisites: Consent of Instructor.

Religious Studies (RS)

RS 101 1ER SPIRITUALITY & ECOLOGY 4 cr

While focusing on Eco-Spirituality and Environmental Justice, this COR 1 course introduces the Dominican Liberal Arts tradition: building a more just and compassionate world through the integration of spirituality, study and service, in a community searching for truth. Through grappling with ecological concerns, students discover connections between their own spiritualities and what they are learning about the environment through various disciplines and their active collaboration in making the world a better place. We join Dominicans and others exploring Is there a way to reverse global warming? Who suffers or benefits most from the way things are? What is 'green' living? What will motivate & empower us to reduce our own carbon footprints?

Prerequisites: This course is for first semester freshmen or freshmen transfer students.

RS 147 1R SPIRITUALITY AND JUSTICE 4 cr

While focusing on spirituality, this course introduces the Dominican Liberal Arts tradition: building a more just and compassionate world through the integration of spirituality, study, and service, in a community searching for truth. Students examine the worldviews, beliefs, values and practices that characterize the spiritualities of Jesus of Nazareth and others who have been inspired by his vision of justice throughout history. They will also have opportunities to observe and collaborate in local efforts and ritual celebrations advocating racial, ethnic, gender, economic and ecological justice. Finally, students articulate the characteristics of their own spiritualities and visions for building a more just and compassionate world.

Prerequisites: This course is for first semester freshmen or freshmen transfer students.

RS 201 LIVING SUSTAINABLY IN DOMINICAN STUDIUM 2 cr

The first of a two-semester, Living & Learning Community which integrates the study and practice of eco-spiritualities and application of the principles of sustainability. Open to students from every religious and spiritual tradition, this LLC integrates the features of the Dominican Studium: Community, Contemplation, Study, and Mission. The first semester includes weekly seminars, regular gatherings for contemplative rituals and eco-celebrations as well as community meetings to deal with the practicalities of living as sustainably as possible. Participants attend a "Constitution-Writing Retreat" the first week of the semester and prepare research papers and public presentations for early December.

Prerequisites: COR 1 or equivalent required of students in their second or third year; Students apply in March for admission to the "Sustainable Living and Learning "Studium" in Dominican Hall and register in April for RS 201.

RS 202 2ER LIVING SUSTAINABLY IN DOMINICAN STUDIUM 2 cr

The second of a two-semester sequence associated with the Sustainable Living & Learning Community in Dominican Hall. Continuing the intensive study of eco-spiritualities and efforts to live sustainably during the Fall in RS 201, student's partner with others in the wider community in a variety of sustainability efforts through research and practical assistance. In addition to weekly seminars, students summarize their learning, beliefs and actions for the annual Student Academic Showcase and write a COR 2 Statement to articulate their own spirituality, worldview, beliefs and values. Note well: Students must take both RS 201 and RS 202 in order to fulfill requirements for the COR 2, E and R tags.

Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers RS 201 (COR 1 or equivalent).

RS 210 RU JESUS & THE GOSPELS 4 cr

What about Jesus? Who was he? Who is he? We cannot attend to these questions without a close reading of early Christian literature. This course examines the Gospels and selected documents created by the earliest Christians through lenses drawn from historical, theological, and narrative methodologies. After examining one of the Gospels in detail, we engage a selection of Jesus' moral and ethical teachings and the impacts the Jesus event had on the literary world of early Christianity. Rather than definitive answers, however, we seek relevant questions. We discover the power these documents have to draw us deeply into their world and to see our own with more clarity and precision.

Prerequisites: ENG 110, PHIL 101.

RS 218 CR IMAGES OF FAITH: STORY SCREEN SPIRIT 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. This course explores the themes of grace, ritual and the process of human conversion as depicted in selected literary and cinematic narratives. Participants in the course will investigate the human capacity to hear and tell stories, and will read selected works of fiction and poetry and view

films that highlight the role of ritual and narrative in human/religious transformation and self-understanding.

Prerequisites: T and W tags.

RS 220 JEWISH PERSPECTIVES ON THE BIBLE 2 cr

Normally taught by a local Rabbi, this course introduces students to contemporary Jewish approaches to studying TANAK: the Torah, the Prophets and the Writings of the Hebrew Bible with a special emphasis on the relevance the study of Tanak has in Jewish life today.

Prerequisites: None.

RS 225 GR RELIGION & SPIRITUAL TRADITIONS OF THE WORLD 4 cr

An introduction to the nature, content, significance and function of religion within human experience as evidenced in the principal religious traditions of the world - indigenous and tribal, eastern and western, past and present. By considering their respective worldviews, beliefs, values, practices, institutions and cultural expressions, students learn to recognize similarities and differences, as well as what makes each tradition unique. In developing the ability to think both empathetically and critically about religious claims, students engage two ways of knowing: (1) an ordered knowledge concerning the origin, evolution, teachings and practices of select religious traditions; and (2) a panoramic sense of the meaning of religion, the complexities of religious experiences and their multiple expressions, and the consequent broadening of our own understanding of the world, of its peoples, and of ourselves.

Prerequisites: None.

RS 240 RU PERSONAL MORALITY & SOCIAL JUSTICE 4 cr

An introduction to the theory and practice of Christian ethics in its personal, social and cultural dimensions. Personal identity, moral character and conscience development, and ethical values and choices are explored, and issues of social justice are investigated utilizing case studies grouped around the themes of Catholic social teaching. Participants in the course will discover connections and contrasts between Christian ethical thought and their own perspectives on human persons and communities as moral agents, making decisions and acting on them within the limits of personal, historical, social and cultural contexts.

Prerequisites: None.

RS 248 2R SPIRITUALITY IN THE 21ST CENTURY 4 cr

Who am I? Where did I come from? Where am I going? What gives life meaning, purpose and direction? What part do I play in the world around me? This course invites students to explore answers to these questions, examine the world in which they live, and begin to discover the unique ways their deepest identities engage the needs of contemporary society. In light of the rich spiritual heritage of the Christian and Dominican traditions, students will reflect personally and theologically on Jesus of Nazareth and explore the implications of their own spiritualities for building a more just and compassionate world in the 21st century and beyond. Required for RS majors who have not taken RS 101 or RS 147.

Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers.

RS 250 F8 CATHOLICISM 4 cr

An interdisciplinary, multi-cultural, experiential and theological introduction to Catholicism in the 21st century.

Prerequisites: None.

RS 265 RELIGIOUS TRADITIONS OF THE EAST 4 cr

This course is a study of selected major religions of South and East Asia with respect to their history, literature, and influence today.

Prerequisites: None.

RS 279 INDEPENDENT READING AND RESEARCH VAR 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).

Prerequisites: Consent of instructor.

RS 305 SEMINAR IN RELIGION & PUBLIC LIFE I 2 cr

This course is a 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/or statements of the World Council of Churches provide a basis for discussion and participation in an area of social justice or public policy.

Prerequisites: None.

RS 307 2GR LIBERATION THEOLOGIES IN LATIN AMERICA 4 cr

This COR 2 course begins and ends with "action in solidarity" with Latin American immigrants struggling for justice. Study includes investigation of a variety of Latin American Theologies of Liberation as they have found expression in the spiritualities (worldviews, beliefs, values, practices & lifestyles) and writings (essays, sermons, letters, theological treatises, and poetry) of theologian/practitioners from each of the three generations of Latin American Liberationists. In each case, the historical, political, economic and ecclesial contexts of la lucha will be examined as students discover the intimate connection in their own lives between action, study/reflection, and spirituality in the praxis of liberation theology.

Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers. Any "I" tag course, Any "W" tag course. Any "T" tag course. SPAN 101 or equivalent recommended.

RS 308 LIBERATION THEOLOGIES & THE DISMANTLING OF RACISM, I 2 cr

This course is an opportunity to identify and develop your personal spirituality through the study of Black Liberation Theology and dismantling racism. You will integrate insights from the philosophy of Martin Luther King, Jr., and the theologies of Black and Womanist Theologians in reflecting on your own community-based engagement in the dismantling of racism and building "the beloved community" envisioned by Dr. King. This two-semester sequence meets one day each week for two hours in both the Fall and Spring semesters and requires significant participation in community-based and/or service-learning. Both semesters are required to fulfill COR 2 or Ethnic Studies 480.

Prerequisites: COR 1 or equivalent, Junior standing

RS 309 2DR LIBERATION THEOLOGIES & THE DISMANTLING OF RACISM 2 cr

Integrating insights from the first semester's consideration of racism and white privilege, the philosophy of Martin Luther King, Jr., and the theologies of Black and Womanist Theologians, this semester focuses on what is being done to dismantle racism in your own field of study (major or minor), area of community involvement (volunteer or athletic organization) or intended career path. Students are required to participate in the annual White Privilege Conference (additional cost for travel and registration) OR a minimum of 20 hours of community-based anti-racism or healing racism series and multicultural trainings offered in the Madison area. Students report on their own efforts to dismantle racism during the annual Student Academic Showcase. Each student completes a COR 2 Statement connecting learning beliefs/values and stance on racism and building "the beloved community" envisioned by Dr. King.

Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers; RS 308.

RS 310 RU GOD & THE HEBREW BIBLE 4 cr

The Hebrew Bible (aka The Old Testament), is not only foundational for much of Western civilization, it is also an intimate and compelling report of God's relationship with the people of ancient Israel. This God is not a theological abstraction; but instead the Mystery of justice and mercy whose goal is to create a people who see these attributes as complementary rather than antithetical. Far more than a national epic—the Hebrew Bible is a prayer book for Christianity and Judaism, a wellspring of ancient Wisdoms, and a fearless and perceptive analysis of the problem of human evil. Our initial goal is to read selected sections through lenses drawn from historical, theological, and narrative methodologies. Gradually we will expand from straightforward readings to a deeper engagement with the text as it forms human character and informs human communities. But we do not seek, nor will we find, definitive answers, for the inquiries that underlie the Hebrew Bible are the great questions which are resolved only as they are lived.

Prerequisites: ENG 110, PHIL 101.

RS 314 RU NEW TESTAMENT CHRISTIANITY 4 cr

How did the life and death of Jesus alter our world? The earliest indications of the massive changes that would soon transform much of the human community are found in the humble letters, homilies, and histories of the New Testament. These texts document the spread of Christianity from Jerusalem; record the earliest theological reflections on the Jesus event; provide the sordid details of Christian congregations gone badly awry; and predict the great climax of history. Our study is not simply about the past, nor does it seek authoritative answers for the present; instead, we will learn to raise significant questions of these texts as Christians today join with others in building a more just and compassionate world for the future.

Prerequisites: ENG 110, PHIL 101.

RS 322 2QR CONTEMPORARY JEWISH LIFE & THOUGHT 4 cr

Judaism has long been seen as a patriarchal religion in which women are relegated to a secondary role in religious life. However, no religious community lives in a vacuum. Egalitarian ideals in the 19th century liberation movements, plus contemporary feminist liberation

movements in the United States have greatly influenced and improved the status of women in modern progressive Jewish movements. Current feminist Jewish scholarship is reclaiming the lost stories and lifting up the lost voices of women throughout Jewish texts and history. At the same time contemporary liturgical developments and social justice efforts continue to raise up women's experiences and to enhance women's place in the Jewish community. This course explores traditional understandings of women's roles in Jewish life and contrasts this with contemporary developments in feminist Jewish scholarship, feminist Jewish theology, and feminist Jewish activism. An essential component of this course will be participation in community-based service learning in partnership with Jewish women in Madison.

Prerequisites: COR 1 or equivalent; open to students in their second or third year, or sophomore and above transfers.

RS 324 RUX EXPLORING CHRISTIAN THOUGHT 4 cr

An exploration of the basic concepts and themes of Christianity as taught by the churches, understood by contemporary theologians, and expressed in the lives of believers. Through intensive written assignments and the study of contextual theological models, the course provides opportunities to investigate human/religious experiences at the core of the Christian tradition and some of the multiple ways these experiences have been expressed and passed down through generations; to explore the way Christians speak and think about these key themes; and to examine the relationship between Christian belief, teachings, and practices.

Prerequisites: Any "T" tag course, any "I" tag course and ENG 110 or W cornerstone.

RS 327 RELIGIONS AND CONTEMPORARY ISSUES 4 cr

An interdisciplinary, multi-cultural and experiential exploration of the role religious perspectives play in shaping the human understanding of and response to issues and events of the day: globalization, poverty, war, environment/sustainability, gender, and other topics may be considered.

Prerequisites: None.

RS 328 STRONG RELIGION: FUNDAMENTALISM 4 cr

An exploration of social and religious forces behind fundamentalist tendencies in the Abrahamic religions (Judaism, Christianity, Islam). Examination of their respective histories and value systems, dialogue with representatives of these cultures, consideration of alternative perspectives from within and outside each tradition. Gender roles, women's perspectives, and response/reporting by the media.

Prerequisites: None.

RS 330 GR THE EVOLUTION OF GLOBAL CHRISTIANITY 4 cr

Christianity has a rich and complex story to tell. Beginning with the New Testament era, our study then moves to the interaction between Christianity and Rome, sketching the new sect's transition from a small and persecuted Jewish group to the sole legal religion of the Empire. Medieval Christianity features the Holy Roman Empire, the schism between Eastern and Western Christianity, and the encounter with Islam, while Renaissance brings new vitality to Christian thought and artistic expression. Early modern Christianity brings us the Reformations and expansion into Eastern Asia, the Indian

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subcontinent, and the Americas. Through all of this we trace the intricate interaction between Christians and their larger communities with an eye to the real issue: how does modern Christianity participate in the global community and how can it more effectively promote a just and compassionate world?

Prerequisites: ENG 110, PHIL 101.

RS 331 CHRISTIAN WORSHIP 4 cr

This course is an experiential and theological investigation of liturgical celebration as encounter with and response to the Beauty, Love and Mystery of God. Remembering, rehearsing and realizing the Reign of God in times & seasons, places and spaces, signs and symbols, proclamations and prayers, meals and music, passages and journeys, ministries and mission.

Prerequisites: None.

RS 341 CATHOLIC THEOLOGY FOR 21ST CENTURY VAR cr

An investigation of principal themes in Catholic theology using Church documents and the writings of contemporary Catholic theologians.

Prerequisites: RS 330 GR *Evolution of Global Christianity*; RS 250 *Catholicism* or RS 340 RUX *Exploring Christian Thought, or consent of the instructor.*

RS 343 WOMEN AND RELIGION VAR cr

This course explores women's issues in a variety of religious traditions from a feminist perspective including Judaism, Christianity, Islam, Native American, Eastern traditions and goddess religion. Autobiography, feminist interpretation of scripture and expressions of women's spirituality are included. Cross-listed with WS 343.

Prerequisites: Any WS or Q tag course AND at least one R tag course.

RS 345 RELIGION AND SOCIETY 2 cr

An introduction to the sociology of religion, including the concepts of 'sacred and secular,' sect and church, secularization, and the church as a social institution. Cross-listed with SOC 345.

Prerequisites: None.

RS 356 2GR THE CHALLENGE OF ISLAM 4 cr

The events of 9/11 and other recent radical Muslim terrorist activities worldwide have caused both a growing interest in understanding Islam and an increased animosity toward the faith accompanied by stereotyping and profiling individuals. The presupposition of this course is that the "challenge of Islam" cannot be addressed without understanding Islam's scriptures, values, history, culture, and attitude toward politics. The challenge can present itself either as one to Muslims or one to non-Muslims. All students will complete an experiential component with members of the Muslim community of Madison through individual conversational partners and through dialogue with guest presenters in class. Cross-listed with ETHS 480D 2GR.

Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers.

RS 357 CHRISTIAN-MUSLIM DIALOGUE 2 cr

An experiential exploration of interfaith dialogue between Christians and Muslims, this two-semester, COR 2 seminar includes the study of foundational beliefs and practices of each tradition with a special focus

on the variety of cultural and intercultural contexts in which adherents practice their faith today. Students study, witness and experience different models of interfaith dialogue as partners consider some of the ethical, theological, economic, political and practical issues dividing and uniting the world-wide Muslim and Christian communities. The seminar includes participation in several community-based dialogues, observation of Christian and Muslim celebrations, student presentations and the writing of a Personal Mission Statement.

Prerequisites: COR 1 or equivalent; at least one W and one T tag course.

RS 358 2GR CHRISTIAN-MUSLIM DIALOGUE 2 cr

The second half of an experiential exploration of interfaith dialogue between Christians and Muslims, RS 358 continues the study of foundational beliefs and practices of each tradition with a special focus on the variety of cultural and intercultural contexts in which adherents practice their faith today. Students study, witness and experience different models of interfaith dialogue as partners consider some of the ethical, theological, economic, political and practical issues dividing and uniting the world-wide Muslim and Christian communities. The seminar includes participation in several community-based dialogues, observation of Christian and Muslim celebrations, student presentations and the writing of a Personal Mission Statement. Note: 2GR fulfilled upon successful completion of RS 358.

Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers, RS 357.

RS 379 INDEPENDENT READING AND RESEARCH VAR cr

Topics and credits to be approved by an advisor in the Department of Religious Studies.

Prerequisites: At least two "R" tagged courses; normally for RS Majors and Minors only or consent of instructor.

RS 380 TEACHING RELIGIOUS STUDIES 2 cr

A study of traditional as well as contemporary methods of teaching religious studies, including opportunities for evaluating curricula, methodologies, programs. Adaptations appropriate to the needs of students of different ages and different types of learning situations will be emphasized according to the goals of the participants.

Prerequisites: Major, minor, or consent of the instructor.

RS 404 SEMINAR ON CATHOLIC SOCIAL TEACHING 3 cr

An intensive examination of the principles and practical implications of Catholic social teaching to contemporary issues. Presentations and discussions of official documents are joined with field work in partnership with Wisconsin Catholic Conference, Catholic Charities, Catholic Multicultural Center and others.

Prerequisites: None.

RS 405 SEMINAR RELIGION & PUBLIC LIFE II 2 cr

This course is the study of contemporary issues relating to religion and public life. Biblical notions of justice, papal encyclicals, pastoral letters of Bishops' Conferences, and/or statements of the World Council of Churches provide a basis for continued discussion and participation in an area of social justice. Normally includes experiential and/or service learning and/or trip abroad (which will entail additional expenses).

Prerequisites: None.

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RS 414 SCRIPTURE: ADVANCED STUDY 4 cr

An advanced detailed study of specific books or themes in scripture.

Prerequisites: RS 210 and RS 310 or RS 314 or equivalent, permission of the instructor.

RS 422 REFORMATION & COUNTER-REFORMATION 4 cr

A survey of the rise of Protestantism and Protestant theologies, the reform of Roman Catholicism, the response of Roman Catholicism to Protestantism, and the effects of these movements on European society.

Prerequisites: None.

RS 429 TEACHING OF RELIGIOUS STUDIES 1-6 2 cr

This course is a study of curricula and methods appropriate for the teaching of religious studies in the elementary school.

Prerequisites: None.

RS 431 SACRAMENTAL CELEBRATIONS 4 cr

Historical development and contemporary theology and practice of the chief liturgical rites of the Christian churches. Includes pastoral and practical implications for preparing and participating in sacramental liturgies.

Prerequisites: RS 331 or consent of instructor.

RS 442 RU MORAL RESPONSIBILITY & ETHICS OF HEALTH 4 cr

This course explores some of the spiritual, religious and philosophical approaches to moral responsibility while examining current ethical problems and dilemmas posed by health and health care. Major areas of focus will include ethics in clinical medicine, public health, and the intersection of health ethics with global justice and human rights. Students will learn through lectures, course readings, case studies examined in small groups and class discussion, small group projects, and individual semester projects.

Prerequisites: Junior or senior standing, completion of I, O, T, and W tags, and at least one S-tagged course.

RS 450 RELIGION AND SCIENCE 4 cr

Preeminent among modern human quests are the disciplines of science and religion. One seeks insight into the natural world; the other looks for value and meaning within this world and the life it sustains. In this course we will explore the relationship between the two from a historical perspective, then move on to an examination of their interaction in the modern world. We seek to identify perspectives on this relationship that will show how one has implications for the other, the places where developments in one may benefit the other, and the possibility that the two can work together to build a just and compassionate world.

Prerequisites: None.

RS 451 SELECTED TOPICS 4 cr

A study of selected topics in religious thought including theology, scripture, spirituality, interpersonal ethics, social justice, ecology and/or sociology of religion.

Prerequisites: None.

RS 452 TOPICS IN RELIGIOUS STUDIES VAR cr

A study of selected topics in religious thought including theology, scripture, spirituality, interpersonal ethics, social justice, ecology and/or sociology of religion.

Prerequisites: None.

RS 453 TOPICS: CONTEMPORARY ISSUES IN RELIGIOUS STUDIES 3 cr

A study of contemporary issues in religious thought including theology, scripture, spirituality, interpersonal ethics, social justice, ecology and/or sociology of religion.

Prerequisites: None.

RS 454 SELECTED TOPICS: FOUNDATIONS IN FAITH 1VAR cr

A study of selected topics related to the foundations of faith in religious experience, revelation, scripture, theologies and/or spiritualities.

Prerequisites: None.

RS 454A TOPICS: RELIGION AND SCIENCE 4 cr

Prerequisites: None.

RS 455 SELECTED TOPICS: RELIGION IN AMERICA VAR cr

A study of selected topics related to Religion in America, religious freedom, religious pluralism, the role of religious faiths in the public sector, etc.

Prerequisites: None.

RS 458B STUDENT TEACHING: INTERNSHIP: RELIGIOUS STUDIES, ELEMENTARY 1VAR cr

Prerequisites: None.

RS 459 TEACHING OF RELIGIOUS STUDIES: 7-12 2 cr

The study of curricula and methods appropriate for the teaching of religious studies in the secondary school.

Prerequisites: None.

RS 484 INTERNSHIP: RELIGIOUS EDUCATION/ PASTORAL MINISTRY VAR 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.

Prerequisites: None.

RS 490 PRACTICUM VAR cr

Practicum in Religious Education or Christian Ministry according to the goals of the student.

Prerequisites: None.

RS 498 SENIOR RELIGIOUS STUDIES SEMINAR 4 cr

This course discusses the academic inquiry, scholarly research, community-based learning, and intellectual reflection in preparation for senior research paper and/or presentation. RS majors integrate at

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least two of the three RS areas of study along with their cornerstone skills and one discipline outside the major. This course is usually taught in conjunction with RS 406 3 Learning, Beliefs & Action for the Common Good which serves as the COR 3 experience required of majors.

Prerequisites: 32 credits in RS and Senior status.

RS 499 WORKSHOPS IN RELIGIOUS STUDIES 2 cr
After students have participated in at least three theological, biblical, or pastoral workshops and conferences related to their professional goals, they enroll in this course to complete additional research on a related topic and prepare to share what they have learned at the Student Research Conference or through presenting a workshop related to their ministerial or professional field.

Prerequisites: None.

RS 628 TOPICS IN RELIGIOUS STUDIES: PSALMS 3 cr
Special study of selected topics and themes in Religious Studies which vary according to the goals and needs of the students. Areas may include: Religious Leadership/ Church Administration; Church History; Religious Literature; Religious Literature of the West; Religious Literature of the East.

Prerequisites: None.

Study Abroad (SA)

SA EXCH STUDY ABROAD EXCHANGE 12 cr
Prerequisites: None.

SAART150 AGU ITALIAN CIVILIZATION 4 cr
This course embraces a number of strategies for understanding the complexity of Rome's position at the heart of the Southern Baroque movement. Students in this course will look at the creation of ancient Rome and its importance as a foundation upon which the Baroque city was built, the development of a matrix of ecclesiastical, political, cultural and social developments which undergird the monumentality of the Counter-Reformation Baroque, the relationship of scientists, clerics, and politicians to the Baroque as the movement's leaders sought out visual means for explaining the mysteries of life, and the spread and development of the Baroque across the globe to the current century.

Prerequisites: None.

SAART 379 STUDY ABROAD INDEPENDENT STUDY VAR cr
Prerequisites: None.

SABUS 379 STUDY ABROAD: BUSINESS VAR cr
Prerequisites: None.

SACA 325 STUDY ABROAD - PHONETICS 3 cr
Prerequisites: None.

SACA 341 STUDY ABROAD - FRENCH CLASSICAL THEATRE 17TH & 18TH CENTURY 3 cr
Prerequisites: None.

SAENG 210 F1 INTRODUCTION TO LITERATURE 3 cr
Prerequisites: None.

SAENG 215 F1 WOMEN WRITERS 3 cr
Prerequisites: None.

SAENG 322 STUDY ABROAD - ADVANCED GRAMMAR & COMPOSITION II 3 cr
Prerequisites: None.

SAENG 347 STUDY ABROAD - FRENCH WRITERS & FRENCH NTNS 3 cr
Prerequisites: None.

SAFR 470 STUDY ABROAD FRENCH 470 VAR cr
Students on the semester program may take courses in language, literature, theater, history, political science and economics. Contact the Center of Global Education of Foreign Language Dept. for additional information.

Prerequisites: 5 semesters of college French or consent of department.

SAHI 405 STUDY ABROAD: HUMAN ISSUES 2 cr
Prerequisites: None.

SAHST271 F6 CHINA: TRADITION & TRANSFORMATION 4 cr
Prerequisites: None.

SAHST354 STUDY ABROAD - BIRTH OF MODERN FRANCE 3 cr
Prerequisites: None.

SAIT 101 STUDY ABROAD: FIRST SEMESTER ITALIAN 4 cr
Prerequisites: None.

SAIT 102 STUDY ABROAD: 2ND SEMESTER ITALIAN 4 cr
Prerequisites: None.

SAIT 279 STUDY ABROAD - INDEPENDENT STUDY VAR cr
Prerequisites: None.

SAMUS400H WISCONSIN FRIENDSHIP CHORUS SCANDINAVIAN TOUR 2 cr
Prerequisites: None.

SAPHL479 BELIZE - ENVIRONMENTAL ETHICS 3 cr
Prerequisites: None.

SAPS 270 F4 MODERN ITALIAN SOCIETY AND POLITICS 4 cr
Prerequisites: None.

SAPS 480 MODERN ITALIAN SOCIETY & POLITICS VAR cr
Prerequisites: None.

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SASP 316 STUDY ABROAD: 3RD YR LANGUAGE 4 cr
Prerequisites: None.

SASP 371 PERU STUDY ABROAD: INTERNATIONAL HIGH LANGUAGE 2 cr
Prerequisites: None.

SASP 416 STUDY ABROAD: 4TH YEAR LANGUAGE 4 cr
Prerequisites: None.

SASP 428 STUDY ABROAD: MEXICAN CULTURE 4 cr
Prerequisites: None.

SASP 439 STUDY ABROAD - MEXICAN CULTURE 4 cr
Prerequisites: None.

SASP 440 STUDY ABROAD - LANGUAGE, CULTURE OF MEXICO VAR cr
Prerequisites: None.

SASP 470 STUDY ABROAD VAR 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 (either summer, semester, or year long programs). Please consult with the foreign language department the Global Education office and the Registrar to explore the possibilities.
Prerequisites: 5 semesters of college Spanish or consent of department.

SASP 471 PERU STUDY ABROAD: ADVANCED LANGUAGE 2 cr
Prerequisites: None.

SASP 472 PERU STUDY ABROAD: COMTEMPORARY SOCIETY 2 cr
Prerequisites: None.

SASP 473 PERU STUDY ABROAD: LATIN AMERICAN LITERATURE 2 cr
Prerequisites: None.

Sociology (SOC)

SOC 179 INDEPENDENT STUDY - SOCIOLOGY VAR cr
Prerequisites: Consent of instructor.

SOC 201 J INTRODUCTION TO SOCIOLOGY 4 cr
This course is an introduction to sociology: the systematic study of human behavior, from small group interaction to global social processes. It examines an array of human behaviors, and explores how the social environment affects the development of individual attitudes, beliefs and values. Emphasis is on developing a sociological perspective as well as encouraging critical thinking.

Prerequisites: None.

SOC 220 ALCOHOL AND DRUG ABUSE 2 cr
An interdisciplinary examination of social factors relating to substance abuse, its identification and resulting community responses.
Prerequisites: None.

SOC 236 JUVENILE DELINQUENCY 4 cr
An introduction to the issues, including an examination of definitions of childhood; the rules that define delinquency; historical and contemporary reactions to delinquent behavior; diverse and conflicting models of delinquency causation; and an overview of the changing systems of juvenile justice. Offered in alternate years.

Prerequisites: None.

SOC 309 D RACE & ETHNICITY 4 cr
This course engages students in 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. Cross-listed with ETHS 309.

Prerequisites: One of the following: SOC 201, ANTH 222, PSY 101

SOC 310 SELECTED TOPICS IN SOCIOLOGY 4 cr
A course which will examine vital areas of contemporary concern in sociology. The topic or problem of the course changes each semester.

Prerequisites: None.

SOC 322 CLASS, SOCIAL CHANGE & REVOLUTION 4 cr
A comparative national and world system analysis of social stratification and the interrelation of structures of class, gender, race, status, and power. The course also includes an analysis of the sources, levels, and strategies of social change. Offered in alternate years.

Prerequisites: None.

SOC 323 DJQ FAMILY AND SOCIETY 4 cr
This course examines the institution of family through historical and cross-cultural perspectives. Attention is given to family structure in US society and its interconnectedness with economic conditions, race and ethnic differentiations, religious beliefs, status expectations, gender ideologies, and legal definitions. Emphasis is on the history and politics of marriage and cohabitation, sexuality, changing notions of childhood and parenthood, dependent care, gender roles in the family, race and ethnic-based variations, and social policies that shape family life. Cross-listed with WS 323 DJQ.

Prerequisites: None.

SOC 324 EDUCATION AND SOCIETY VAR cr
Using a comparative and experiential approach, the course situates the school within the wider social context. Students share their explorations of the dynamics of family, socio-economic, gender, and race factors in shaping both the lives of the students and the processes of schooling and the schools.

Prerequisites: None.

SOC

SOC 325 2DJ HEALTH, ILLNESS & SOCIETY 4 cr
This course explores the social context of health and illness in the United States from multicultural perspectives. It examines a variety of social factors that shape how we perceive and experience health and illness, as well as how socio-economic status, race, ethnicity, and gender shape health care occupations, access to services and health outcomes. For each topical area covered in this course, we will apply the lens of diverse cultural viewpoints to examine how social identities intersect.

Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers.

SOC 340 THEORIES OF DEVIANCE 4 cr
A theoretical study of criminal and deviant behavior in society, since the 18th century in Europe to present day. Various schools of thought, from the Classical School, Positivist School, and the Chicago School will be examined. Deviance will be viewed from sociological, biological, and psychological perspectives.

Prerequisites: SOC 232.

SOC 344 COMPARATIVE CRIMINAL JUST SYSTEMS 4 cr
A comparison of how countries organize and administer their criminal justice systems. Emphasis is placed on the historical emergence of global criminal justice systems and discussion is given to those systems within the context of overall governmental structure. A major focus is an examination of law enforcement policies and practices, judiciary and legal systems of government, correctional institutions and juvenile justice systems.

Prerequisites: SOC 232.

SOC 345 RELIGION AND SOCIETY 2 cr
The course explores the ways in which religious beliefs and movements both share and are shaped by political, economic, cultural and social factors. Cross-listed with RS 345.

Prerequisites: None.

SOC 349 SOCIAL PSYCHOLOGY 4 cr
An examination of the theories and research studies dealing with the relationship between social structures and personality. These include the study of the social aspects of cognition, socialization, social behavior and control, and selected areas of collective behavior. Cross-listed with PSY 349.

Prerequisites: None.

SOC 365 WOMEN AND SOCIETY 4 cr
This course is an assessment of women's position in American society. It considers the history of women's roles and experiences in American society. It looks at how American women's experiences compare with their own situation in the past, to men, and to women of other nations. Emphasis is on the importance of gender ideology and its impact on women's identity, relationships, outcomes and participation in major institutions. Cross-listed with WS 365.

Prerequisites: None.

SOC 365 JQ WOMEN AND SOCIETY 4 cr
This course is an assessment of women's position in American society.

It considers the history of women's roles and experiences in American society, examining how American women's experiences compare with their own past, to men, and to women of other nations. Emphasis is on the importance of gender ideology and its impact on women's identity, relationships, outcomes and participation in major institutions. Cross-listed with WS 365.

Prerequisites: None.

SOC 377 BRIDGING BORDERS: U.S./MEXICAN IMMIGRATION I 3 cr

The first of a two-term course that focuses on borders and bridges between the neighboring people of Mexico and the U.S. We will examine the root causes of Mexican immigration to the U.S., as well as the rhetoric, cultural practices and public policies that have built physical and symbolic walls between the two countries. We will also learn about the educational and social activist work of "bridging" organizations in the U.S. that have attempted to promote understanding and tolerance and advocate for the human rights of immigrants. Using these bridging models as inspiration, we will develop our own major "bridging" projects. Cross-listed with ETHS 480E.

Prerequisites: Any G tag course, COR 2. Must register for SOC 378 2DG in Winterim.

SOC 378 2DG BRIDGING BORDERS: US/MEXICAN IMMIGRATION 2 1 cr

The second of a two-term course that focuses on borders and bridges between the neighboring people of Mexico and the U.S. We will examine the root causes of Mexican immigration to the U.S., as well as the rhetoric, cultural practices and public policies that have built physical and symbolic walls between the two countries. We will also learn about the educational and social activist work of "bridging" organizations in the U.S. that have attempted to promote understanding and tolerance and advocate for the human rights of immigrants. Using these bridging models as inspiration, we will develop our own major "bridging" projects. Cross-listed with ETHS 480F 2DG.

Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers. Any "G" tag course. Must register for SOC 377 in Fall.

SOC 379 INDEPENDENT STUDY - SOCIOLOGY VAR cr
Consent of Instructor.

Prerequisites: Consent of instructor.

SOC 380 SEMINAR IN SOCIOLOGY VAR 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.

Prerequisites: None.

SOC 402 THEORIES OF SOCIETY 4 cr

An analysis of the models of society developed by classical theorists, including Durkheim, Marx, and Weber, as well as the major contemporary theories of society.

Prerequisites: None.

SOC – SPAN

SOC 479 INDEPENDENT STUDY - SOCIOLOGY VAR cr
Prerequisites: Consent of instructor.

SOC 480 SEMINAR IN SOCIOLOGY VAR 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.

Prerequisites: Consent of instructor.

Spanish (SPAN)

SPAN 101 L 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 BS graduation requirement.

Prerequisites: None.

SPAN 102 L SECOND SEMESTER SPANISH 4 cr

Continuation of SPAN 101. Courses SPAN 101 - 102 satisfy the BS graduation requirement.

Prerequisites: SPAN 101 or equivalent (online placement test available).

SPAN 201 GL THIRD SEMESTER SPANISH 4 cr

Continued development of understanding, speaking, reading and writing skills, with emphasis on grammar review and conversation. Completion of Spanish 201 & 202 satisfies the BA graduation requirement.

Prerequisites: SPAN 102 or equivalent.

SPAN 202 GL FOURTH SEMESTER SPANISH 4 cr

Continued development of understanding, speaking, reading and writing skills, with emphasis on grammar review and conversation. Completion of SPAN 201 & 202 satisfies the BA graduation requirement.

Prerequisites: SPAN 201 or equivalent (online placement test available).

SPAN 279 INDEPENDENT STUDY - SPANISH 1-4 cr
Given with the consent of the instructor.

Prerequisites: Consent of instructor.

SPAN 312 THIRD YEAR CONVERSATION & COMPOSITION 4 cr

Language review, with oral and written exercises to develop conversation and writing skills. Weekly composition.

Prerequisites: SPAN 202 or equivalent.

SPAN 314 LANGUAGE IN MEDIA 4 cr

A study of language and culture communicated through the mass media.

Prerequisites: None.

SPAN 314 G LANGUAGE IN THE MEDIA 4 cr

Study of language and culture communicated through the mass media, as a means to improve language proficiency and oral comprehension.

Prerequisites: SPAN 202 or equivalent.

SPAN 318 G LANGUAGE IN THE HISPANIC WORLD 4 cr

SPAN 318 is a detailed study of the Spanish language through cultural texts from diverse areas of the Spanish-speaking world, including music, video clips, and Internet sites that offer the student up to date cultural information.

Prerequisites: SPAN 202 or consent of the instructor.

SPAN 331 G SPANISH CIVILIZATION 4 cr

This course examines the historical events, movements, traditions and people that have shaped Spanish culture from its earliest beginnings to the present. Students study significant chronological periods, rulers, scholars, artists and religious leaders as well as the interrelationships between political, intellectual and social trends.

Prerequisites: One 300 level Spanish course or consent of instructor.

SPAN 332 LATIN AMERICAN CIVILIZATION 4 cr

This course discusses panorama of the historical and cultural foundations of Latin America from pre-Colonial times to the present. It has an overview of different geographical regions with country-specific analysis and Integrates video, classroom discussion, and composition. * If enrollment or rotation sequence does not permit taking these courses at Edgewood, you may take them at the University of Wisconsin-Madison under the Collaborative Program.

Prerequisites: None.

SPAN 336 G FILM & SOCIETY 4 cr

Study of social and political issues in Latin America and Spain through the analysis of key films from a variety of Spanish-speaking countries. Understand how cinema functions as an artistic medium and at the same time develop a more sophisticated and complex understanding of Hispanic cultures and language.

Prerequisites: One 300 level Spanish course or consent of instructor.

SPAN 379 INDEPENDENT STUDY - SPANISH 1-4 cr

Given with the consent of the instructor.

Prerequisites: Consent of instructor.

SPAN 380 SPECIAL TOPICS 4 cr

A course which will meet the specialized needs of intermediate students - e.g., literature, culture or language.

Prerequisites: None.

SPAN 380A SPECIAL TOPIC: 3RD YEAR LANGUAGE REVIEW 4 cr

Prerequisites: None.

SPAN 412 ADVANCED SPANISH CONVERSATION & COMPOSITION 4 cr

Advanced level oral and written exercises to develop vocabulary, grammatical structures, and fluency. Intensive writing practice.

Prerequisites: 2 classes at 300 level or above or consent of instructor

SPAN

SPAN 414 G LANGUAGE IN THE MEDIA: ADVANCED LEVEL 4 cr

Advanced study of language and culture communicated through the mass media, with emphasis on regional usage, advanced vocabulary and complex grammatical structures.

Prerequisites: 2 classes at 300 level or above or consent of instructor

SPAN 418 LANGUAGE IN THE HISPANIC WORLD ADVANCED 4 cr

Advanced study of Spanish language through cultural texts.

Prerequisites: 300 level language course.

SPAN 424 TOPICS IN MODERN PENINSULAR LIT 4 cr

In-depth study of selected thematic issues and trends.

Prerequisites: None.

SPAN 424 CG TOPICS IN MODERN PENINSULAR LITERATURE 4 cr

SPAN 424 focuses on thematic aspects of literature from Spain, focusing on advanced reading comprehension and basic literary analysis from an anthology and short stories or novels. Class activities include vocabulary exercises and group discussions to improve students' language skills and turn the solitary activity of reading into lively conversations.

Prerequisites: ENG 110; two Spanish courses at 300-level or above or consent of instructor.

SPAN 430 PHONETICS 4 cr

Linguistic analysis of Spanish sounds; practice in pronunciation and intonation. Study of regional dialects. Practice in phonetic transcription. Required of teaching majors and teaching minors.

*Prerequisites: two Spanish courses at 300 level or above or consent of instructor. *If enrollment or rotation sequence does not permit taking these courses at Edgewood, you may take them at the University of Wisconsin-Madison under the Collaborative Program.*

SPAN 433 CONTEMPORARY CULTURE 4 cr

This course is an advanced class on present-day Hispanic cultures, with focus on specific countries. It involves detailed analysis of literary, cultural and artistic artifacts, together with media and popular music.

Prerequisites: One class at 300 level or above or consent of instructor.

SPAN 437 CG SPANISH - AMERICAN LITERATURE 4 cr

Introductory survey of Latin American literature from colonial times to the present, exploring literary texts as products of the historical and cultural contexts that produced them. Study of and anthology followed by a novel, with secondary sources and videos. Develop advanced reading skills and vocabulary, together with enhanced writing and analytic abilities.

Prerequisites: ENG 110; two 300 level Spanish courses or consent of instructor.

SPAN 438 CG CONTEMPORARY LITERATURE 4 cr

Recent trends in late-20th and early-21st century literature from Spain and/or Latin America. Representative authors from various

Spanish-speaking countries, including prose, poetry, theater and essay. Introduction to literary theory and analysis.

Prerequisites: ENG 110 or W cornerstone; two classes at 300 level or above or consent of instructor.

SPAN 459F TEACHING FOREIGN LANGUAGE: ELEMENTARY/MIDDLE/SECONDARY 4 cr

Theory and practice of methodologies. Extensive classroom practice in pedagogies. Practicum experience in local schools. Development of professional portfolio. Required for all Teaching Majors and Minors. Co-taught with FREN 459F; also known as ED 459F.

Prerequisites: None.

SPAN 479 INDEPENDENT STUDY - SPANISH 1-4 cr

Given with consent of instructor.

Prerequisites: Consent of instructor.

SPAN 480 SPECIAL TOPICS 4 cr

A course which would meet specialized needs of advanced students - e.g. literature, culture or language.

Prerequisites: None.

SPAN 480A CGQ WOMEN WRITERS OF SPAIN 4 cr

Spanish 480 Special Topics: Women Writers of Spain will examine literature written by female authors in order to improve understandings of Spanish history, culture, and society with a specific focus on the struggles of women. The literature will be examined for its literary qualities and as a representation of social and gender roles.

Prerequisites: One 300 level Spanish course or consent of instructor.

SPAN 480B DG SPECIAL TOPIC: IMMIGRATION & SOCIAL CHANGE 4 cr

The course looks at the causes and consequences of immigration 1) from Latin America to the US and 2) from Africa, Eastern Europe and Latin America to Spain. We look at economic and political motives for immigration in the work of demographers, sociologists, and economists, before moving to the study of the cultural and social experience of immigration, as expressed through literature, art and popular culture.

Prerequisites: At least two 300 level Spanish courses (or above. or consent of the instructor.

SPAN 490 SPANISH INTERNSHIP 2 cr

Internship with a service organization in the Dane County area serving the Spanish-speaking community.

Prerequisites: None.

Social Science (SS)

SS 200 DATA ANALYSIS FOR SOCIAL SCIENCE 1 cr

An introduction to computer usage necessary for social science courses, including computer basics (disks, drives, files), the Edgewood LAN, presentational software, a statistical package, and overview of data types.

Prerequisites: None.

SPAN – SS

SS 200 I COMPUTER TECHNOLOGY & INFORMATION FOR SOCIAL SCIENCE 3 cr

This course makes use of library and other instructional resources, including school instructional media programs; students will gain experience in evaluating and using instructional materials and technological resources. Special attention will be given to the concepts of and the computer usage necessary for social science courses, including presentational software, statistical packages, and overview of data types. Cross-listed with CS 100.

Prerequisites: None.

SS 230 VALUES, CHOICE & CONTEMPORARY ISSUES 2 cr

A seminar discussion course. An analysis of religious and humanistic values and an examination of their relevance and application in selected areas of major tension in our society. These may include gender; population control; racism; poverty and elites; technology and the environment; freedom and national security; fundamentalism; and international relations in the global economy.

Prerequisites: None.

SS 279 INDEPENDENT STUDY - SOCIAL SCIENCES VAR cr

Consent of Instructor.

Prerequisites: Consent of instructor.

SS 368 U SOCIAL SCIENCE RESEARCH METHODS 4 cr

As social scientists, how do we know what we know about the world? How do the various social sciences go about collecting information and giving meaning to it in order to understand humans and society? In this course we shall explore the various methods of social science research. We will give attention to the nature and purpose of research, research design, basic data analysis, and the characteristics and uses of different research methodologies.

Prerequisites: None.

SS 369 SOCIAL SCIENCE STATISTICS 4 cr

The techniques of descriptive and inferential statistics appropriate to the research methods and forms of analysis used in the social sciences; and to the use of micro-computer statistical programs. Cross-listed with PSY 369.

Prerequisites: Completion of or concurrent enrollment in Foundations math requirement.

SS 371 2 SOCIETY IN ACTION: FIELD EXPERIENCE 2 cr

An interdisciplinary field experience course where students will obtain a placement with a community-based organization relative to one of the social sciences. Each student will design an independent learning plan in collaboration with the instructor and host organization, identifying goals, objectives, activities and timelines for the semester. An independent reading list will support each placement, providing both interdisciplinary and social science discipline-specific context for the experiences and goals sought. At least one common reading will be used each semester and will be selected by the instructor, relative to specific placements. Students will serve their field time independently and meet together for a weekly interdisciplinary seminar.

Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers. Completion of a Social Science class.

SS 372 FIELD EXPERIENCE/RESEARCH VAR cr

The four course numbers are available to enable a student to engage in a range of field experiences or research projects, or to continue a field placement through several semesters. Contacts are available for internships, work experience and volunteer placements in various local and state agencies and organizations, or in internship and seminar programs in Washington D.C. or in other national or international programs.

Prerequisites: None.

SS 373 FIELD EXPERIENCE/RESEARCH VAR cr

The four course numbers are available to enable a student to engage in a range of field experiences or research projects, or to continue a field placement through several semesters. Contacts are available for internships, work experience and volunteer placements in various local and state agencies and organizations, or in internship and seminar programs in Washington D.C. or in other national or international programs.

Prerequisites: None.

SS 374 FIELD EXPERIENCE/RESEARCH VAR cr

The four course numbers are available to enable a student to engage in a range of field experiences or research projects, or to continue a field placement through several semesters. Contacts are available for internships, work experience and volunteer placements in various local and state agencies and organizations, or in internship and seminar programs in Washington D.C. or in other national or international programs.

Prerequisites: None.

SS 375 2 RADICAL GARDENING 4 cr

As a community research and service-based learning course, students will engage with and assist local community gardening initiatives that address social issues such as poverty, hunger and social isolation. Activities may include outreach, community building, fund raising, hands-on gardening and harvesting produce for food pantry distribution.

Prerequisites: COR 1 or equivalent; open to second or third year students or sophomore and above transfers. One previous social science course in Anthropology, Criminal Justice, Economics, Human Services, Political Science, Social Science, or Sociology.

SS 379 INDEPENDENT STUDY - SOCIAL SCIENCES VAR cr

Consent of Instructor.

Prerequisites: Consent of instructor.

SS 479 INDEPENDENT STUDY - SOCIAL SCIENCES VAR cr

Consent of Instructor.

Prerequisites: Consent of instructor.

SS 484 SENIOR SOCIAL SCIENCE SEMINAR 4 cr

Reading and discussion in conjunction with preparation for the presentation of a senior paper. One of the purposes of the seminar is to bring together students in the various majors in the Department to examine the implications and interrelations of their studies. The Senior Social Science paper may be used for the completion of a Human

SS – THA

Issues project. An approved Senior Paper/Human Issues project should be developed with the academic advisor before the beginning of the semester that the student is enrolled in SS 484. Cross-listed with HI 404. (F/S)

Prerequisites: SS 368 and 369 and senior standing.

SS 484 KX SENIOR SOCIAL SCIENCE SEMINAR 4 cr
The course focuses on the preparation and presentation of the student's Senior Capstone Research Project on a topic of interest within their major. The course will assist the student in gaining greater proficiency in conducting research and producing written documents that will conform to standards in the social science disciplines. The senior project may be combined with the completion of the Human Issues Project. The Seminar offers students majoring in the Social Science disciplines the opportunity to examine the interrelations and implications of their studies by sharing their work with their student colleagues in the other social science disciplines. Seminar members will collaborate in the development of each student's project.

Prerequisites: ENG 110 or W cornerstone, SS 368, SSS369, Senior standing as a Social Science major.

Theatre (THA)

THA 122 IAG PERSPECTIVES IN PUPPETRY 4 cr
This course explores a wide range of puppetry styles in their original global and historical contexts, and will apply that knowledge to the student's understanding of the world around them, and to how they see themselves in that world. Students will explore connections with others on personal, social, educational and global levels through the use of puppetry. Puppetry construction and performance will be a large part of the course. The culmination of the course will be a shared performance highlighting original student-created puppets with a local school, in an effort to explore, in a live setting, the potential impact of puppets in a social/educational setting. This course is for first-semester freshmen only or freshmen transfer students.

Prerequisites: This course is for first semester freshmen or freshmen transfer students.

THA 123 IAQ IDENTITY, ART AND CULTURE 4 cr
This interdisciplinary and experiential course consists of three components; a study of the sexes and sexual identity, an exploration of Theatre, Music, and Visual art, and how sex and art create cultural phenomena. Participants will be exposed to artists that are greatly influenced by gender and sexuality. Our itinerary will include plays, museums, musical performances, art galleries and guest speakers.

Prerequisites: This course is for first semester freshmen or freshmen transfer students.

THA 141 C INTRO TO LITERATURE - DRAMA 3 cr
Introduction to Literature: Drama introduces the basic principles of dramatic literature, and their specific applications to particular forms of drama, including stage, film, and radio. The course is specifically designed as an introduction to the elements of a theatrical production, the analysis of dramatic form and structure, with a brief historical survey focusing on critical analysis of representational plays from various periods.

Prerequisites: ENG 110 or W cornerstone.

THA 192 B PRACTICUM 1VAR cr
This practical course offers students a basic working knowledge of technical theatre through participation in the assembly of the Edgewood theatre productions. Opportunities are varied but may include scene painting, set construction, lighting and costume construction.

Prerequisites: None.

THA 224 A INTRO TO THEATRE: A GLOBAL PERSPECTIVE 3 cr
This course is designed to provide the student with a global perspective of, and appreciation for, the historical, esthetic and artistic components of live theatre. The collaboration of Theatre and society will be examined in the contexts of historical influence, dramatic literature and live performance. The artistic components of technical theatre will be introduced with a focus on the interpretation and transformation of dramatic literature into live realization of the staged play. Particular attention will be paid to how global perspectives and cultural practices have influenced the interpretation and artistic representation of Theatre across time and place.

Prerequisites: None.

THA 226 A FILM CRITICISM 3 cr
Film Criticism offers an introduction to basic film techniques and aesthetics in the art of film. It studies the cultural and artistic implications of film into today's society. These areas will be examined through "film, as in all art, is a reflection of - and an influence on - the society of its time" and on the idea of aesthetics as it relates to a sense of beauty and a philosophy of beauty in the arts.

Prerequisites: None.

THA 227A B CONTEMPORARY THEATRE EXPERIENCE 1 cr
This is a course for the preparation of nominated students' presentations in the areas of Design, Stage Management and/or Acting at the American College Theatre Festival (ACTF) which takes place during winter break.

Prerequisites: None.

THA 227B CONTEMPORARY THEATRE EXPERIENCE VAR cr
Extended field trip experience to a theatre center or convention.

Prerequisites: None.

THA 227C CONTEMPORARY THEATRE EXPERIENCE VAR cr
Extended field trip experience to a theatre center or convention.

Prerequisites: None.

THA 239 F2 SURVEY: HISTORY OF 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.)

Prerequisites: None.

THA

THA 264 CK COMMUNICATION & ORAL INTERPRETATION OF LIT 3 cr
This course will introduce the student to the techniques used in the interpretation and oral communication of literature. Students will learn how to assess literature to determine the emotional and intellectual intent of various authors from a wide range of literary genre. Students will become adept at using the skills necessary to share diverse forms of literature with a live audience.

Prerequisites: ENG 110 or W cornerstone or placement into ENG 110 honors; for K tag completion of the O cornerstone or concurrent enrollment in an O tag.

THA 265 BK ACTING I 3 cr
Philosophic orientation of the actor to his/her art with emphasis on basic technical skills. Students work on the techniques of acting while considering larger questions of perception, creative and aesthetic awareness. Students gain confidence in performing for and with others and explore the potential of theatrical ensemble and the collaborative nature of theatre through partnered work, original scene creation, and performances outside the classroom for other classes.

Prerequisites: For K tag, completion of the O cornerstone or concurrent enrollment in an O tag.

THA 266 F3 INTRO 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.

Prerequisites: None.

THA 269 ADU SCRIPT ANALYSIS: FROM PAGE TO STAGE 3 cr
Students will develop an appreciation of the theatrical arts by analyzing dramatic scripts as the basis of theatrical production. Various interpretive perspectives, including the historical/social context in which the scripts were written or set, will be examined. Finally, the impact that context has on race, class, gender and ethnicity issues in production will be explored. Students will take plays from their blue print state on the page, study ideas, theories and contexts to aid their imagination, and then create a working concept for some or all elements of theatre production for each play.

Prerequisites: None.

THA 270 STAGE MANAGEMENT 3 cr
This course will address the role of the stage manager as assistant to the director, from pre-casting through rehearsals and performances. It will also cover management of backstage activities, rehearsal procedures, time management, people skills and running technical rehearsals and performances. Computer applications for production organization and communication will be included.

Prerequisites: None.

THA 276 BG DRAMA IN EDUCATION 4 cr
This course is designed to provide the college student with a basic understanding of, and appreciation for, the use of Drama as a tool for teaching and learning within educational and social settings. The technique of Creative Dramatics focuses on enhancing a kinesthetic

awareness of literature in children and will be applied to the study of children's literature from the countries of Japan, Germany, England and Zimbabwe. This literature includes folk stories, plays, classic and contemporary works to be critically explored and analyzed through discussion, writing, and active creative dramatic techniques. Students will research and explore the application of current theories and practices of Drama Education from the four countries of Japan, Germany, England and Zimbabwe to further understand the literature and the influence of the country of origin, and the impact of drama on the kinesthetic awareness of the literature in young students. Students will research the history of Drama in education, from the 1960's through the present, including contemporary practices, theories and techniques from the countries of Japan, England, Germany, and Zimbabwe.

Prerequisites: None.

THA 290 B STAGECRAFT 4 cr
This course is a behind the scenes look at theatrical production. Students will study the techniques used to produce scenery, costumes, sound and lights as well as the organization and management associated with theatre. This practical course offers students a basic working knowledge of technical theatre.

Prerequisites: None.

THA 291 STAGECRAFT II 4 cr
The history and development of the technical elements of theatre and acquiring skills in their application, with emphasis on makeup, lighting, sound, props, and costuming. Includes lab, research project, and faculty-supervised scheduled crew hours. production through participation in crew work. Topic: Lights.

Prerequisites: None.

THA 292A THEATRE PRACTICUM FOR MAJORS/MINORS 1 cr
A hands-on learning experience of theatrical production through participation in crew work. Topic: Stage Management.

Prerequisites: None.

THA 292B THEATRE PRACTICUM FOR MAJORS/MINORS 1 cr
A hands-on learning experience of theatrical production through participation in crew work. Topic: Sets.

Prerequisites: None.

THA 292C THEATRE PRACTICUM FOR MAJORS/MINORS 1 cr
A hands-on learning experience of theatrical production through participation in crew work. Topic: Props.

Prerequisites: None.

THA 292D THEATRE PRACTICUM FOR MAJORS/MINORS 1 cr
A hands-on learning experience of theatrical production through participation in crew work. Topic: Costumes.

Prerequisites: None.

THA

THA 292E THEATRE PRACTICUM FOR MAJORS/MINORS 1 cr

A hands-on learning experience of theatrical production through participation in crew work. Topic: Makeup.

Prerequisites: None.

THA 292F THEATRE PRACTICUM FOR MAJORS/MINORS 1 cr

A hands-on learning experience of theatrical production through participation in crew work. Topic: Lights.

Prerequisites: None.

THA 292G THEATRE PRACTICUM FOR MAJORS/MINORS 1 cr

A hands-on learning experience of theatrical production through participation in crew work. Topic: Sound.

Prerequisites: None.

THA 292H THEATRE PRACTICUM FOR MAJORS/MINORS 1 cr

A hands-on learning experience of theatrical production through participation in crew work. Topic: Theatre Management

Prerequisites: None.

THA 292I THEATRE PRACTICUM FOR MAJORS/MINORS 1 cr

A hands-on learning experience of theatrical production through participation in crew work. Topic: Dramaturgy.

Prerequisites: None.

THA 292J THEATRE PRACTICUM FOR MAJORS/MINORS 1 cr

A hands-on learning experience of theatrical production through participation in crew work. Topic: Other.

Prerequisites: None.

THA 301A BD TAP DANCE 3 cr

This course is appropriate for students with little or no prior knowledge of tap dance. Students will study the art of tap through both the lens of the studio art and the multicultural lens of tap's historical roots and contemporary place in our society.

This course promotes an understanding of tap dance as an art form rooted in the traditions of African polyrhythmic movement and American Jazz music, a fusion of Irish, Canadian and North American step dance and North American jazz rhythms. As a multicultural course, THA 301 will examine the culturally significant characteristics of tap dance and emphasize the intersections among them, resulting in variance in status and power, as this relates to the fusion art form of tap. Gaining understanding and awareness of how tap dance came to be the art form it is today, through both study and practice of tap, enables students to value the experiences and contributions of different groups in the United States and understand the connections between social structures and inequality.

The course pays respect to the past great masters of the form and the current practitioners--women and men artists from diverse cultures. A strong emphasis is placed upon the musicality of tap dance--exploring rhythm, tempo, timing. Tap dance is technical. Exercises for working on technique are introduced, basic choreography, as well as structured exercises to explore improvisation. The highest development of the form of American tap dance is improvisation. An emphasis on development of individual style and creative expression is encouraged.

It is hoped that students will be motivated and enthusiastic and work cooperatively with fellow students and the instructor, exhibiting respect for everyone in the class. Please also respect the space in which the class occurs. If you have any health concerns, please inform the instructor.

Prerequisites: None.

THA 320 F2 AESTHETICS AND PERFORMING ARTS 3 cr

The study of the basic aesthetics 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.

Prerequisites: None.

THA 326 A FILM IN SOCIETY 3 cr

This course offers an examination of American society and its culture as reflected through the films of particular time periods in the 20th and early 21st centuries. These areas will be studied through the idea that "film, as in all art, is a reflection of - and an influence on - the society of its time." Through the use of popular American films, students will be introduced to competing perspectives on American history, culture and society.

Prerequisites: None.

THA 336 C DEVELOPMENT OF DRAMATIC ARTS I 3 cr

Study of the history and literature of the theatre from the Greeks to the early 1600s. Areas to be covered include: creative theories, Greek, Roman, Medieval drama, Renaissance, Spanish, and English to the early 1600s. These areas will be covered through the focus on "theatre, as in all art, is a reflection of - and an influence on - the society of its time," playwrights of significance, plays of significance, and technical advances in the theatre.

Prerequisites: Completion of ENG 110 or W cornerstone or placement into ENG 110 honors.

THA 337 A DEVELOPMENT OF DRAMATIC ARTS II 3 cr

Study of the history and literature of the theatre from the French Renaissance to the late 1800's. Areas to be covered include: French Renaissance, English Restoration, European theatre of the 18th and early 19th century, romanticism, and European theatre of the late 19th century. These areas will be covered through the focus of "theatre, as in all art, is a reflection of and an influence on the society of its time," playwrights of significance, plays of significance, and technical advances in the theatre.

Prerequisites: None.

THA

THA 338 MODERN AND CONTEMPORARY DRAMA 3 cr

Study of the literature and history of the theatre from the 20th century to the present.

Prerequisites: None.

THA 339 DEVELOPMENT OF DRAMATIC ARTS IV 3 cr

Study of the literature and history of musical theatre.

Prerequisites: None.

THA 365 ACTING II 3 cr

Detailed work in acting with emphasis on script analysis for the actor, basic voice and dialect training and audition preparation, with a focus on contemporary national and international scene work.

Prerequisites: THA 265 BK or consent of the instructor.

THA 366 MUSICAL THEATRE PERFORMANCE 3 cr

Performance study in the literature and style of the various musical theatre forms.

Prerequisites: THA 265 or consent of instructor.

THA 367 BK IMPROVISATION IN PERFORMANCE 3 cr

Students will study the art of improvisation in theatrical performance including short form, long form, and sketch based improv techniques, as well as several warm up, ensemble building and technique enhancing exercises. Ultimately, this work will result in the class ensemble producing an improvised public performance, the style of which will be determined by the class as the work unfolds.

Prerequisites: THA 265 BK Acting I or instructor consent.

THA 368 MOVEMENT FOR ACTORS 2 cr

The study and application of theories and techniques of body movement selected from various topics, including: fencing, basic choreography, ethnic dance used in musical theatre, and control and release.

Prerequisites: None.

THA 370 BX DIRECTING I 4 cr

Study of the theory and practice of directing dramatic production with special emphasis on the director as artist and leader. Students will use all they have learned in the course of their theatre training and liberal arts education (and beyond) and apply elements of that knowledge of the interpretation, leadership and artistry involved in directing a play. Students must communicate effectively with all elements of production in order to accomplish those goals.

Prerequisites: THA 265 Acting I and ENG 110 or W cornerstone.

THA 376 2B THEATRE FOR YOUNG AUDIENCES 4 cr

In this course, students will research and build a basis of knowledge with regard to a current human, social or ecological issue and using these findings as a basis, combined with a brief study of writing for young audiences, will write a play for youth about the topic. In making choices on how to write the play and what areas of the topic to focus on, students will address the COR questions: Who am I and who can I become?, What are the needs and opportunities of the world?, and What is my role in building a more just and compassionate world? In

further exploration of these questions, students will study the history and the elements of production and performance in the genre of Theatre for Young Audiences, as they produce and ultimately perform their play for Madison area school students.

Prerequisites: COR 1 or equivalent; open to students in their second or third year, or sophomore and above transfers.

THA 379 INDEPENDENT STUDY - THEATRE ARTS VAR cr

Independent Study of selected topics in Theatre Arts developed by the student with the approval and direction of the instructor.

Prerequisites: Consent of instructor.

THA 385 SPECIAL TOPICS IN THEATRE VAR 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

Prerequisites: Consent of the instructor.

THA 385A SPECIAL TOPIC: CULTURE & SOCIAL ISSUES IN FILM 3 cr

Advanced study of topics of special current interest in the field of film: a) Performance (acting or directing) b) Technical theatre c) History and criticism.

Prerequisites: Consent of the instructor

THA 385B SPECIAL TOPIC: PROFESSIONAL DEVELOPMENT 1 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

Prerequisites: Consent of the instructor

THA 385C SPECIAL TOPICS: AUDITION 3 cr

Advanced study of topics of special current interest in the field of auditioning for theatre: a) Performance (acting or directing) b) Technical theatre c) Musical theatre

Prerequisites: Consent of the instructor

THA 385D TOPICS: EVOLUTION OF SCIENCE FICTION FILM 3 cr

Study of the evolution of the science fiction film as it reflects the society of its time.

Prerequisites: None.

THA 386 SPECIAL TOPICS IN FILM 1 cr

Advanced study of topics of special interest in the field of Film.

Prerequisites: None.

THA 386A AGU SPECIAL TOPIC: FILM 3 cr

Through the study of representative films we will explore a variety of common social topics across different culture groups: those represented by US-Hollywood and independent films of North American production, those from contemporary and 20th century European

THA

society, as well as Asian cultures. We will compare the representation of social issues through critical analysis and research. We will look at how a film is constructed, how the film reflects our perception of reality and has an impact in our critical thinking. We will explore, analyze, and criticize social topics of ever increasing importance: immigration, family life, environment and economy.

Prerequisites: None.

THA 390 B THEATRE DESIGN ELEMENTS 3 cr
Introduction to the media used in theatrical design, including but not limited to Costume Design, Scenic Design, Lighting Design, and Sound Design.

Prerequisites: None.

THA 391 TECH AND DESIGN IN THE THEATRE 3 cr
The study and application of technical and design elements of theatre selected from various topics, including: lights, costumes, sets, sound and makeup.

Prerequisites: None.

THA 392 COSTUME DESIGN 3 cr
Study of the history and theory of costuming for the stage, with practical work in construction.

Prerequisites: None.

THA 393 LIGHTING DESIGN 3 cr
Study of the history and theory of the principles of lighting design for the stage with laboratory work to develop practical skills.

Prerequisites: None.

THA 394 SCENIC DESIGN 3 cr
Study and application of style and form in the scenic elements of the stage. Art History recommended.

Prerequisites: None.

THA 395 B MAKEUP DESIGN AND TECHNIQUES 3 cr
Makeup Design and Techniques is an introductory study in stage makeup for the theatre. It is a practical course designed to give the student a basic working knowledge of, and hands on experience in, stage makeup design and application.

Prerequisites: None.

THA 440 THEATRE CAPSTONE 2 cr
Capstone in theatre arts seeks to prepare theatre students for a career and graduate study opportunities.

Prerequisites: THA 265.

THA 445 PLAY WRITING VAR cr
A study of the structure of the literary art of drama with practical experience in playwriting. Work with a performance lab is encouraged. Participation in the American College Theatre Festival is encouraged.

Prerequisites: None.

THA 459P TEACHING OF THEATRE ARTS 4 cr
The course will focus on curriculum building for the theatre arts classroom, teaching techniques for beginning acting, and historical background of theatre in education. Students will also learn about the historical background of theatre in education. A strong component of the course is the inclusion of theatre encounters with individuals involved in co-curricular theatre programs. Students will be working with an outside co-curricular theatre program to learn about structure, planning and implementation of co-curricular theatre programs. Emphasis will be on student-faculty-administration relationship, budget control, facilities use, and theatre management related to school productions. Cross-listed with Education 459P. (S)

Prerequisites: None.

THA 465 ACTING III 4 cr
This course is designed to study approaches to acting classical texts, focusing on Greek theatre, Shakespearean texts, Comedy of Manners, and Farce. The course builds on the script analysis and voice training of Acting II, and adds much more emphasis on movement and carriage of the actor. Scenes are used from the periods covered.

Prerequisites: THA 265 or consent of instructor.

THA 466 ACTING IV 4 cr
Contemporary theories of acting such as epic acting, the theatre of physical metaphor, method acting and the Stanislavski system, as well as variations of these major schools of technique. The class is also designed for students to prepare for auditions, interviews and internships in the professional world. An acting portfolio, acting resume and a headshot will be required by the end of term.

Prerequisites: THA 265 or consent of the instructor.

THA 470 ONE-ACT PLAY PRODUCTION 4 cr
The theory and practice of directing drama productions with special emphasis on the director as interpreter and critic. Focus is on producing, crewing and directing a main stage production in cooperation with other student directors.

Prerequisites: THA 370 BX or consent of instructor.

THA 479 INDEPENDENT STUDY - THEATRE ARTS VAR cr
Prerequisites: Consent of instructor.

THA 490 ADVANCED DESIGN 4 cr
Tutorial in design for the theatre.

Prerequisites: consent of instructor.

THA 499 3K THEATRE SENIOR PROJECT 1 cr
This course is intended to give theatre majors an opportunity to express who they are and what they have learned as students of theatre within a liberal arts context and to explore more deeply a particular area of interest. Typically, senior projects in the discipline of theatre generally result in a performance or presentation which is open to the public.

Prerequisites: COR 2, Theatre Arts major, senior standing.

WS

Women's Studies (ws)

WS 158 AQX WOMEN IN MUSIC 4 cr
An examination of the role of women in music in a wide array of genres, ranging from art music to rock and blues, with focus on social construction of gendered roles in music. Students will write a research paper on a topic of interest to them.

Prerequisites: ENG 110 or W cornerstone.

WS 201 F6 WOMEN'S STUDIES INTRO: HISTORY & RELIGIOUS STUDIES 4 cr
Introduction to Women's Studies courses and their intersections with gender inequalities. These courses introduce the field of women's studies through a women-centered study integrating two or more disciplines. They include a critique of the relationship of race, class and ethnicity.

Prerequisites: None.

WS 201 F8 WOMEN'S STUDIES INTRO: HISTORY & RELIGIOUS STUDIES 4 cr
Introduction to Women's Studies courses and their intersections with gender inequalities. These courses introduce the field of women's studies through a women-centered study integrating two or more disciplines. They include a critique of the relationship of race, class and ethnicity.

Prerequisites: None.

WS 202 F7 WOMEN'S STUDIES INTRO: PHILOSOPHY & RELIGIOUS STUDIES 4 cr
Introduction to Women's Studies courses and their intersections with gender inequalities. These courses introduce the field of women's studies through a women-centered study integrating two or more disciplines. They include a critique of the relationship of race, class and ethnicity.

Prerequisites: None.

WS 202 F8 WOMEN'S STUDIES INTRO: PHILOSOPHY & RELIGIOUS STUDIES 4 cr
Introduction to Women's Studies courses and their intersections with gender inequalities. These courses introduce the field of women's studies through a women-centered study integrating two or more disciplines. They include a critique of the relationship of race, class and ethnicity.

Prerequisites: None.

WS 203 F1 WOMEN'S STUDIES INTRO: ARTS & LITERATURE 4 cr
Introduction to Women's Studies courses and their intersections with gender inequalities. These courses introduce the field of women's studies through a women-centered study integrating two or more disciplines. They include a critique of the relationship of race, class and ethnicity.

Prerequisites: None.

WS 203 F2 WOMEN'S STUDIES INTRO: ARTS & LITERATURE 4 cr
Introduction to Women's Studies courses and their intersections with gender inequalities. These courses introduce the field of women's studies through a women-centered study integrating two or more disciplines. They include a critique of the relationship of race, class and ethnicity.

Prerequisites: None.

WS 204 INTRO TO WOMEN'S & GENDER STUDIES: TOPICS 4 cr
A series of topics courses in Introduction to Women's and Gender Studies.

Prerequisites: None.

WS 204 Q INTRO WOMEN'S & GENDER STUDIES 4 cr
This course will provide an interdisciplinary introduction to the issues and themes of women's and gender studies, rooted in the fields of feminist and gender theory. We will examine social and cultural constructs of gender in historical context, in contemporary society, and in our own lives. Using texts from an array of disciplinary perspectives such as philosophy, literature, sociology, psychology and the sciences, we will examine this interplay between how we construct the "feminine" and the "masculine" in our psyches and how gender is constructed through the media and society. Additionally, in this course, students will have the unique opportunity to reflect upon, write about, and explore their own gender identities and its many influences.

Prerequisites: None.

WS 204A CPQ INTRO TO WOMEN'S AND GENDER STUDIES 4 cr
This course will provide an interdisciplinary introduction to the issues and themes of women's and gender studies as revealed through the reading and analysis of literature and feminist and gender theory. We will take a philosophical approach to the issues we encounter and question our own assumptions along with those of the texts we read. Within our texts, we will examine social and cultural constructs in historical context, in contemporary society, and in our own lives. Using both fiction and nonfiction, we will examine this interplay between how we construct the "feminine" and the "masculine" in our psyches and how gender is constructed through the media and collective psyche. Additionally, in this course, students will have the unique opportunity to reflect upon, write about, and explore their own gender identities and its many influences.

Prerequisites: None.

WS 206 PQ PHILOSOPHY AND GENDER 3 cr
The relations between classic and contemporary Western philosophy and the social construction of gender. Focus on philosophies of oppression and liberation. Cross-listed with PHIL 106 PQ.

Prerequisites: PHIL 101.

WS 215 CQX 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

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of literary interpretation. In this class, we will be reading conventional autobiographies, memoirs, autobiographical fiction, journals and a graphic novel. Cross-listed ENG 215.

Prerequisites: ENG 110 or W cornerstone.

WS 228 F7 FUNDAMENTALISM: GENDER & MEDIA HONORS 4 cr

Through film, literature, cultural commentary, and historical and theoretical approaches, students will grapple with the questions: What is fundamentalism? Is violence endemic to fundamentalism? How do women's voices highlight the internal conflicts of fundamentalist cultures? The class will examine the rise of contemporary fundamentalisms in the US and around the globe within the Judaic, Christian and Islamic traditions.

Prerequisites: None.

WS 228 F8 FUNDAMENTALISM: GENDER & MEDIA HONORS 4 cr

Through film, literature, cultural commentary, and historical and theoretical approaches, students will grapple with the questions: What is fundamentalism? Is violence endemic to fundamentalism? How do women's voices highlight the internal conflicts of fundamentalist cultures? The class will examine the rise of contemporary fundamentalisms in the US and around the globe within the Judaic, Christian and Islamic traditions.

Prerequisites: None.

WS 235 AGQ WOMEN IN WORLD CINEMA 4 cr

Women in World Cinema is a survey course introducing students to visual texts made by women filmmakers from around the world. The course will cover different genres from full-length features, to shorts, documentaries, and ethnographic representations. GS 235 and WS 235 will include representative works by important filmmakers such as Suzana Amaral from Brazil, Kathryn Bigelow from the US, Iciar Bollain from Spain, Jane Campion from New Zealand, Safi Faye from Senegal, Deepa Mehta from India, Sally Potter from England, Agnes Varda from France and Li Yu from China. Students will critically examine, analyze, and evaluate national and international women's cinema in terms of form and techniques (light, camera, sound, cinematography) as well as content (themes, genres, ideology).

Prerequisites: None.

WS 252 AQX HISTORY OF WOMEN ARTISTS: EUROPE & NORTH AMERICA 4 cr

This course offers an introduction to the lives and work of women in the visual arts in Europe and North America from the Renaissance to the present. Includes an overview of art historical approaches to the study of women artists, issues of gender, power, ideology, and representation, an examination of the work of specific European and North American women artists with attention to the historical circumstances in which they produced their art, and artists' writings. Among the themes explored are the relationship between art and craft, spirituality, self-portraiture, the female body, motherhood, and heritage and identity.

Prerequisites: ENG 110 or W cornerstone.

WS 286 PSYCHOLOGY OF WOMEN 4 cr

The purpose of the course is to enable the student to become familiar with the major themes and writings in the field of the Psychology of Women. Examines concepts of femininity/masculinity, biology, gender socialization, development, relationships, therapy, and sexuality. See PSHY 286.

Prerequisites: None.

WS 287 PSYCHOLOGY OF GENDER 4 cr

Examines the biological basis of gender differences in men and women, including sex differences and gender roles; theoretical perspectives on gendered behavior, including developing gender identity; myths and stereotypes about masculinity and femininity; issues related to gender differences in men and women, including sexuality, the family, health, mental health, cognition.

Prerequisites: None.

WS 323 DJQ FAMILY AND SOCIETY 4 cr

An examination of the institution of family through historical, cross-cultural and contemporary perspectives. Attention is given to family structure in US society and its interconnectedness with economic conditions, race and ethnic differentiations, religious beliefs, status expectations, gender ideologies, and legal definitions. Emphasis is on the history and politics of marriage and cohabitation, sexuality, changing notions of childhood and parenthood, dependent care, gender roles in the family, race and ethnic-based variations, and social policies that shape family life. Cross-listed with SOC 323.

Prerequisites: None.

WS 325 GENDER, CULTURE AND COMMUNICATION 3 cr

How gender is communicated within cultural and institutional settings (how we come to know what it is to be a woman or a man), the multiple ways humans communicate within and across gender lines (how we express ourselves as gendered individuals and why we do it many different ways), and the relationship of the two. We will also look at how feminist theories illuminate gender issues in communication.

Prerequisites: None.

WS 327 TOPICS: LITERATURE AND GENDER 3 cr

A study of literary works from a variety of periods and genres in relation to issues of gender. Specific courses could include Black Women Writers, Textuality and Sexuality, Women Writing the Fantastic, or Tough Guys in Literature. (Cross-listed with ENG 327)

Prerequisites: None.

WS 343 WOMEN AND RELIGION VAR cr

Explores women's issues in a variety of religious traditions from a feminist perspective including Judaism, Christianity, Islam, Native American, Eastern traditions and goddess religion. Autobiography, feminist interpretation of scripture and expressions of women's spirituality are included. Cross-listed with RS 343.

Prerequisites: One WS or RS F8 course.

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WS 345 WOMEN'S HEALTH ISSUES 4 cr

An examination of the current status of women's health, including historical perspectives, development-mental issues, societal influences, and challenges for the future.

Prerequisites: CA 101 and ENG 110, or consent of instructor.

WS 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 will be placed on understanding how & why ideas about femininity and masculinity have changed over time. Cross-listed with HIST 360.

Prerequisites: None.

WS 362 19TH CENTURY AMERICAN HOMOPHOBIA 4 cr

A study of the development of homophobia in the US during the last 20 years of the 19th century in response to that era's discovery of the "homosexual." Cross-listed with HIST 362.

Prerequisites: HIST 132 or consent of instructor.

WS 365 JQ 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.

Prerequisites: None.

WS 379 INDEPENDENT STUDY - WOMEN'S STUDIES VAR cr

Prerequisites: Consent of instructor.

WS 389 MEN & MASCULINITIES 4 cr

This is a course for both men and women about men's issues. 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 to be covered include gender socialization, gender roles and stereotyping, boyhood, the privileges and perils of collegiate masculinities, portrayals of men and masculinities in the media, men's friendships, men in families, men and work, men and health, intimacy and power issues with women, male sexualities, and male violence. Students will be required to carry out activities on and off campus that promote healthy and new ways of being for boys and men. Cross-listed with PSY 389.

Prerequisites: consent of instructor.

WS 401 SEMINAR IN WOMEN'S & GENDER STUDIES VAR cr

Exploration of selected themes, questions, or issues within the interdisciplinary field of Women's and Gender Studies.

Prerequisites: None.

WS 415A CDQ BLACK WOMEN WRITERS 4 cr

This course offers a study of selected novels, short stories, and essays by African American women writers in the 20th and 21st centuries.

Emphasizing the intersections of race, gender, class, and sexuality, and informed by critical studies of race and ethnicity and black feminist criticism, we will explore the following main questions: What are the major themes and issues in black women's literature? What textual strategies do African American women writers employ to represent "blackness" and "femaleness?" In what ways do these writers challenge or accommodate dominant discourses of race, gender, class and sexuality? What does it mean to be a black feminist reader, and what does it mean for non-black and/or non-female readers to interpret black women's writings? Cross-listed with ENG 415A & ETHS 415A.

Prerequisites: ENG 110 or a "W" tag course.

WS 437 CGQ LITERARY MOVEMENTS OF MODERN FRANCE 4 cr

Literary movements of Modern France is an upper-division French Literature class focusing on a specific literary trend or theme. Our topic for WS 437 is women writers, and to that end, we will study literary and critical texts by French women authors, learn about women's movements and feminist manifestos in France, and examine samples of "écriture féminine." The goal of this course is two-fold. WS 437 is designed to develop (1) Student's knowledge of different narrative genres such as the journal, diary, letter, short story, and the literary autobiography through the study of literary texts and increase their ability to interpret literary works and (2) Student's understanding of the social, cultural, political and historical contexts in which women's literature from France was produced and experienced. Cross-listed with French 437A.

Prerequisites: 4th semester French, appropriate language placement.

WS 479 INDEPENDENT STUDY - WOMEN'S STUDIES VAR cr

Advanced work in the field of Women's and Gender Studies.

Prerequisites: Consent of instructor.

WS 480 GQU SENIOR SEMINAR: WOMEN'S & GENDER STUDIES 4 cr

What issues are important to women in different parts of the world? How do those issues relate to one another? What makes an issue "feminist" or not? How do we conceive of feminisms outside of our borders, whether those borders are geographic, political, or personal? What strategies can we employ to understand women's lives and concerns in different cultures, locations, and times? Is it possible to actively support feminist causes across the globe without imposing dangerous sets of limiting assumptions? This course is an exploration of the methods, concepts, and experiences of feminism as it is practiced all over the world in different ways. The historical development and cultural mappings of feminism since the second wave will be our main concern, but we will maintain specificity by focusing on particular locations, and on locational concerns. Three large units will make up the course: feminism and race at the end of the second wave and into the present; postcolonial critiques of feminism and issues of religion, rights, and class in various locations throughout the world; and transnational approaches to feminist identity, politics and possibilities. Throughout our explorations of contemporary feminisms, we will interrogate how our own lives and choices affect the lives of women around the world, in part by investigating the origins of products we

WS

purchase regularly. Feminist theorists from a variety of disciplines including philosophy, literature, political science, history and sociology will provide groundwork for our explorations, which will be filled out through case studies, historical texts and literary narratives. Cross-listed with ENG 480A and ETHS 481

Prerequisites: ENG 110 and ENG 280.

WS 489 GENDER AND COMMUNICATION VAR cr

This course explores women's and men's ways of communicating. Areas covered include education, employment, and personal relationships. Cross-listed with ENG 489.

Prerequisites: None.

WS 490 WOMEN'S & GENDER STUDIES INTERNSHIP VAR cr

Faculty supervised experiential learning in a community setting relevant to women's and gender studies.

Prerequisites: Consent of instructor.



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